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ABSTRACT

The Northeast region of India has a distinct geophysical structure and concomitant socio-economic development. New educational development initiatives for Northeastern states include bridging gaps in basic minimum services, enhancing teachers training facilities, and preparing state specific holistic plans. This annotated bibliography represents the first bibliography of educational research in Northeast India. It aims to be a useful resource to research scholars, planners, administrators, policymakers, and others concerned with educational development in Northeast India. It covers the following subjects: Admission; Adult Education; Aesthetic Education; Aided Schools; Alternative Schooling; Christian Education; Class Management; Computer Education; Creativity; Curriculum; Distance Education; Dropouts; Educational Achievement; Educational Administration; Educational Development; Educational Evaluation; Educational Finance; Educational Leadership; Educational Psychology; Educational Quality; Educational Sociology; Educational Supervision; Educational Survey; Educational System; Educational Technology; Employment; English Teaching; Enrollment; Examination; Failure; Gifted Children; Girls Education; Higher Education; History of Education; Home Work; In-Service Teacher Education; Intelligence Test; Job Satisfaction; Literacy; Mathematics Teaching; Medium of Instruction; Microteaching; Mid-Day Meal; National Integration; Non-Formal Education; Operation Blackboard; Physical Education; Physical Facilities; Population Education; Pre-Primary Education; Primary Education; Remedial Teaching; Scheduled Castes and Scheduled Tribes Education; Scholarship; School Community Relationship; School Complex; School Education; School Environment; School Libraries; School Management; School Upgradation; Science Education; Secondary Education; Sports; State Council of Educational Research/Training; Student Achievement; Student Activities; Student Attitudes; Student Movements; Student Socialization; Student Problems; Study Habits; Tea Garden Labourers; Teacher Education; Teacher Problems; Teacher Status; Teacher Training; Teaching Aids; Technical Education; Television; Textbooks; Training Needs; Tribal Education; University Administration; Value Education; Village Education Committee; Vocabulary; Vocational Education; Women Education; and Working Mothers. (Contains a name index, subject index, and regional index.) (BT)

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Educational Research in North-East India: A Source Material.

Nirmal Malhotra
Pratibha Mittal

National Inst. of Educational Planning and Administration, New Delhi (India).

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Educational Research in North-East India

by
**Nirmal Malhotra
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FOREWORD

The North-East region has a distinct geophysical structure and concomitant socio-economic development. The central government has laid special emphasis, from time to time, on the economic and social development of the North-Eastern states, to bring them financially and emotionally into the national mainstream. New initiatives for educational development of North-Eastern states include bridging gaps in basic minimum services, enhancing teachers training facilities and preparing state specific holistic plans.

Number of research studies have been conducted by research scholars both from North-East India and outside on issues related to educational development in this region. However, the information on their findings is not available at one place. This volume on Educational Research in North-East India provides information which will help educational planners, policy makers and practitioners.

Research provides systematic evidence collected and analyzed according to the canons of science, that provide policy makers with information they can get nowhere else. It yields information about the current situation, trends from the past and analysis of probabilities in the future. There are four important ways in which policy makers tend to use information in the policy process: **Warning-** Information provides a signal that trouble is brewing; **Guidance-** Research can give guidance and direction for improving policies and practices; **Enlightenment-** Policymakers are often receptive even to research that is critical of current policy. Such research offers them a new way of thinking about issues and new models for making sense of activities and outcomes; **Mobilization of support-** Research is also used to mobilize support for policy proposals.

I am happy NIEPA Librarian, Ms. Nirmal Malhotra with her colleague Ms. Pratibha Mittal have worked on an issue that is relevant, timely and important. The painstaking work in putting together this volume would be amply rewarded if it were accepted as a useful compendium of reference. Our endeavour is to disseminate research findings as much as possible so that a wider concern for improved educational system can develop. This volume is an effort in that direction.

B. P. Khandelwal
Director, NIEPA

PREFACE

This is the first comprehensive bibliography of “Educational Research in North-East India”. The purpose of this volume is to provide a useful resource to research scholars, planners, administrators, policy makers, government officials and others concerned with educational development in North-East India.

This volume contains 304 Research Studies classified under 89 subject headings. It is purposely arranged alphabetically under specific subject and within that subject alphabetically according to Author. With this arrangement a user can have direct and easy access to any subject without losing much of his time. For users who are interested in broader subject classification, under subject index, research works are classified level wise. Take a example of Primary Education, researches conducted on any aspects of primary education are indexed at one place for reference. Each entry contains the name of researcher, title of the study, year of publication, objectives of the study, research methodology used and finally the findings of the study.

The following indices are appended to facilitate users to locate and reach the information they are looking for easily and thus make the best use of it in their endeavour:

Name Index
Subject Index
Regional Index

As has been stated earlier, this is a pioneering work, the first of its kind on Educational Research in North-East India. As is normal with such efforts, there could be many limitations, infirmities and shortcomings in the compilation. It is quiet possible that some significant works may have been missed. We can only say in our defence, that we have worked quiet hard to

make this volume as less incomplete as we could do. We request that the inadequacies of this work may please be brought to our notice so that they may be removed in the next up-dated edition.

We are grateful to Prof. B. P. Khandelwal for the encouragement and guidance in this work and Prof. M. Mukhopadhyay for the inspiration and valuable direction he gave us to relevant material. We also acknowledge with gratitude the Authors and Publishers whose work we have referred in this bibliography.

Nirmal Malhotra
Pratibha Mittal

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ADMISSION

1. Misra, V. S. *An investigation into admission criteria.* Examination Research Unit, Gauhati Univ., 1968.

**Keywords: ADMISSION : EXAMINATION :
GAUHATI UNIVERSITY : HIGHER
EDUCATION : ASSAM**

The main aims of the study were: (i) to find out whether the different papers on a subject measured the same ability, (ii) whether different subjects of an examination measured the same ability and in case there were more than one ability measured by an examination, what was the contribution of each ability to the variance of examination scores, and (iii) to determine the admission criteria for university courses.

The Matriculation Examination of Gauhati University held in 1963 was chosen and a sample of 1441 candidates was selected. In all, papers related to four subjects (English I, II and III, history, geography and mathematics) were selected. Every selected test was of the essay-type (three hours duration) and carried 100 marks. The coefficients of correlation between the scores of all the possible pairs of papers were calculated by the product-moment method. The values of 'r' were then converted into 'z's. Next, the factor analysis was carried out. In the absence of any exact criterion to sort out significant factors, the value of Toker's Phi was calculated. Humphery's test was also applied. The number of minimum variables required to determine the factors was also found out. The obtained factors were then rotated by the orthogonal method.

The major findings and recommendations of the study were: (i) The estimates of the population parameters of true non-overlapping variances among the three English papers ranged from 0.14 to 0.43. Each English paper measured, to some extent, an ability, which was not measured by the remaining two papers: (ii) On the extraction of factors, three significant factors showed

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up, which were named 'verbal', 'problem solving', and 'memorization'. No 'quantitative ability' showed up in mathematics. Factors seemed to overlap among different subjects. Each subject appeared to have a different combination of factors. Assuming that the factorial structure remained, more or less, the same for each subject at higher stages also, it was recommended that for the graduate and postgraduate courses the marks obtained in the preceding examination in the subject which the candidate proposed to offer should be given the major weightage. (iii) The study seemed to support the practice of admitting the students having the honours course in the subject. (iv) For the selection to the P.U. Course it was suggested that a factor analysis study of H.S.L.C. and P.U. examination marks be made to discover the common factors. For the present, it was suggested that for selection to the science stream, weightage should be given to the marks in mathematics and geography, and for selection to the arts stream, weightage should be given to the marks in English and history. (v) As regards the objectives of teaching, it seemed that emphasis was laid on the 'acquisition of knowledge' rather than on the 'application of knowledge to a new situation'.

ADULT EDUCATION

2. **Das, Manoranjan.** *A study of the socio-economic problems in the implementation of the adult education programme in Assam.* Ph.D., Edu. Gauhati Univ., 1990

Keywords: ADULT EDUCATION : ASSAM

The objective of the study is to find out the socio-economic problems that hamper the expansion of the adult education programme in Assam.

Using the survey method, 100 adult education centres (40 male centres, 40 female centres and 20 combined centres) of four tea gardens and some other centres organised by different

organisations, served as the sample. The centres chosen for sample survey were picked up in such a way that they could cover the major organisations connected with the programme and also could bring into focus the socio-economic problems of the adult education programme. The study used both the qualitative and quantitative approaches. The tools used included a questionnaire, an interview schedule, observation and library information. Qualitative and quantitative approaches were used in treating the data.

Major findings are: (1) Besides poverty, illiteracy, ignorance and unwillingness of the illiterate adults, social customs, religious fanaticism, conservatism, traditionalism and natural calamities like floods, play a obstructive role in the expansion of the adult education programme. (2) The attendance of the adult learners in the combined centres remained very low, the reason being that men and women hesitate to learn together in combined centres. (3) Since the tea-garden labourers, both males and females, work together freely, they do not hesitate to learn together in combined centres. (4) The section of illiterate adults who were well off economically but not willing to attend adult education centres were basically suffering from lack of proper motivation. (5) The section of illiterate adults who could not think of having adult education without economic benefits belonged to the culturally deprived, socially depressed and economically handicapped sections of the society. (6) These two sections of illiterate adults were far away from the socio-economic mainstream of the state. They spent their leisure time in merry-making, gambling and drinking. (7) Development-oriented functional literacy needed to be introduced to strengthen the economic position. (8) Defects in the instructional strategies and selection of learning activities were responsible for the slow expansion of the adult education programme in the state. (9) A need-based adult education for the socially and economically deprived would necessitate identification of homogeneous groups, assessment of educational needs in the light of economic needs and aspirations, formulation of suitable and relevant curricula and syllabi; preparation of appropriate teaching-

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learning materials, utilisation of effective teaching-learning methods and identification of appropriate tools for the teaching-learning process.

3. **Gayán, Alka.** *Adult education programme among the scheduled castes population of Kamrup District with particular reference to the improvement in their literacy standard and functional skill.* Gauhati, Gauhati Univ., 1999.

**Keywords : ADULT EDUCATION :
SCHEDULED CASTE : KAMRUP :
LITERACY : ASSAM**

4. **Nath, Premada Bora.** *A critical study of the organization and administration of library services in Kamrup District and its impact on adult education.* Gauhati, 1994.

**Keywords : LIBRARY SERVICES : ADULT
EDUCATION : KAMRUP : ASSAM**

AESTHETIC EDUCATION

5. **Choudhary, Birendra Nath Ray.** *Aesthetic interests of preadolescent pupils of the secondary schools of Greater Guwahati and their bearing on educational planning and organisation: A critical study.* Ph.D., Edu. Gauhati Univ., 1990.

**Keywords: SECONDARY EDUCATION :
AESTHETIC EDUCATION : ASSAM**

Objectives of the study were: (i) to find out the aesthetic interests of pre-adolescent pupils, (ii) to find out the development of the aesthetic interests of both the sexes, (iii) to find out the present

approach of aesthetic teaching in the school curriculum and in the other environment and training, and (iv) to recommend a suitable scheme of aesthetic education and suggest measures to organize the schemes in the secondary schools of Assam.

Survey testing, questionnaires and the interview techniques were used to find out the data on the aesthetic interests of pre-adolescent pupils of secondary schools of Greater Guwahati. The sample comprised 400 subjects selected from different schools of Greater Guwahati on a random sampling basis.

Major findings are: (1) Boys aged 10 years were more interested in aesthetics than the boys of 11 and 12 years of age. (2) Girls aged 11 years were more interested in aesthetics than the girls of 10 and 12 years of age. (3) The girls' groups were more interested in aesthetics as compared to the boys' groups. (4) The girls were more consistent than the boys in their responses on the Welsh Figure Preference Test. (5) Aesthetic interest develops by providing a good cultural environment and training. (6) Girls have more aesthetic sense than the boys.

AIDED SCHOOLS

6. **Singh, N. Surjit. *Study of the administrative and academic problems of teachers working in aided school in Bishenpur District, Manipur.* Dissertation, DEPA, NIEPA, 1985**

**Keywords: TEACHERS : AIDED SCHOOLS :
EDUCATIONAL ADMINISTRATION :
SECONDARY EDUCATION : ELEMENTARY
EDUCATION : PRIMARY EDUCATION :
BISHENPUR : MANIPUR**

The objective of this study is to find out academic and administrative problems of teachers working in aided schools of Bishenpur district.

There are 58 aided schools in Bishenpur District, Manipur. Out

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of these 58 schools, 6 schools are secondary and the remaining are categorized as elementary schools. The sample consists of 16 aided schools were selected at random. A structural Proforma was sent to these schools to collect the results of high school Board Examination for five years from 1981 to 1985. To know about the reasons for deterioration of educational standards, information was collected through structured questionnaire from different groups, namely (i) members of Management Committee (ii) principals (iii) teachers (iv) students and (v) parents. While the members of the Management Committee and principals were selected from all the sixteen schools, the selections of other groups were at random but the groups belonged to the respective schools.

Findings of the study are: (i) The teachers in the grant-in-aid schools are working under the dual master, eg (a) Education dept./Government, and (b) School management committee. (ii) The influence of politics in the school management created a strained relation between the teachers and school managing committee relating to promotion/seniority etc. (iii) Triple benefit scheme introduced in principle in all the aided schools but in practice not yet fully implemented. (iv) Teachers/employees working in aided schools are not getting the rights and privileges on par with govt. employees as entitled under F.R / S. R and C.S.R. (v) Nonexistence of clear cut policy for retirement and pension benefit to aided teachers and employees is a source of a great disappointment to all the teachers and employees working under grant-in-aid scheme. (vi) Irregular release of grant-in-aid from time to time. As the Government does not release the amount of grant in time, the teachers and employees working under aided school do not get their pay regularly. (vii) On account of poor funds at the disposal of the school committee, development activities of the schools are hampered. (viii) Sanctioned posts are not provided as per school requirements. (ix) Teachers and employees serving under aided schools feel quite insecure without any service prospect for promotion and retirement facilities as are available to state government employees. (x) 42% respondents say that teaching is of poor

quality in aided schools. (xi) A question was asked from the students only about the timely arrival of teachers to school, only 35% students replied in positive and 65% do not accept that teachers come school in time.

ALTERNATIVE SCHOOLING

7. **Singh, A. K. *Evaluation of alternative schooling through Maktab in Assam : Darrang, Dhubri and Morigaon Districts.* Mussoorie, National Society for Promotion of Development Administration, Research and Training, 1999**

**Keywords: ALTERNATIVE SCHOOLING :
PRIMARY EDUCATION : VILLAGE
EDUCATION COMMITTEE : MUSLIM
EDUCATION : MAKTABS : DARRANG :
DHUBRI : MORIGAON : ASSAM**

The objectives of the study of the Maktab Alternative Schools are: (i) analysing the roles of Village Education Committee and Maktab Management Committee in enhancing effectiveness of the system (ii) ascertaining the extent impact on various sections of the community in terms of advantages derived; (iii) ascertaining the of impact of currently used teaching-learning process on the learning outcomes of the students in the Maktab centres and measures to improve them further; (iv) assessing the effectiveness of the Open Evaluation Method adopted; (v) assessing cost effectiveness of the strategy by comparing the Maktab centres with formal schools and other NFE centres operating in the district in financial terms; (vi) reviewing sustainability of the strategy in technical, managerial and financial terms; (vii) examining the possibility, nature and extent of expansion of the intervention to other habitations that remain uncovered.

The research design of this study is based on collection and analysis of both primary and secondary data. While the primary

data has been collected through schedules designed especially for the study, the secondary data has been collected mainly from project documents, status paper (progress reports) and other documents prepared from time to time by the State and District Project Office. The Evaluation Team also studied other evaluation and appraisal reports concerning Alternative Schooling and NFE. Maktab AS centres that have completed minimum one year of schooling were selected. Two sets of Maktab AS centres were selected. Out of 80 Maktabs selected for the study, while 60 Maktabs are old Maktab AS centers, opened in 1995-96, 20 Maktabs are new AS centres which were opened afterwards but have completed one year of operation. The new centres are from Darrang and Dhubri districts only, as Morigaon district has only old centres. While collecting information through schedules, more weightage was given to old Maktab AS centres than to the new centres. For detailed assessment of the process involved, the study concentrated on old Maktab AS centres, as VEC schedules, MMC schedules and Achievement Tests were conducted for old Maktab AS centres only.

Findings of the study are: (i) There is a high incidence of non-enrolment and dropout at the primary level of schooling among the minority Muslim children especially girls in India in general and Assam in particular. (ii) Assam, in general and the three DPEP-I districts in particular, suffer a great deal from the lack of school infrastructure. There is a large number of habitations with less school, no school buildings and single teacher schools, in the three DPEP-I districts. (iii) Maktab AS centres have provided an access to large number of out-of-school Muslim children. The majority of them are female children. Most of the centres have been opened in small habitations trapped on the outskirts of large villages. (iv) In terms of enrolment and retention, the strategy has achieved a certain degree of success. As per official records, the current enrolment at Maktab AS centres is 4007 students, including 2944 Muslim female children.

CHRISTIAN EDUCATION

8. Kazhippalil, George. *The impact of the catholic missions on education, literature and social life of North-East India (1890-1980) with special reference to Don Bosco's philosophy of education.* Gauhati, Gauhati Univ., 1982

Keywords : CHRISTIAN EDUCATION :
EDUCATIONAL SOCIOLOGY :
EDUCATIONAL PHILOSOPHY : NORTH
EAST INDIA

CLASS MANAGEMENT

9. Swer, Yolanda. *Identification of teacher's classroom difficulties at the primary stage in Shillong.* M. A., NEHU, 1983

Keywords: PRIMARY EDUCATION :
TEACHERS : CLASS MANAGEMENT :
SHILLONG : MEGHALAYA

COMPUTER EDUCATION

10. Chakrabarty, Parijat. *Computer education in the high schools of Shillong—A Study.* M. A., NEHU, 1989.

Keywords: COMPUTER EDUCATION :
SECONDARY EDUCATION : HIGH
SCHOOLS : SHILLONG : MEGHALAYA

11. Chakrabarty, Parijat. *Study on the computer education in the high schools of selected states of North- East India*. Shillong, NEHU, 1996.

**Keywords : COMPUTER EDUCATION :
SECONDARY EDUCATION : HIGH
SCHOOLS : NORTH EAST INDIA**

12. Padma, M. S. ; Chakrabarty, Parijat. *Facilities for computer education in the schools of Shillong —A study, media and technology for human resource development*. Journal of AIAET, April, 1991.

**Keywords: COMPUTER EDUCATION :
SECONDARY EDUCATION : SCHOOL
EDUCATION : SHILLONG : MEGHALAYA**

CREATIVITY

13. Sudhir Kumar, M A ; Mathew, Mini. *Socio-educational correlates of creativity among the secondary school students in Arunachal*. Journal of Social Sciences and Humanities. Vol. XI. No.1, Jan-March, 1993. p6-13

**Kewrords: CREATIVITY : SECONDARY
EDUCATION : ARUNACHAL PRADESH**

This research is designed to examine the creative thinking ability among the secondary school students in Arunachal Pradesh. The relationship between creativity and select socio-educational variables were also studied. The socio-educational correlates specifically taken up for research are: sex, age, birth, order , parental occupation, socio-economic status, family facility, mass

media exposure, literacy interests, leisure time activities and the type of school in which they study. The study was undertaken primarily to realize the following objectives: (i) To measure the level of creative thinking ability among the secondary school students. (ii) To find the relationship of select socio-educational variables with the creative thinking ability.

The sample for the study consisted of 200 secondary school students selected at random from two Government High Schools and one Central School of Lower Subansiri and West Siang District of Arunachal Pradesh.

Findings of the study are: (i) Male and female students did not show any significant difference in their creative thinking ability. (ii) Students belonging to high (15 years and above) and low (below 15 years) age groups failed to differentiate in their creative thinking ability. (iii) The last-born were found to be definitely superior in creative thinking ability when compared to the middle born and first-born children. (iv) Father's education was found to foster a higher creative thinking ability; the students with educated parents attained higher creativity scores than those with illiterate parents.(v) Mother's education also contributed to better creative thinking ability among the children as per the results of the study. Children of educated mothers possessed higher creativity than those of illiterate mothers. (vi) Parental occupation was not found to be a factor related to the creativity of children. (vii) A moderately high positive linear relationship was observed between the variables of creativity and socio-economic status. Students from high socio-economic background were definitely superior to those from lower strata in their creative thinking ability. (viii) Family facility was found to foster the creativity; the students with higher family facility score possessed a higher creativity score than their low family facility counterparts. (ix) Exposure to mass media seemed to have a positive significant effect on the creative thinking ability of children. Students exposed high to media had an advantage over the low-exposed students in their creative disposition. (x) Students with literacy interests gained superiority in creative thinking when compared to those with social and cultural

interests. (xi) Students with high creative thinking ability sported pastimes of informative nature as against the recreational and socio-cultural leisure time activities of the low creativity students. (xii) Type of school in which the students study was also found to influence their creative thinking ability. The government schools students had an edge over the central school students in creativity.

CURRICULUM

14. Bora, Rajlakshmi. *An analysis of the English Reader prescribed for class VIII of the high schools of Shillong*. M. A., NEHU, 1985.

Keywords: ENGLISH TEACHING : HIGH SCHOOL : CURRICULUM : SECONDARY EDUCATION : SHILLONG : MEGHALAYA

15. Nongrum, Madalin. *An investigation to assess the fulfillment of curricular objectives in pre-primary institutions in Shillong*. M. Phil., NEHU, 1986.

Keywords: PRE-PRIMARY EDUCATION : CURRICULUM : SHILLONG : MEGHALAYA

DISTANCE EDUCATION

16. Roy, Sonali. *Problems and prospects of distance education in Meghalaya (The study is delimited to Shillong City only)*. M.A., NEHU, 1988.

Keywords : DISTANCE EDUCATION : SHILLONG : MEGHALAYA

DROPOUTS

17. Barua, A.P., *Wastage in Sibsagar and Golaghat sub-divisions—A comparative study*. SIE, Assam, 1971.

**Keywords : EDUCATIONAL WASTAGE :
PRIMARY EDUCATION : SIBSAGAR :
GOLAGHAT : ASSAM : DROPOUTS**

The major objective of the study was to compare wastage and stagnation at the primary stage during a period of five years of pupils' schooling in the sub-divisions of Sibsagar and Golaghat and to find out local factors affecting the wastage and stagnation of a particular place.

A 20 per cent systematic random sample was drawn which included 113 schools with 2342 pupils (1310 boys and 1032 girls) from Golaghat sub-division and 151 schools with 2880 pupils (1571 boys and 1310) from Sibsagar sub-division. The sample included all types of schools.

Comparison of the enrolment of class A in 1964 with the number of pupils passing the School Leaving Certificate Examination after five years from the date of their admission was made. Data regarding causes of wastage and stagnation were collected from the teachers of both the sub-divisions.

The major findings were: (1) For Golaghat, the percentage of boys and girls regularly reaching class III was 20.38% and 20.54%, and for Sibsagar, it was percentage 30.87% and 31.59% respectively (2) The wastage at primary stage for boys and girls in Golaghat sub-division was 80.38% and 78.39%, respectively. In all 79.50% of pupils failed to complete the course in the stipulated time. In Sibsagar sub-division, the wastage for boys and girls was 70.08% and 69.02% respectively, and in all 69.60% of the pupils failed to complete the course (3) The level of education wastage was influenced by three factors, viz., dropouts, stagnated and transfer cases. The effect of transfer cases was comparatively small; stagnation in classes was of

much more importance. Wastage was not uniform throughout the five years of the primary stage. It was maximum 76.70 percent, at the first year of schooling. In the sampled schools for boys and girls together. Stagnation and dropout cases independently were higher in Golaghat sub-division than in Sibsagar. (4) The proportion of stagnation to dropouts in Golaghat was four whereas and in Sibsagar it was five. A higher proportion of grade repeaters indicated parent's consciousness towards their children's education. Sibsagar had a higher proportion in this regard, indicating a better educational environment and educationally conscious guardians. (5) Poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical condition of the school, long absence from the school, bad family environment, attendance in social festivals, pupil's attitude towards education, rough and unsympathetic behaviour of teachers, multiple class teaching, overcrowded classes, single-teacher schools, faulty admission policy, etc., were the main causes of wastage. More or less the causes of wastage and stagnation were similar and sometimes the same. Repeated failure in a class was perhaps the only cause of wastage independent of stagnation. One important cause of stagnation was the pupils' attitude towards examinations. Lack of teaching aids contributed towards failure of a pupil. Lack of the reading habit, no room for study at home, irregular attendance due to bad communication, etc. were other causes. No special local factor was found to affect the wastage and stagnation in both the sub-divisions.

18. **Bhuyan, Chandraprobha. *Problem of dropouts in Sipajhar*. Imphal, Manipur Univ., 1993**

**Keywords : DROPOUTS : PRIMARY
EDUCATION : SIPAJHAR : IMPHAL :
MANIPUR**

19. **Das, R.C., *A comparative study of educational wastage in urban and rural areas*, SIE, Assam, 1975**

**Keywords : EDUCATIONAL WASTAGE :
PRIMARY EDUCATION : ASSAM : RURAL
AREAS : URBAN AREAS: DROPOUTS :
SIBSAGAR : JORHAT**

The major objective of the investigation was to find out the variation of educational wastage with regard to its extent at the primary education level in urban and rural areas in one of the districts in the plains of Assam.

The study covered 761 schools' out of which 743 were located in rural areas and 18 in urban areas in the Jorhat sub division of Sibsagar district. These did not include the 19 suburban area schools, which were studied separately for comparison. Altogether, 13,730 pupils were covered in the rural areas and 609 in the urban areas. The number of pupils covered in the suburban area was 431. The rates of wastage (dropout) and stagnation (grade repetition), expressed as percentage of the initial cohort, were ascertained by following the 'True-cohort' method, which was followed separately for the groups of pupils in urban, suburban and rural areas.

The major findings were: (1) The wastage (dropout) rates for urban, suburban and rural areas were 15.1, 7.0 and 14.5 per cent respectively, and the stagnation (grade repetition) rates were 48.1, 63.8 and 63.4 per cent respectively. The total educational wastage was 63.2, 70.8 and 77.9 per cent respectively for urban, suburban and rural areas. (2) The combined wastage and stagnation in rural area schools was significantly higher than that in the suburban area schools which was in turn significantly higher than that in the urban area. The same trend existed for boys and girls separately also. (3) The percentage of pupils regularly completing the primary course was highest in the suburban area compared to urban and rural areas. Wastage was lowest (7.0 per cent) in suburban area schools. But in the case of

stagnation (failure in examinations), the rate was lowest for urban area (48.1 per cent). In rural areas wastage in case of girls was lower than that in case of boys whereas it was almost the same for boys and girls in urban and suburban areas. But in the case of stagnation, the percentage was lower for girls in urban areas but higher in both the suburban and rural areas in comparison with boys.

20. **Das, R C.** *An investigation into the problem of wastage and stagnation at the primary level of education in the district of Sibsagar.* D. Phil. Edu., Gauhati Univ., 1970

**Keywords: PRIMARY EDUCATION :
DROPOUTS : EDUCATIONAL WASTAGE :
ASSAM : SIBSAGAR : STAGNATION**

The study concerns the problem of wastage and stagnation at the primary level of education in the district of Sibsagar, Assam. The main objectives of this study were: (i) to ascertain the extent of the problem in the district and its variations under a variety of situations; (ii) to identify the causes and their relative importance; and (iii) to suggest appropriate remedial measures. The basic approach in this study was to consider the children who could not complete the primary level of education in five years (primary stage in Assam consists of five grades) and to locate reasons for educational wastage.

The investigator selected representative areas of the Sibsagar district and included all the primary level institutions in the selected areas of the district for field survey. About seventy-eight percent of the schools responded. The fresh students in 1963 were followed for five years for the calculation of wastage and stagnation. The number of pupils who dropped out and who were detained were calculated both class-wise and sex-wise and expressed as percentage of the total strength of the pupils. The causes of wastage and stagnation were indirectly determined by asking the teachers and some inspecting officers and teacher

educators and by checking the appropriate causes from a list of all possible causes. A Proforma and information sheet for stagnation index and an opinionnaire were used to collect all information and for calculating stagnation index and to ascertain the relative importance of causes of wastage and stagnation. The causes were ranked after testing the significance of concordance coefficients among the three judges. The variations in the extent of the problem were studied in respect of a number of variables, such as location of school, type of school, number of teachers, type of management, training, qualification, age, experience, sex of teachers, physical facilities in schools, economic conditions, caste composition of the people in the society, etc.

It was found that the incidence of wastage and stagnation was 76.27 percent—14.24 percent wastage and 62.03 percent stagnation — in the district. The incidence of wastage and stagnation was found to be higher in the southern region than in the northern region of the district. The rate of wastage and stagnation for the rural areas was 77.91 percent while that for the urban areas it was 63.22 percent. The difference was statistically significant. In class-wise break-up, highest incidence was 34.48 percent in class A (lowest class) and lowest was 6.24 percent in class I, followed closely by 6.73 percent in class III. The stagnation indices in scheduled tribe community area were 86.54 percent (boys) and 89.74 percent (girls), whereas in non-scheduled tribe areas these were 74.0 percent (boys) and 75.18 percent (girls).

It was also found that poverty and economic backwardness claimed first rank among 40 causes that were found to be responsible for wastage at the primary stage. Backward society and non-stimulating social environment, illiterate parents and guardians, and untrained teachers claimed the 5th rank, 14th rank and 32nd rank, respectively. In general, socio-economic causes were more responsible for wastage and educational causes were more responsible for stagnation.

21. **Das, R.C.** *A study of the wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage*, SIE, Assam, 1969.

**Keywords: PRIMARY EDUCATION :
ELEMENTARY EDUCATION :
STAGNATION : DROPOUTS : ASSAM :
EDUCATIONAL WASTAGE**

The main aim of the project was to study wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage.

The incidence and rate of wastage and stagnation at the primary level of education in Assam from the global enrolment figures were calculated. The global enrolment cohort method was used with slight modification. Grade-wise global enrolment figures from the year 1951-52 through 1966-67 were used. In this period, there were 11 enrolment cohorts, each followed for five years. The base years were from 1951 -52 to 1961 -62. The total enrolment in class A in each of the base years formed a cohort of pupils to be followed till class III. The term 'wastagnation' was used to mean wastage and stagnation combined. The extent of wastagnation was computed against each base year both in absolute values and in percentages, and the weighted average of the 11 years was taken as the mean value of wastagnation for the period of study. Primary wastagnation was compared with the middle and the elementary level wastagnation. The causes of wastage and stagnation and their relative importance were discussed. Analysis variance was used to draw conclusions.

Some of the major findings were : (i) The rate of wastagnation at the primary stage was high. The variation in the rate of wastagnation among various classes was significant but the variation among years was not significant. (ii) In spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastagnation remained constant. (iii) There had been tremendous expansion of primary education during the post-

independence period and it was still continuing. The rate of wastagnation at the primary level was higher among girls than among boys. (iv) The rate of wastagnation in class VI for all pupils was 28.49 percent, for boys 26.29 per cent and for girls it was 34.72 per cent. (v) The total rate of wastagnation from class IV to VI was 9.96 per cent. A large percentage of pupils left schools after class VI and there were various reasons for this. The rates of wastagnation at the primary level were much greater than that in the middle level. (vi) The average rates of wastagnation were 77.12 percent at primary and 38.45 per cent at middle level for pupils in general. (vii) The total rate of wastagnation for pupils at the elementary level as a whole was between 80.56 and 86.31 per cent. (viii) The rate of wastagnation among girls was higher than among boys.

22. **Devi, K. G. *Problems of dropouts in primary schools of Manipur with special reference to Imphal town (1963-1970)*, Ph.D. Edu., Gauhati Univ., 1983.**

**Keywords: PRIMARY EDUCATION :
DROPOUTS : MANIPUR : IMPHAL**

The specific objectives of the study were: (i) to ascertain accurately the extent and nature of dropouts in the primary course of education in Manipur, (ii) to ascertain accurately the incidence of dropouts at the primary stage of education in Imphal town as well as in Manipur, (iii) to study variations in the magnitude of the problem under various situations, (iv) to identify the causes and their relative importance, and (v) to suggest feasible remedial measures in the light of the findings.

The approach was historical, experimental and analytical. The study was based on original sources. The career of 54497 and 2927 fresh entrants in class A in 1961 had been followed up to class VIII in 1970 in Manipur and Imphal towns respectively. For the field survey, two dropouts and two stay-ins from each of the 133 sample schools of Imphal town, their parents and guardians,

heads and the teachers of sample schools, teacher educators and inspecting staff were interviewed. The sample schools represented various strata. A School Information Blank, Information Sheets for dropouts and stay-ins, Interview Schedules for dropouts, stay-ins, dropouts parents and guardians, stay-ins parents, guardians and teachers and a five-point scale opinionnaire were developed and used. The cohort method was followed to test variation in the incidence of dropout. The grade-wise and year-wise variations were examined with the analysis of variance techniques. F-ratios were calculated to test the significance of the variations. The incidence of dropouts, rate of dropouts and stagnation and average rate of dropouts were determined. Causes of dropouts were hypothetically tested under school, pupil and family variables. Concomitant relationships between the rate of dropout and physical facilities in schools and other variables were ascertained by computing rank correlations. Chi-square test and t-test were used for testing the significance of the difference between dropouts and stay-ins on certain pupil and family variables, as judged by three sets of judges. Common agreement among three sets of judges for the causes of dropouts was ascertained by calculating the concordance coefficient. The percentage of the causes of dropouts was graded as responded by dropouts, their parents and teachers. The relative importance of the causes of dropouts as given by head teachers, inspecting officers and teacher educators was studied.

Some of the major findings were: (i) There was no uniformity in the rate of dropouts for the whole primary course. At the lower primary course, girls dropped out more than the boys. The difference in rates between boys and girls was 14.76 per cent, which was highly significant. In the middle-school course the difference was not significant. (ii) As a whole, girls had a higher rate of dropouts than boys. The difference between the mean rate of dropouts of boys and girls was 6.30 per cent.. (iii) The boys had a higher rate of stagnation than the girls. (iv) The highest rate of stagnation following the cohort was at the junior high school stage. Class-wise stagnation was clearly visible at class VIII for boys and class VII for girls. (v) In Imphal town,

stagnation started from class V. (vi) The highest rate of dropouts appeared in class A (48.48 per cent) and the lowest in class VI (4.79 percent). The variation between the highest and lowest was 43.69. (vii) Both dropouts and stagnation were at a higher rate in schools in congested zones. (viii) The first four important causes, according to the combined results, were poverty, frequent transfer, repeated failure, and negligence of parents. (ix) The study of the relative importance of causes revealed that out of 40 causes of dropouts, 20 belonged to socio-economic, 17 to educational and three to miscellaneous categories. Socio-economic causes were the most important causes of dropouts followed by educational and miscellaneous causes. There was complete unanimity among the three sets of judges regarding the contribution of major causes of dropouts.

23. **Gupta, J. K. ; Rastogi, P. K. ; Gupta, M. K.** *Stagnation and dropout at primary stage in nine educationally backward states*, New Delhi, National Council of Educational Research and Training, 1989.

Keywords: DROPOUTS : PRIMARY EDUCATION : BACKWARD AREAS : ANDHRA PRADESH : ASSAM : BIHAR : JAMMU AND KASHMIR : MADHYA PRADESH : ORISSA : RAJASTHAN : WEST BENGAL : UTTAR PRADESH

The objectives of study were to estimate overall wastage rates in terms of stagnation (repeater) and dropout separately for boys and girls, and for rural and urban areas, and for children belonging to Scheduled Castes and Scheduled Tribes categories.

The study covered nine educationally backward states namely, Andhra Pradesh, Assam, Bihar, J & K, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. All the children studying at primary stage of education in recognised schools of

the concerned states from 1979-80 to 1981-82 constituted the population of the study.

The study is a status study and it does not propose to investigate the causes of stagnation and dropouts. A sample of recognised schools having primary sections in them was selected from each state and all the children in selected schools were taken into consideration for estimating stagnation and dropout rates.

Findings show that Assam has a very high dropout rate at the primary stage for all pupils in general, and Scheduled Caste and Scheduled Tribe pupils in particular. There does not seem to be any difference in the input/output ratios for boys and girls of all communities whereas the rates are higher for girls than for boys of SC and ST categories. The internal efficiency of the educational system is quite low, particularly in the case of ST students. This is mainly due to students dropping out from schools prematurely and also repeating classes. Only about one-third of the pupils completing the cycle did so without repeating and the remaining two-thirds repeated one year or more. While more than four-fifths of the pupil-years spent in excess are attributable to dropouts, the remaining one-fifth is attributable to repeaters who completed the cycle.

24. **Gyaneswar, S. S.** *A study into the extent of stagnation and dropout in the schools of Manipur.* Imphal, D.M. College of Education, 1992

**Keywords: PRIMARY EDUCATION :
DROPOUTS : MANIPUR**

Objectives of the study were: (i) to estimate the overall rate of wastage in terms of stagnation and dropout in different classes, among the boys and girls, among the children belonging to Scheduled Castes and Scheduled Tribes, and (ii) to compare the wastage rates in urban and rural areas.

A sample of 50 schools (27 schools from urban areas and 23 schools from rural areas) was drawn from Bishenpur district of

Manipur Valley by using a simple random sampling technique. The tools used included Headmaster's Inventory of Pupil's Dropout, and Interview Schedule. The data was collected in two phases. For analysis of data, indicators determined were: wastage and stagnation by the Cohort Method; rate of repeaters; and n of dropouts. The data analysed pertained to the years 1980-85. The overall rate of dropout and stagnation was determined by the Cohort Method, with 1981 as the base year.

Major Findings were: (1) The rate of wastage and stagnation amongst pupils in rural schools was higher than that amongst urban schools. As against 24.8% in urban schools, it was 47.3% in rural schools. (2) The rates of wastage and stagnation amongst boys, girls and Scheduled Tribes in rural schools were 40.9%, 55.2% and 92.8% respectively. They were higher than those in urban schools, which were 25.6% 21.8% and 75.0%, respectively. (3) On comparing the same statistics for Scheduled Tribes and Schedule Castes, the rate was higher amongst Schedule Castes (100% and 92.8%). (4) For every 100 children enrolled in Class I, only 69% reached Class V during 1984-85, and for boys and girls these figures, separately were 72.4% and 68.8%, respectively. (5) The rate of repetition was generally higher in the upper classes. In 1980-81, the base year Class I, it was 0.97%, while in the consequent three upper classes II, III and IV, the repeaters' percentage rose to 3.67%, 6.75% and 6.48%, respectively. The rate of repetition was greater in rural schools than that in the urban schools. (6) As regarding Scheduled Tribe pupils, the rate of repetition in the upper class in urban schools was higher than that in rural schools.

25. **Himar, Vanlalhruaii.** *A study of socio-psychological factors of the dropouts, 13 to 18 years in relation to drug abuse in Mizoram.* Shillong, Department of Education, NEHU, 2000.

**Keywords: DROPOUTS : SECONDARY
EDUCATION : EDUCATIONAL
PSYCHOLOGY : MIZORAM**

26. Hynniewta, Cherryfin. *A study of the causes of stagnation at the primary stage of school education in Shillong*. M.A., NEHU, 1987.

**Keywords: PRIMARY EDUCATION :
STAGNATION : DROPOUTS: PRIMARY
EDUCATION : SHILLONG : MEGHALAYA**

27. Iralu, Rukhono Khate. *An investigation into the problem of educational wastage and internal efficiency of the system of primary education in Nagaland*. Shillong, NEHU, 1998.

**Keywords : EDUCATIONAL WASTAGE :
PRIMARY EDUCATION : DROPOUTS :
NAGALAND**

28. Kapzauva, R. *Problems of universalisation of elementary education in Mizoram: A study of school dropout in Reiek Circle*. Dissertation, DEPA, NIEPA, 1986.

**Keywords: ELEMENTARY EDUCATION :
PRIMARY EDUCATION : DROPOUTS : REIEK :
MIZORAM : UNIVERSAL EDUCATION**

Specific objectives of the study were: (i) To analyse the extent of enrolment of 6-14 age group children at the circle level (ii) To analyse the extent of dropouts in the age group 6-14. (iii) To diagnose the reasons for dropouts. (iv) To suggest remedial measures to prevent dropouts.

The study was designed to assess the magnitude of the problem of dropouts at the elementary stage of education in Reiek Circle of Mizoram. It covered only 38.46 percent of all the elementary schools in the Circle and encompassed only 15 schools, 10 primary and 5 middle schools. The study was restricted to only three academic years i.e 1983, 1984 and 1985 and related to the problem of the tribal children only. It was taken up only to explore the problem of dropouts and, as such, was exploratory in nature.

For the collection of data, the investigator personally visited the schools. For calculating the rates of dropouts Headteacher of all the 10 primary schools, parents of dropout children and Presidents/Secretaries of the Village Councils were approached and requested to fill up the information blanks in the form of questionnaires. To supplement the data collected by means of questionnaire, interviews of the respondents were also conducted.

The study indicates that the incidence of dropouts in the area under study is not high and compared to the all India rates is minimal. In Mizoram, the population concentration is not very high in the urban areas and socio-cultural and economical variations and imbalance being low, it would not be erroneous to take the present sample as representative sample for the whole of Mizoram. The dropout rate for the whole of Mizoram would not be very high. Therefore, taking of deliberate measures discussed in the foregoing would definitely reduce the occurrence of dropouts if not remove the problem altogether.

29. **Lohar, T. R. *Study of the extent of dropout among the scheduled caste students of East Sikkim-Gangtok*. Dissertation, DEPA, NIEPA, 1985.**

**Keywords: DROPOUTS : PRIMARY
EDUCATION : SCHEDULED CASTE:
GANGTOK: SIKKIM**

The major objectives of the study are: (i) To study the extent of dropouts among SC/ST students as compared to other students in the East District of Sikkim. (ii) To find out the distribution of dropouts in different classes and in different months of the year. (iii) To find out the distribution of causes of dropouts among the scheduled castes.

Two different questionnaires were developed to collect the data from parents and students.

Findings: (i) Most of the SC children are economically poor and per capita income is very low. (ii) They also dropout as they have to look after brothers and sisters or are engaged to look after livestock and rearing of the cattle. (iii) Dropout of the scheduled castes girls is mostly due to social factors. Parents do not want to send their grown up daughters to the co-educational system of education. An early marriage is also one of the factors of dropout. (iv) Dropout is also due to prevalence of stagnation which discourages children from continuing in the school as they are over-aged and feeling shy they dropout. (v) Teachers are untrained, and there is a shortage of teachers and lack of infrastructure in school. (vi) Dropouts may also be due to the absence of ancillary service, i.e mid-day meal, uniforms, books, and science and games equipments. (vii) Dropouts may also be due to illiteracy of parents who are not able to motivate their children properly.

30. **Majaw, Sister Julia Narayan.** *A comparative study of the levels of education and dropouts related to certain socio-psychological factors among tribals of Meghalaya.* Ph.D., Edu. Jawaharlal Nehru Univ., 1991.

**Keywords: PRIMARY EDUCATION :
DROPOUTS : TRIBALS : MEGHALAYA**

Objectives of the study were: (i) to make an assessment of the levels of education amongst the tribals of Meghalaya in terms of

enrolment in primary classes in different schools in the five districts of Meghalaya; (ii) to ascertain the differences, if any, in the age and IQ levels as well as in their ambitions; and (iii) to ascertain the phenomenon of dropout amongst them in terms of rural/ urban, sex, tribal/non-tribal dimensions as well as to find out any difference between dropouts and non-dropouts in terms of their level of intelligence and aspiration.

A comparative paradigm was used to test each of the 29 null hypotheses and the sample was drawn in a systematic way. First, all the schools in the five districts of Meghalaya were selected. From each of the 31 schools, one-fourth of all the children studying in Class V were identified along with the dropouts who had been enrolled in Class I of the school but whose names did not appear in Classes IV, V and VI of the same school. Four major documents (two published by the Government of India, one by the Government of Meghalaya and one by NCERT) were analysed to ascertain the levels of education in Meghalaya; Raven's Standard Progressive Matrices (SPM) was used to ascertain the IQ of children; Bhagia's Adjustment Inventory was used to ascertain certain personality aspects, and a questionnaire was devised to ascertain the ambitions and aspirations of the students as well as the facilities and other characteristic features of the schools in Meghalaya.

Major findings were: (1) The enrolment figures of the three levels of education varied, the highest being at the primary level, followed by the middle and the high school levels. More boys than girls had been enrolled in both rural and urban schools though the number of girls enrolled at higher levels kept increasing in the rural areas. (2) Types of school, physical features, academic and other facilities varied from school to school, depending on several factors including geographical and economical. (3) More than 90% of the children preferred the medical or engineering or teaching professions, and relatively more urban than rural children, more boys than girls, more tribals than non-tribals found the environment at school conducive to realising their ambitions.

31. Medhi, S., *An investigation into the probable causes of stagnation and wastage among the pupils of secondary schools, Assam, with special reference to Kamrup District and remedial measures there of*, Ph.D. Edu., Gauhati , Gauhati Univ., 1978.

**Keywords: EDUCATIONAL WASTAGE :
SECONDARY EDUCATION : DROPOUTS :
STAGNATION : KAMRUP DISTRICT :
ASSAM**

The major objectives of the study were: (i) to find out the extent of stagnation and wastage among the students of secondary schools; (ii) to find out the causes of these problems in the secondary schools, including the grant-in-aid and ad-hoc system schools; (iii) to suggest remedial measures; and (iv) to pinpoint the ways and means to reduce the incidence of stagnation and wastage at the secondary level.

The survey method was adopted. Data were collected with the help of a Proforma and a questionnaire from 100 selected secondary schools of Kamrup district. Two separate interview schedules were used to collect necessary information from students and their parents. The case study method was also adopted to go deep into the problem. The final sample included 100 headmasters/headmistresses of selected schools, one inspector of schools, 100 stagnated students and dropouts and 40 guardians of such students.

The study revealed: (i) The extent of stagnation and wastage was very high especially in economically backward classes. (ii) The most important reasons of this high percentage of stagnation and wastage were illiteracy of the parents, their poverty, lack of study atmosphere at home, and the rate and irregular payments of the stipend. (iii) Education having a vocational bias was likely to be useful to the students of different abilities. (iv) Lack of

efficient teachers at the secondary level, lack of education of the parents, absence of attractive school programme and irrelevant curriculum appeared to be some of the causes.

32. **Sarma, Nirmala.** *A study of wastage and stagnation in primary level of education among the tea garden labourers of Jorhat and Sibsagar Districts of Assam.* Gauhati, Gauhati Univ., 1994.

**Keywords : TEA GARDEN LABOURERS :
DROPOUTS : PRIMARY EDUCATION :
SIBSAGAR : JORHAT : ASSAM**

33. **State Council of Educational Research & Training , Kohima, Nagaland,** *Report on elementary school dropout study in Nagaland.* Kohima, Department of Education, 1999.

**Keywords: ELEMENTARY EDUCATION :
PRIMARY EDUCATION : DROPOUTS :
KOHIMA : NAGALAND**

The major objectives of the study are: (i) to find out the actual percentage of dropouts in Nagaland from class I to class VIII; (ii) to find out the reasons and causes of dropout problem; (iii) to give critical comments on the performance of the concerned department; and (iv) to give specific suggestions to reduce and prevent the dropout rate as far as possible.

For the study, three different types of tools have been developed by the Technical Task Group to collect data from four sources of information, like school documents, teachers, dropouts and parents. The main idea of using multiple instruments is to compare and make a cross check of the various types of information collected from different sources and to trace out the actual dropout students. The three types of instruments are:

(i) School Information Blank; (ii) Questionnaire for parents, teachers and dropouts; (iii) Interview questions schedule for parents, teachers and dropouts. The sample size of the study is: (i) 24 elementary schools (16 schools from rural area and 8 schools from urban area), (ii) 240 parents of dropouts (10 parents from each sample school), (iii) 240 dropouts (10 dropouts from each sample school), and (iv) 40 teachers (5 teachers from each sample school).

Findings of the study are: (i) The school dropout rate was 8.63% in Nagaland from class I to class VIII. The rate of dropouts varies considerably from district to district and between urban and rural areas, but the difference between the dropouts rate of boys and girls was not very significant (males=9.03% against females=8.25%). (ii) Dropout is mainly due to some internal factors, such as low intellectual ability, poor health conditions, over-age, and some external factors, like low parental qualifications, family financial problems, parents favouritism, helping parents in the field, baby sitting; (iii) School is also fully accountable for lack of facilities, indifferent attitude of teachers and not very positive pupil-teacher relationship. (iv) Dropouts are not exclusively from poor family backgrounds or illiterate parents.

34. **Teronpi, Kakrai.** *A study on problems and causes of non-enrolment and dropout of children at lower primary school in Rongkhang block Karbi Anglong district, Assam.* Dissertation, DEPA, NIEPA, 2000.

Keywords: DROPOUTS : NON-ENROLMENT : PRIMARY EDUCATION : KARBI : ASSAM

This study aims at: (i) to find the existing status of enrolment and dropout of children in the block; (ii) to analyze the problem and causes of low enrolment and high dropout at lower primary school level; and (iii) to suggest measures/ways for improvement.

This study was conducted in Rongkhang Block of Karbi Anglong District, Assam. The method of study was descriptive research. Stratified Random Sampling method was used in collection of data covering all rural hill areas. 7 sampled schools were selected from each area. The sample also included 21 headmasters of sampled schools, 21 local leaders, 42 parents of non-enrolled children, 42 parents of dropout children, 63 non-enrolled children, 63 dropout children, and 3 school inspectors. Primary data were collected from the respondents with the help of schedule questionnaire, personal interview and field observation methods. The secondary data were collected from different sources, such as census report, school authorities, District Primary Education Board (DPEB), publications of MHRD, NCERT, NIEPA library collection and from different books and journals, etc.

Findings of the study are: (1) Extent of enrolment across different areas. Highest percentage of children is in urban plain and rural hill areas. Percentage increase in enrolment shows that enrolment in case of SC children is higher than ST children. Percentage change in enrolment was calculated from the data collected at school level; non-uniform trend is observed for all the area from 1990 to 1997, but, since 1998 a decreasing trend is observed in the block as a whole. Rongkhang block has highest numbers of schools (201) in the district with 15,742 pupils. 76.62% of schools have 100 or below 100 pupils and 39.80% of schools have 50 or below 50 pupils. Highest retention rate is recorded in rural plain areas, followed by urban and rural hills areas where it is only 19.94%. Highest dropout rate is recorded in rural hill area, followed by urban and rural plain area. Dropout rate in class I is highest as compared to other successive classes. (2) Comparison of enrolment, Gross enrolment ratio (GER) of male, female and total are 81.94, 69.06 and 75.52 respectively and Net Enrolment Ratio (NER) is 25.00, 28.17 and 26.57 respectively in the district. Enrolment of boys and girls is very high in urban area than in rural area. The percentage of enrolment of girls is lower in all the three areas in the block in 1998. In 1994, the enrolment of girls was higher than that of

boys. A decreasing trend of enrolment of boys and girls has been observed during the last two years in all the areas. The magnitude of decrease is a bit higher in case of rural areas than urban areas. The percentage of dropouts in case of girls of rural (plains and hills) areas are more than boys. But in urban areas, low percentage of dropout is recorded in case of girls than boys.

35. **Thakur, T. ; Sarma, Nirmala ; Mahanta, U. J. ; Sarma, Dipti ; Goswami, G. C. *Dropout in the primary schools of Assam. Assam, State Institute of Education., 1988.***

Keywords: DROPOUTS : PRIMARY SCHOOLS : ASSAM

Objectives of the study were: (i) To compute the dropout rate, the stagnation rate and the rate of regular promotion in the primary stage of education in Assam; and (ii) to study the sex-wise, area-wise and community-wise variation of dropout and stagnation in Assam.

The sample consisted of 1,200 primary schools of the state, which covered 4% of the total primary schools of Assam. The random stratified sampling technique was used to select the sample. First, schools from 22 sub-divisions of 18 districts were selected. Then the schools were selected from the lists supplied by deputy inspectors of schools of different sub-divisions, who were asked to categorize the schools according to area. Schools of the Scheduled Castes area meant those schools where in the majority of the children were from the Scheduled Castes community. The True Cohort Method was used to compute dropout, stagnation, regular promotion, etc. The total of the wastage due to dropout and the wastage due to stagnation was termed as 'gross wastage'. 23,182 pupils admitted for the first time in 1975 in Class I formed the cohort, and their careers were followed till they completed their primary course regularly or by repeating grades. The children had to be followed for ten years. The number of the children who left the school without

completing the primary course were the cases of dropout. Wastage due to dropout was expressed as the percentage of the total number of dropouts from the cohort. Wastage due to stagnation was the percentage of the number of repeaters of the cohort. A schedule was prepared to collect data regarding enrolment, grade repetition, dropout, etc. The Deputy Inspector of Schools was requested to inform the headmasters of the sampled schools to get together at a particular venue on a particular date. They were also asked to bring the necessary documents, like enrolment register, attendance register, counterfoil of certificates issued, etc. Investigators from the State Institute of Education, with the help of the headmaster, filled in the schedules.

Major findings were: (1) The ratios of dropout, stagnation and regular promotion were 16:13, 46:19 and 37:68, respectively. The gross wastage due to dropouts and stagnation was 62.32%. Out of every 100 pupils admitted into Class I of a primary school, only 38 completed the primary course in the stipulated time; 16 dropped out from the school, and 46 completed the primary course after repeating grades. (2) The rate of dropout was the highest in Class I. (3) The rate of drop-out for boys was 16.96%, and that for girls 15%. The rate of stagnation for boys was 39.74%, and for girls, 54.87%. The rate of regular promotion was 43.3% for boys, but 30.12% for girls. (4) The rate of dropout had been the highest in the Scheduled Tribes area (24.59%) and the least in the urban area (12.7%). The rate of stagnation was the highest in the char area, 87.93%, but the lowest in the urban area. (5) In the urban area, the rate of regular promotion was the highest (43.3%) but the least in the char area, i.e. only 13.04%. (6) Out of the sub-divisions, Nalbari sub-division recorded the lowest rate of dropout (9.66%), and the Mangaldoi sub-division recorded the highest dropout rate (29.40%). (7) In respect of stagnation, Mangaldoi recorded the lowest, i.e. 39.10%, and Borpeta recorded the highest, i.e. 70.98%. (7) As regards total wastage, Borpeta recorded the highest rate of 89.41%. Dibrugarh recorded the lowest.

EDUCATIONAL ACHIEVEMENT

36. Deka, Ucharan. *School failure: A casual-comparative study of high and low achievers*. Ph.D. Edu., Gauhati, Gauhati Univ., 1985.

**Keywords: EDUCATIONAL ACHIEVEMENT :
SECONDARY EDUCATION : FAILURE :
DARRANG : ASSAM**

The study was undertaken to find out the causative factors behind the academic success or failure of the students by mainly comparing the characteristics of the high and low achievers. Various hypotheses were formulated relating to proficiency in the basic subjects, psychological dimensions, home and school.

The sample consisted of 80 students from six high schools of Darrang district, equally representing three distinct criteria of achievement, residence and sex. The selected high schools represented the district headquarters, growing townships comprising suburban and rural areas. A comparative analysis was made on the group of successful and unsuccessful students in the sample. A part from the previous examination marks of the students, vocabulary, spelling knowledge and arithmetic tests, were used to measure achievement variables. Psychological variables were examined by intelligence, motivation, and personality tests. Personal data forms were specially prepared to elicit information relating to home, school and neighbourhood. Physical health conditions of the students were inspected with the help of qualified physicians. The significance of differences between successful and unsuccessful students was determined by using t-test, chi-square test etc.

The major findings were: (1) Low achievers always performed poorly in their school examinations and had greater incidence of school failure. Low proficiency in certain basic subjects, such as vocabulary, spelling, general knowledge and arithmetic, was significantly and positively related to school failure. Proficiency of the students in their basic subjects was not affected by

residence and sex variables. (2) School failure was significantly and positively related to general mental ability. Intelligence of high and low achievers was not affected by residence and sex variables. Low scholastic achievement was significantly and positively associated with inferior leadership qualities and less adventurousness. School failure was unrelated to creativity skills, n-achievement and certain personality characteristics. Sex affected certain personality factors such as adventurousness, tender mindedness, self-sufficiency, emotional stability and excitability. (3) School success and failure were significantly and positively related to family income, involvement in domestic activities and home study, while they were unrelated to parental education and occupation. (4) School failure was positively associated with school attendance, preparation of schoolwork, understanding of lessons, preparation for examinations, favourable attitude of teachers and early school leaving. School attendance and home study were not affected by residence and sex. The urban low achievers or low achieving girls did more domestic work than high achievers. Father's education of urban low achievers was inferior to that of urban high achievers. (5) School failure gave rise to unfavourable attitudes towards teachers and two major subjects of study - English and mathematics. Incidence of school success and failure was positively associated with study facilities at home and future vocational plans. High achievers preferred to enter some standard vocations like medicine, engineering and high school and college teaching, while low achievers contemplated becoming primary teachers, nurses, clerks, businessmen and technical workers. Caste, physical health conditions and attitude towards school were unrelated to academic success and failure.

The significant educational implications were that the school achievement would be controlled for better results by: (1) selecting only those who have the necessary aptitude for the high school course, (2) directing less academically oriented students to vocational courses, of courses involving more psycho-motor skills than mental work, (3) providing remedial measures to those who showed marked deficiencies in school subjects, and

(4) educating parents to understand their children with respect to their interest, motivation and involvement in the school work.

37. **Sarma, H. N.** *A study on the effect of admission of early age on academic achievement with special reference to the pupils of the primary schools of Jorhat town and its surrounding suburban areas, SIE, Assam, 1973.*

**Keywords : PRIMARY EDUCATION :
ADMISSIONS : EDUCATIONAL
ACHIEVEMENT: SUBURBAN AREAS :
JORHAT TOWN : ASSAM**

The main aim of the project was to study the effect of admission at an early age on academic achievement with special reference to the pupils of the primary schools of Jorhat town and its surrounding suburban areas.

Primary schools of the urban and suburban areas of Jorhat sub-division were selected. The children were divided into two groups (having educationally conscious parents and indifferent parents). A ten per cent random sample was drawn from these two groups. The ages of the selected children were collected by consulting their horoscopes. The achievement scores of the children admitted in class I in 1968 were collected from 1968 to 1971. The sample was divided into four age groups (3 and 3+; 4 and 4+; 5 and 5+; and 6 and 6+). Sufficient field investigation was made to eliminate the effects of external factors on results. Age-group-wise differences in achievement and overall achievement of all the age groups together were estimated. T-test was applied to find out the significance of differences. Causes of decline in achievement, range and causes of variability, interrelationships between age, ability and achievement, availability of physical factors essential for normal academic instruction, individual factors necessary for optimal academic growth of children, etc, were found out.

Some of the major findings were: (i) Age and growth of children had a significant relation with their academic progress. It appeared that admission at an early age affected children much in their academic progress. Early age group learners found difficulty in maintaining their achievement consistently and were not in an advantageous position. (ii) No definite relationship existed between achievement and ability. Most of the children of all age groups were found to deviate. (iii) No child was definite about the distance and direction of deviation in achievement. There might be some major deficiencies, primarily in instructional methods and content of the syllabus. (iv) There was no significant difference in achievement of the various age groups. The trend of achievement of all the age groups tended to fall very significantly from 1970. (v) Schools were lacking essential physical facilities and psychological and educational environment. (vi) There were various causes of the decline in achievement. Both 4+ and 5+ age groups appeared suitable to start with primary education. They maintained a consistent rank correlation throughout the entire course. All the age groups appeared to show a declining trend in achievement from class I.

38. Thakur, T. *The academic achievement of high school boys: A study*, SIE, Assam, 1974.

**Keywords : HIGH SCHOOLS : SECONDARY
EDUCATION : EDUCATIONAL
ACHIEVEMENT : JORHAT : ASSAM.**

The main purpose of the study was to find out how far the schools had been able to help the boys to keep up their level of achievement throughout their high school career, and how far the schools had been able to help the boys to develop their intellectual capacity as revealed by their ability and aptitude.

The best higher secondary school in Jorhat town was selected on the basis of certain criteria. Class VIII of 1972 with its three sections was chosen and academic achievement was studied through the year 1968, 1969, 1970 and 1971. The class passed

through six examinations. The sample (N=97) had been controlled to eliminate the effect of the diverse factors on the total achievement. Those who were regular in attendance and examinations were studied. Four groups (like and do not like the subject, and find the subject easy/difficult) were formed and their performance through the six tests was analysed. A questionnaire was used to collect personal data and the ability and aptitude of the students for a particular subject. The relationship between the students' ability and aptitude for school subjects was studied by applying tetrachoric correlation and t-test was used to find out the significance of difference between the means.

The major findings of the study were: (1) Academic achievement as a whole was not quite satisfactory. (2) In language, there had been satisfactory progress of all the groups, but mathematics presented an unsatisfactory picture. A downward trend of the achievement was observed. (3) Boys with less aptitude for a particular subject failed to achieve satisfactorily in that subject. Those who had aptitude but disliked a subject, did not show significant achievement. (4) Students who liked a subject, found it easy. Some found the subject difficult though they liked the subject (5) None of the groups gained in the subject through three years of teaching (6) There was a positive correlation between aptitude and ability in mathematics.

EDUCATIONAL ADMINISTRATION

39. **Hajong, Birean.** *Study on the financial and administrative problems of primary schools in Meghalaya – A case study of Garo Hills districts*, Dissertation, DEPA, NIEPA, 1985.

**Keywords: PRIMARY EDUCATION :
EDUCATIONAL FINANCE : EDUCATIONAL
ADMINISTRATION : MEGHALAYA : GARO
HILLS**

The investigation proposed to examine the following problems associated with the primary education: (a) To study the financial problems in respect of payment of salary to teachers, mode of

payment, release of government grants to district councils and grants-in-aid to certain primary schools. (b) To study the administrative problems such as creation and process of administration, supervision and inspection, co-ordination between the state education department and the district council authorities, recruitment and training of teachers. (c) To study the problems, planning and implementation school organisation, innovative schemes for radical change of elementary educational system and incentive scheme etc.

Considering the location of the schools in the plains and in the hills and linguistic factors of the schools, great care was taken to select the sample, so that it represented fairly, in respect of management, the local body or district council and district council aided schools.

Four questionnaires, one each for teachers, parents, and public representatives, sub-inspector, and for administrator and inspector of schools, were constructed for gathering the required information.

From the analysis of data on salary payment to teachers, the majority opinion expressed that the salary payment of teachers were not regular and system of payment was not satisfactory. This irregular payment affected the work of the teachers. It was also revealed that the teachers remained absent from schools sometimes ranging from 2 to 6 days in a month for going to receive their salaries. Majority opinion also revealed that the teachers were not entitled to get all allowances as other government employees and there was no provision for provident fund and pension benefits. They got Rs. 5/- only as monthly contingency and that was not sufficient at all as monthly expenditure. Since the control and management of the primary schools had been taken over by the administrator, the primary education was solely financed by the state government. The school building, furniture and teaching aids of the primary schools were not adequate and not satisfactory. The incentive schemes provided for the school children were not adequate. No measures could be taken to check dropouts. The teachers opined

that they favoured still the present system of annual and terminal examinations. Five-year plan and annual plan are prepared and implemented. No school mapping was ever conducted in Garo Hills in respect of the schools. No measures could be taken to reduce this absenteeism among students or to improve their attendance in the schools. The ratio between inspecting officer and number of schools is 1:93 in Garo Hills and one inspecting officer's average annual visit to schools is $(66+7) = 73$ only. The delegation of powers to sub-inspectors of schools was not adequate and the officers had no jobs satisfaction. From the responses of the responding group, it was known that present teacher recruitment and training system was satisfactory.

40. **Jamchinlian, H. J . *Study of the administrative problems of Government primary school teachers working under the autonomous district council of Churachandpur, Manipur.* Dissertation, DEPA, NIEPA, 1985.**

**Keywords: TEACHERS : PRIMARY
EDUCATION : EDUCATIONAL
ADMINISTRATION : CHURACHANDPUR :
MANIPUR**

Objectives of the study were: (i) To study factors responsible for the problems of Government primary school teachers working under District Council of Churachandpur, Manipur (ii) To study the effects of these problems. The present study was conceived with an aim to help the educational workers and the authority concerned in their future plan. It sought primarily to create an academic achievement oriented climate in educational institutions.

A sample survey with 10 headmasters and 10 teachers, covering 10 primary schools from Churachandpur district, was conducted. In conducting the survey, questionnaire for both the headmasters

and teachers as a tool was used to collect the required data for the study.

The survey finds out that: (i) Many of the teachers were confused whether they were serving the Education Department or the District Council. (ii) The majority of the teachers wanted to remain in Education Department while very few of them opted service under the District Council. (iii) Most of the teachers were not aware of the service rules relating to deputation on "foreign service". (iv) All the teachers pointed out that they did not get their salaries regularly under the Council. (v) All the teachers pointed out that they were yet to enjoy the 1982 revised scales of pay of Manipur Government servants. (vi) The teachers also pointed out that there was no co-operation from the village people as their confidence in Government schools was almost nil.

41. Kapoor, M. M.; Vadhera, R. P.; Majumdar, Srilekha. *Educational administration in Arunachal Pradesh : Structure, processes and prospects for the future*. New Delhi, National Institute of Educational Planning and Administration, 1994

Keywords: EDUCATIONAL ADMINISTRATION : EDUCATIONAL SURVEY : ARUNACHAL PRADESH

The objectives of the study were: (i) to understand the present status of educational administration in terms of structure, systems and processes at various levels; (ii) to study the experiments, innovations and changes; (iii) to identify major issues and future tasks of educational planning and management.

Being a survey, its methodology included the collection of information from the State Education Department, its different directorates and divisional, regional, district, block and institutional level organisations, on the basis of a representative

sample. Other secondary sources were also tapped for this purpose. A framework was designed considering the time and feasibility aspects. Only one out of every 15 districts in each state/UT was selected on the basis of it is being the most representative and from each district thus selected, two representative blocks or sub-educational districts, that is, one rural and the other urban, were taken for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled sub-educational district/block/division/region/circle, if such unit(s) existed in the state/union territory. Three types of questionnaires were constructed and used for data collection. These were: (i) State Level Questionnaire (ii) Area Level Questionnaire, and (iii) Institutional Level Questionnaire. As a part of the survey, an indepth study of the problem of "Transfer and Posting of Teachers" was conducted in Arunachal Pradesh.

The state has adopted the national pattern of education system, that is, 10+2+3. All the secondary and higher secondary schools are affiliated to the Central Board of Secondary Education.

The literacy scenario is not encouraging with total literacy rate and female literacy rate of 52.21 per cent and 39.19 per cent, respectively, in 1991. During the decade 1981-1991, the percentage of illiteracy rose by 6.42 per cent; consequently, the numbers of illiterates were about 3.7 lakh in 1991.

Focusing on the growth of primary, upper primary, secondary and higher secondary education during 1975-1976 to 1990-1991, as revealed by the Second Survey, the speaker stated that the growth in number of institutions was from 22 in 1975-76 to 45 in 1990-91 for secondary and higher secondary schools; from 113 in 1975-76 to 245 in 1990-91 for upper primary schools, and from 622 in 1975-76 to 1122 in 1990-91 for primary schools. The gross enrolment ratio (GER) rose from 54.3 per cent in 1975-76 to 104.86 per cent in 1990-91 in classes I-V. For girls, the figures increased from 34.1 per cent in 1975-76 to 88.14 per cent 1990-91. In classes VI-VIII, the total GER was 8.5 and 45.14 per cent in 1975-76 and 1990-91, respectively.

The legal basis of education in the state has some notifications regarding recruitment of teaching and non-teaching staff; and the 'grant-in-aid rules for regulating the sanction of grants-in-aid to schools.

The state has been implementing the National Policies of Education of 1968 and 1986, with the following as priority areas:

1. Universalisation of elementary education with OB and NFE as the main programmes. Several incentives like free textbooks and students' uniforms, scholarships, etc. are also provided;
2. Eradication of illiteracy;
3. Promotion of girl's education. The state has also introduced vocationalisation of education and science education programmes.

The state follows the system of single-line administration with the Secretariat at the top, the Directorate of Public Instruction at the middle and Inspectorates at the district level. The survey reveals that there are no norms for fixing the size of the administrative machinery.

All administrative powers are vested with the Director of Public Instruction and the Deputy Director of Public Instruction is incharge of school education at the district level. In his absence, the District Adult Education Officer looks after the office of the Deputy Director.

In the entire state, only about 2.3 per cent of the total schools, primary to higher secondary, are managed by the NGOs. These schools have an enrolment of 4.5 per cent. The local bodies do not run or manage any schools. However, gram panchayats help in educational development by providing land and make-shift school buildings and teachers' accommodation from locally available material. The anchal samities have certain responsibilities like maintaining libraries and reading rooms and helping in other community welfare programmes.

The state implements certain educational programmes for the scheduled tribes who constituted, in 1991, about 64 per cent of the state's population. It provides the same facilities to the scheduled tribes and scheduled castes students as are provided by other states and the central government. The state does not have any special educational programmes for the disabled. Girls' enrolment to total was 41 and 39 per cent at primary and upper primary levels respectively, in 1991. Female literacy was as low as 29.4 per cent in 1991 implying that the special effort is necessary for improving girls' education in the state. Concerted efforts are also needed for ameliorating the condition in certain backward areas and tribes. Some of the centrally sponsored schemes being implemented by the state are Operation Blackboard Scheme; Integrated Child Development Scheme; Jan Sikshan Nilayam and Rural Functional Literacy Project.

The speaker spoke in detail about educational planning and the different aspects of educational management in the state, like management of personnel, finance, information system and academic support system. He also discussed inspection and supervision, experiments and innovations and planning and management of institutions. The most conspicuous features, as focused on by the survey, in respect of each of these aspects of educational planning and management, are that. The plan proposals are initially formulated by the gram panchayats. After being scrutinised by the anchal samities, these are incorporated in the district plan. From the district level, these are sent to the planning cell at the Directorate and finally, through the Education Secretary, to the Planning Board.

The survey report describes the recruitment and selection procedures, norms for posting and transfer, pay scales and other service conditions, employee welfare schemes and redressal of staff grievances.

The survey reveals that: (i) the state has formulated a policy for posting and transfer of teachers. According to the case-study on posting and transfer of teachers, conducted as a part of the survey in Arunachal Pradesh, the policy has proved successful;

(ii) there are no formal methods practised for evaluation of performance of teaching and non-teaching staff as also of educational administrators; (iii) no procedure has yet been adopted to assist the training needs of teachers; and (iv) in the Education Department, there is no cell for redressal of grievances.

The report contains of the system of budget formulation, grants-in-aid and accounts; disbursement of teachers' salaries and pattern of income and expenditure on education

The survey brings to light the needs: (i) to streamline the procedure of budget formulation; and (ii) to establish a unit at the directorate level for ensuring systematic budgeting.

A statistical cell at the Directorate is responsible for the management of information. Other than this, there is no statistical machinery. Information, collected at the district level, in a Proforma prescribed by the Government of India, is sent to the Directorate of Public Instruction. The survey find that: (i) the quality of data, in terms of consistency and accuracy, needs to be improved; (ii) statistical staff need to be equipped with technical training and orientation for collection, consolidation and analysis of data; and (iii) computerised management of information system needs to be started at the Directorate level.

According to the survey, the main bodies providing academic support are:

1. State Institute of Education (SIE);
2. District Institute of Education and Training (DIETs) and
3. State Resource Centre.

The schools in the state are affiliated to the Central Board of Secondary Education; the Board prepares the syllabus. The textbooks prepared by NCERT have been adopted by the state; however, few primary-level textbooks are prepared by NCERT, exclusively for Arunachal Pradesh. Up to the upper primary education level, free textbooks are supplied to the tribal students.

The Deputy Directors are incharge of inspection and supervisor of all schools, primary to senior secondary at district level. The Deputy Directors are assisted by Assistant District Education Officers and Education Supervisors who are incharge of block-level middle and primary schools.

During the survey it was observed that, generally, no follow-up action is taken on the basis of the inspection report; the inspection frequency is not according to the norms; and comparatively speaking, the inspecting officers are found to spend less time on inspection during the second survey than during the first survey.

At the micro-level, drawing attention to institutional planning and management in the state, neither institutional planning nor institutional self- evaluation has been started in the state. The activity profile of institutional heads show that they devote most of their time to meeting parents and the public, rather than to teaching.

The heads face problems like dearth of teachers and teaching aids and non-availability of textbooks on time. Interesting features of institutional management are that about 75 per cent of the heads of schools share their work with the teachers; female teachers have higher average of daily attendance as compared to their male counterparts; and students also participate in the management of their schools.

42. **Lamare, M. S. *Study on the administrative problems faced by the lower primary school teachers, Jaintia Hills District, Jowai, Meghalaya.* Dissertation, DEPA, NIEPA, 1985.**

**Keywords: EDUCATIONAL
ADMINISTRATION : TEACHERS :
PRIMARY SCHOOLS : JAINTIA HILLS :
JOWAI : MEGHALAYA**

The objectives of the study were: (i) To find out the problems of the primary school teachers. (ii) To study factors responsible for the problems. (iii) To study the effects of these problems. (iv) To suggest measures for solution of these problems.

The method followed in the present study has the normative survey method. Out of 386 lower primary schools, 35 schools were selected for study taking a minimum of 8% from amongst the four blocks. Out of 901 teachers, the investigator has selected 100 on the representative basis covering 100 lower primary schools spread over all four Blocks and touching Jowai town head teachers of selected schools represented the sampling.

Findings of the study were: (i) It was found that all teachers did not receive their pay regularly. (ii) All District Council teachers except teachers transferred from the Government were not pensionable. (iii) Dearness allowance sanctioned by the Govt. from time to time was also not granted to them. (iv) There was a disparity of pay scale between teachers appointed by the District Council and those transferred from the Government. (v) The annual increments of pay, which is the legitimate right of every employee, was not granted to teachers since 1973. (vi) There was lack of principle for fixing student-teacher-ratio. (vii) There was no provision for construction of residential buildings to teachers working in the rural areas. (viii) There was no scope for promotion. (ix) Furniture and teaching aids were not supplied to the schools adequately.

43. **Mahajan, Baldev ; Majumdar, Srilekha ; Barua, P. K.** *Educational administration in Assam: Structures, processes and future prospects.* New Delhi, National Institute of Educational Planning and Administration, 1994.

**Keywords: EDUCATIONAL SURVEY :
EDUCATIONAL ADMINISTRATION :
ASSAM**

The objectives of the study were: (i) to understand the present status of educational administration in terms of structures, systems and processes at various levels; (ii) to study the experiments, innovations and changes; and (iii) to identify major issues and future tasks of educational planning and management.

Being a survey, its methodology included the collection of information from the State Education Department, its different directorates and divisional, regional, district, block and institutional level organisations, on the basis of a representative sample. Other secondary sources were also tapped for this purpose. A framework was designed considering the time and feasibility aspects. Only one out of every 15 districts in each state/UT was selected on the basis of it being the most representative and from each district thus selected two representative blocks or sub-educational districts, that is, one rural and the other urban, were taken for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled sub-educational district/block/division/region/circle, if such unit(s) existed in the state/union territory. Three types of questionnaires were constructed and used for data collection. These are: (i) State Level Questionnaire (ii) Area Level Questionnaire (iii) Institutional Level Questionnaire.

In Assam, the district of Darrang and Cachhar were selected for the study; from these two districts, three blocks, namely Dalgaon, Sialmari and Kalaigaon, were selected from which 72 schools at different levels and under different managements were selected. As a part of the survey, a case study on the "Preparation, Printing and Distribution of Textbooks" was conducted in Assam.

Since 1973, Assam has been following the national pattern of education of 10+2+3; however, the state has still retained the system of 4 years of primary stage, 3 years of upper primary stage and 3 years of secondary stage. The +2 stage is attached either to the higher secondary schools under the control of the Directorate of School Education or to the higher secondary

sections attached to the degree colleges under the Directorate of Higher Education. This duality in control has led to a number of problems, both financial and administrative. This has ultimately affected the quality of education.

The majority of schools in Assam, as the survey shows, is affiliated to the Assam Board of Secondary Education. A few schools are affiliated to the Central Board of Secondary Education (CBSE). Students after completing class X have to take a public examination, conducted by either of the boards to which their respective schools may be affiliated, in order to qualify for joining the + 2 stage. On passing class X, students may also join the polytechnic or the junior technical schools to pursue technical education at the diploma level. After class XII students have to take the higher secondary examination conducted by the Assam Higher Secondary Council, which is responsible for +2 stage education in the state. Students of CBSE, affiliated schools have to take the Class XII examination conducted by the CBSE.

Students on passing the higher secondary examination, are eligible to join the courses in Arts, Science or Commerce at the first degree level or join any professional course in engineering or medicine, offered by the state's engineering/medical college. The state also offers opportunities for post-graduate level studies in its university. There are teachers' training institutes which offer under-graduate and post-graduate courses in teaching to prospective teachers as also to those in service.

The state government plays a major role in education by bearing the entire cost of education at the school level in government institutions. There are a small percentage of institutions managed by non-governments agencies, primarily religious and voluntary organisations. These institutions may be categorised as makhtabs, madrasas, Sanskrit 'tols' and schools run by the Christian Missionaries or the Ramkrishna Mission.

The survey revealed the growth of education during 1975-76 to 1993-94, up to the higher secondary level, in terms of the total

number of schools, enrolment, gross enrolment ratio (GER) and teachers.

The annual growth rate of increase in number of primary, upper primary, secondary and higher secondary schools was 1.79%, 3.27%, 2.6% and 6.8%, respectively, during 1975 to 1993. During this period, the annual growth rate in enrolment in primary, upper primary, high and higher secondary schools was 4.9%, 8.0%, 4.45% and 2.01%, respectively. The GER had risen during this period and from 70.7% to 130.0% in primary schools; from 31.5% to 77.7% in the upper primary schools. Enrolment of girls also recorded a rise from 59.3% to 125.3% at primary stage and from 23.4% to 65.5% at the upper primary stage, respectively.

Though the enrolment of girls recorded a rise since 1975-76, it is rather disconcerting to note that girls' enrolment is much below 50 per cent in schools at all the stages. Considerable efforts are, therefore, required to bring the enrolment figure of girls upto the desired level, particularly at the elementary stage, to reach the target of UEE. The survey shows that education of girls has to be focused on more consciously; the factors responsible for the low GER needs to be probed and innovative methods, which have proved successful elsewhere in the country, adapted and adopted to raise the ratio, keeping in mind, of course, the uniqueness of the region.

The number of teachers as well as the percentage of trained teachers has risen over the past two decades, but a large percentage still remains untrained. In the primary and upper primary schools, the percentage of trained teachers has risen from 59.6 to 67.0 and from 31 to 33, respectively. In case of secondary and higher secondary school teachers, the percentage in 1993-94 was 33 and 30, respectively. This indicates that about 30 per cent teachers in the primary schools and about 70 per cent teachers in other schools at the post-primary stages of education are still to be trained. The state has to provide for the training of this huge backlog of untrained teachers as also for the prospective teachers.

The state, as the survey found, sends elementary school teachers for training to the Elementary Teachers' Training Institutes (ETIs) and the District Institutes of Education and Training (DIETs). The secondary school teachers undergo training in Bachelor of Education (B.Ed.) course conducted at the university level, by the B.Ed. colleges. As an incentive, on successful completion of these yearlong courses, the secondary stage teachers qualify for two advance increments and the elementary teachers, if they are regularised, for a higher scale of pay. The state further motivates those deputed for training by allowing them to draw their full pay besides a deputation allowance.

In addition to these regular courses, other short-term in-service courses are organized every year, for the teachers, teacher-educators and educational supervisors, by the state's Council for Higher Secondary Education, Board of Secondary Education, and SCERT to enhance professional growth and competence of the staff.

The survey also revealed that in-service teachers' education would continue to be one of the thrust areas of Assam for some more years in view of the huge backlog of untrained teachers. After this, pre-service training of a similar nature may be initiated on an experimental basis. Further, to attend to the acute need for improvement in the teaching of subjects, like Science, Mathematics and English, teaching of these subjects would be prioritised in addition to the other thrust areas of the 1986 National Policy on Education. Planning and management courses for education officers at the block and circle levels, etc, would also be conducted. It is encouraging to note from the revelation of the survey that about 55, 000 school teachers, at both elementary and secondary levels, have been trained since 1986.

The rate of literacy and provision of school facilities are vital indicators of educational development. Assam ranks twentieth in the country in terms of its total literacy rate of 52.89 per cent — marginally higher than the national total literacy rate of 52.21 per cent. Its female literacy rate of 43.03 per cent is higher than the all-India figure of 39.29 per cent. However, the total literacy

rate of districts like Kokrajhar, Barpeta and Darrang, is below 45 per cent. The disparity in the literacy rates of urban and rural areas is rather glaring. To improve the state's literacy scenario, two literacy projects covering six districts of Jorhat, Marigaon, Kami-up, Darrang, Dhemji and Dibrugarh, under the Total Literacy Campaign (TLC), were taken up.

About 88.9 per cent of the total population of Assam is rural; 40 per cent of the rural habitations are still to be provided with primary education facilities; 84.56 per cent with upper primary education facilities and about 94 per cent with secondary education facilities. These findings of the survey indicate the magnitude of the task ahead of the state in its endeavour to universalise elementary education.

The state has recently undertaken a comprehensive survey of the districts to identify the training needs of teachers at the elementary and secondary school levels. On the basis of this survey, the programmes of SCERT are being planned.

The second survey revealed that in case of all government schools, the entire expenditure, approximately 90 per cent of which is incurred on salaries of teaching and non-teaching staff, is borne by the state government. Non governmental institutions are established through community support and the expenses are met from donations and contributions. No tax or special cess for education has been levied, as yet, either by the state government or by the District Council. The community takes initiative in mobilising resources and setting up institutions. After a school has been set up and granted recognition by the Department, recurring ad-hoc grant-in-aid is given, generally, to the high schools, subject to the availability of funds. There is no fixed norm for non-recurring grant for school buildings, etc, to the high and higher secondary schools.

To bring about the much needed and much emphasised improvement in the quality of education, and keeping in view the heterogeneous nature of the school-age student population, a large percentage of which needs a number of incentives and benefits for attending and staying on at school, in addition to

professionally competent personnel and an adequate infrastructure, an improved budget might be helpful. In 1993-94, the state's budgeted expenditure amounted to 24.61 per cent of its total budget — considerably lower than the percentage of 27.62 in 1992-1993.

The lion's share of the outlay in the total plan period and for the annual plan of 1994-95, is for General Education. A substantial amount of the total outlay was apportioned for elementary education during 1992-97 and the annual plan period of 1994-95, the percentage to total being 61.80 and 54.20, respectively.

Educational planning is a decentralised activity in the state and there is a systematic organisational set-up for educational planning and its allied activities with educational planning cells at the secretariat, directorate and district levels. In comparison to the sectors of secondary and higher education, the organisational arrangement for educational planning in respect of the sector of elementary education, is more elaborate with set-up at the directorate, district and block levels.

With the introduction of decentralised planning at the district and sub-divisional levels, the schemes are formulated in accordance with district-specific and area-specific needs and problems. In respect of elementary education, the Block Elementary Education Officers are responsible for actual implementation; the planning section of the directorate implements the schemes through the Inspectors of Schools posted at the district offices. The schemes related to elementary and secondary education are monitored at the district level.

In the context of training of teachers, the Programme of Mass Orientation of School Teachers (PMOST) and Special Orientation of Primary Teachers (SOFT) have been implemented in Assam, with major financial responsibility being borne by the central government.

Though decentralised planning has been introduced in Assam, the two ADCs of Karbi Anglong and North Cachar Hills have

been left out of the purview of such planning. This needs to be looked into.

The survey shows that even though the inspecting personnel are expected to supervise subject-teaching, due to shortage of time for thorough supervision and preoccupation with office and other work, this aspect of great academic importance gets relegated to the background. There is, as yet, no provision for a team or panel of subject specialists to inspect various subjects taught in the schools.

A recent effort in this context is the constitution of a panel of retired and experienced subject specialists and educationists, drawn from each district. This panel conducts team-supervision of subject teaching in the secondary schools. The survey reveals that a large-scale practice of this might be helpful towards bringing about the much desired qualitative improvement. The survey reveals that only 15-20 per cent time of inspecting and supervising personnel, posted at different levels of the administrative machinery, are spent on visiting and inspecting schools. A comparative study of the activity profile of the officers, as revealed by the first survey in 1973-74 and the second survey, makes obvious the fact that as in the seventies, institutional inspection and supervision still remains a rather peripheral activity in educational administration. The second survey focuses on the fact that expenditure on these two aspects of educational administration has increased since the last decade. Nevertheless, mere enhancement of expenditure budget will result in limited improvement of the education system. The real need, side by side with adequate financial provision, is professionally trained, competent personnel with the know-how of systematic and scientific inspection and supervision of schools.

In view of the varied and heavy workload of the inspecting personnel and the different constraints faced by them in visiting schools more often and for longer duration, the survey revealed a felt need for an alternative arrangement. The formation of school complexes have been suggested to be a positive step in this

direction. Though sporadic attempts have been made towards the formation and functioning of such complexes, a more systematic effort is now needed. The DIETs are expected to take a leading role in this respect. Qualitative improvement through regular supervision of subject teaching might also be possible, to a certain extent, with the establishment of school complexes. The first survey had focused on the need for subject specialists to improve classroom teaching. As early as in the mid-seventies, the Assam Board of Secondary Education had appointed subject experts for meeting this requirement — particularly in respect of the higher secondary classes. This, however, appears to have been neglected for the last two decades or more; the need for attending to this requires the concerted and conscientious effort of the Education Department.

The quality of education is largely dependent on the techno-academic resource support in the educational set-up. The following organisations as the survey shows, provide academic support to the state's education system: (1) SCERT; (2) DIETs; (3) State Resource Centre; (4) Board of Secondary Education, Assam; (5) Higher Secondary Council, Assam; (6) Ananda Ram Barooah Institute of Language, Art and Culture; (7) English Language Teaching Institute (ELTI); and (8) Assam Textbook Production and Publication Corporation (ATPPC).

The ATPPC is the sole organisation in charge of preparation, printing and distribution of textbooks at the school level. As part of the survey, a case-study was conducted on this organisation, with primary focus on the preparation, printing and distribution of textbooks. The survey shows the need for conducting research studies for pedagogical improvement and betterment of educational administration. The State Education Department is conscious of the quality of textbooks being produced by the ATPPC and efforts are on to bring the publications up to the mark. In this context, the speaker mentioned the kind of work being done by 'Bal Bharati' of Maharashtra in preparation and production of school-level textbooks.

Though daily management of the schools' academic and administrative matters including management of finance, is the responsibility of the institutional heads and falls within the ambit of institutional planning and management, the concept, in its true sense, is yet to be practised in Assam. However, institutional planning and management draws its guidelines from the State Education Department and decisions are taken by the different schools in conformity to its rules and instructions. An individual institute is allowed the freedom to introduce innovations. The survey reveals that institutions, generally, evaluate their respective performances through feedback obtained from the staff. In the staff meetings the strengths and weaknesses of the schools and their functioning are discussed, and future action plan chalked out. Besides, during the annual meeting of the guardians, the yearly appraisal of each school's activities is given out with the annual report of the school.

The activity profile of institutional heads, on the basis of survey data, reveals that the heads of schools devote their time to different activities according to certain norms, as shown below:

- Classroom teaching : 70% of time
- Office work : 20% of time
- Meeting visitors, etc. : 10% of time

The survey also reveals that the school teachers perform a host of works in addition to the teaching work. The survey indicates that conscientious effort is needed to improve the average number of classes per teacher. For example, an average of only 15 classes in place of the stipulated total of 42 classes at the higher secondary stage, makes obvious the need for raising the number for timely completion of syllabus and qualitative improvement.

The problems generally faced by the school heads include a dearth of science-subject teachers and the absence of staff for long periods of time.

The administration of government and non-government institutions are looked after by school managing committees. For government schools, the management committees are formed according to the norms/guidelines of the state government; these committees, generally, meet two to four times a year and are mainly responsible for the supervision and utilisation of financial grants. Students as yet, are rarely involved in the management activities. Parents, to a certain extent, are involved through Parents'-Teachers' Committees. External committees like Village Education Committees, have not been formed so far.

From the survey, it was inferred that irregular release of funds and inadequacy of the amount released, are two of the major obstacles to institutional development. Most of the schools function without even the basic minimum facilities; the sharing of facilities is not practised in Assam. The percentage of children catered to by a school, therefore, is rather limited. This needs to be urgently looked into if the target of UEE is to be achieved within the scheduled time frame.

Prior to provincialisation of schools, community enthusiasm and support helped the heads of schools to overcome many difficulties and conduct their schools efficiently. The pre-provincialisation culture of community involvement and support needs to be restored and gradual isolation of schools from the needs of the community removed. This indeed is a challenging task for educational administrators. The heads of schools, to meet the demands of their jobs, in the context of planning and management, need training and orientation; the officers at the district and block levels also need such training. This would enable them to perform as also coordinate better all activities related to the management of their schools and optimally utilise all resources essential for effective school functioning. The state has a herculean task to accomplish by way of providing educational facilities to its large population comprising disadvantaged groups. The problem is further compounded by the fact that children from these disadvantaged groups, who happen to study in the general schools, are generally deprived of the incentives supposed to be given to them as these schools do

not fulfil the minimum conditions laid down by the government. The survey focused on the felt need for the introduction of a degree of flexibility so that every student benefits from the incentive schemes.

While no specific programmes have, so far, been made for the development of the elementary school-age population of the backward, hilly and sparsely populated areas and border areas of the state, special building grants are provided by the Directorate of Secondary Education for schools situated in the border areas. A special 'Tea Garden Education Cell', headed by a Joint Director, has also been set-up in the Directorate of Elementary Education to look after the education of children of the tea-garden population.

To facilitate and govern the provision of educational services to its people, within the constitutional framework, Assam has its own legal basis of education comprising several acts and rules. Assam, has, over the last few decades, undergone drastic socio-political changes which have been reflected in the education system as well. To cope with these changes and to meet adequately the demands and needs of the present, the legal basis needs to be further expanded and strengthened. To illustrate the point, the state government needs to provide a sound legal base for the educational endeavours of the non-governmental organisations.

Along with the adoption and implementation of the NPEs of 1968 and 1986, a number of educational programmes have been prioritised. These include:

1. Universalisation of elementary education and provision of non-formal education for 8-11 years age-group;
2. Implementation of Operation Blackboard Scheme;
3. Establishment of DIETs and their proper functioning;
4. Vocationalisation of education;

5. Award of incentives, like free textbooks, free uniforms, attendance scholarships, etc., especially to the weaker sections of the society; and
6. Selective expansion of higher education, particularly in the backward areas, selective admission policy and enhancement of tuition fees.

The development of new school curriculum in the light of the National Curriculum frame-work; establishment and functioning of six DIETs, the introduction of vocational courses in about fifty higher secondary schools, the orientation of over fifty thousand elementary and secondary school teachers and the provision of special education facilities to the SCs, STs and women are some of the major steps taken by the Assam government for implementation of the NPE of 1986.

The state government, as revealed by the survey, favours the policy of providing necessary safe-guards for the education of children belonging to the linguistic minority groups. In accordance with this, the prescribed medium of instruction at the primary stage is the mother tongue, provided at least 40% of the pupils in the school or ten pupils in a class speak that particular language. The state then provides a teacher to teach through that language. The languages enlisted in the Eighth Schedule of the Indian Constitution are the recognised mother tongues. Some exceptions, nevertheless, have been made for the hill districts.

44. **Mahajan, Baldev ; Majumdar, Srilekha ; Lallura, F.** *Educational administration in Mizoram: Structures, processes and future prospects.* New Delhi, National Institute of Educational Planning and Administration, 1994.

**Keywords: MIZORAM : EDUCATIONAL
ADMINISTRATION : EDUCATIONAL
SURVEY**

The objectives of the study were: (i) to understand the present status of educational administration in terms of structures, systems and processes at various levels (ii) to study the experiments, innovations and changes, and (iii) to identify major issues and future tasks of educational planning and management.

Being a survey, its methodology included the collection of information from the State Education Department, its different directorates and divisional, regional, district, block and institutional level organisations, on the basis of a representative sample. Other secondary sources were also tapped for this purpose. A framework was designed considering the time and feasibility aspects; only one out of every 15 districts in each state/UT was selected on the basis of it being the most representative and from each district thus selected, two representative blocks or sub-educational districts, that is, one rural and the other urban, were taken for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled sub-educational district/block/division/region/circle, if such unit(s) existed in the state/union territory. Three types of questionnaires were constructed and used for data collection. These are: (i) State Level Questionnaire; (ii) Area Level Questionnaire; (iii) Institutional Level Questionnaire. As a part of the survey, a special study on “The Role of the District Council in Education with Special Reference to Lai Autonomous District Council was conducted in Mizoram.

The state follows the national pattern of 10 + 2 + 3, but the primary stage consists of classes I to IV; the upper primary stage — classes V-VII; the secondary stage — classes VIII to X and the higher secondary stage — classes XI and XII. Entry age to class 1 is 5 +. At the end of class VII, the students have to take the Middle School Leaving Certificate Examination conducted by the Mizoram Board of School Education. Students who pass it are promoted to class VIII, and have the option to join high school for general education or the ITI for trade training of three years duration. After completing the high school stage, a student has to take the High School Leaving Examination conducted by

the Mizoram Board of School Education. On passing this, students may enter the two-years pre-university course and thereafter join the first degree course in B.A., B.Sc., or B.Com. Schools are either government or non-government.

The literacy rate in 1991 was relatively high, as compared to other states, being 81.23 per cent; male and female literacy rates were 84 and 78 per cent, respectively. During 1981-1991, the number of illiterates of age 7 years and above was about a lakh. Educational facilities, in 1988, were available to 72 per cent of the total population in rural areas.

With regard to educational policy and programmes, the state has adopted the National Policy on Education - 1986 and gives high priority to the programmes of DEE and education for all. The following steps are being taken by the state for this: (a) constituting various state-level committees; (b) introducing Operation Blackboard scheme and several other incentive schemes, including distribution of free textbooks to students in rural areas; and (c) promotion of non-formal and adult education.

The main constraints in achieving UEE are: inadequate schooling facilities, especially in the western belt of the state; poor transport and communication; shortage of qualified and trained teachers; and problems related to the transfer and posting of teachers.

Mizoram has created an adequate educational administrative structure at the level of Secretariat, Directorate and Inspectorate. It has also established three Autonomous District Councils, namely, Lai, Mara and Chakma, which have full authority over the management of primary education.

The survey shows that there is need: (1) to strengthen the coordination at different levels of the administrative machinery for speedy implementation of educational development programmes; (2) to strengthen and to introduce participatory approach to the decision-making process at least at the district level; and (3) to provide educational administrators at all levels with proper orientation and training.

The role played by NGOs in the field of education, besides the promotional role of the government, is noteworthy. Their educational activities, as the survey shows, includes the management of 21 per cent of primary schools, 81.5 per cent of middle schools and 91 per cent of high schools. Non-government institutions include deficit, aided and unaided schools; there is no deficit schools at the primary stage.

It has been found by the survey that though the state has village councils, they do not have any direct control over schools other than their representation in the management committees of these schools. Community participation in the state exists only in the form of Parent Teachers' Associations and their representation to the management committees of the schools.

The survey, in its findings on Educational Programmes for Disadvantaged Groups reveals that almost all facilities, which are available to SC/ST children in other parts of the country, are available to the children of Mizoram as more than 90 per cent of its population is tribal. The different programmes for disabled children are: (i) Integrated education of the disabled which is a centrally sponsored scheme; (ii) Project Integrated Education of Disabled (PIED) which is UNICEF sponsored; (iii) Hostel facility for handicapped students; (iv) Vocational training facilities by some NGOs; and (v) Non-formal education particularly for the under-privileged children.

The survey covered different aspects of personnel management, like selection and appointment procedures of staff; posting and transfer procedure; pay-scale and emoluments; housing facilities and welfare schemes; redressal of grievances; and pre-service and in-service training programmes.

There is no specific posting and transfer policy for the teachers and the existing norms for posting and transfers are hardly followed; the state has no separate cell for redressal of grievances; and there is no prescribed formal method for evaluating the performance of administrators, teachers and the non-teaching staff. The study shows that the per capita expenditure on education, in 1983-84, was Rs 193.45 in

Mizoram and Rs 78.97 at the national level. The per pupil expenditure on education in different schools was, in 1987-88, primary school — Rs 798.00, middle school — Rs 1583.70, secondary/higher secondary schools — Rs 1660.80.

The flow of information is very slow and irregular and the information received is mostly inconsistent and inaccurate. There is an urgent need to provide technical training to the staff dealing with statistical machinery, and establish a computerised information management system at the district level for monitoring the inputs and outputs during programme implementation phase and generate data on key indicators to assess the status of school education.

The educational planning process in the state consists of certain steps. The draft plan proposals are formulated at the district levels and consolidated at the directorate level. The plan proposals are then submitted to the planning department and thereafter, to the planning board for approval. Final approval is accorded to the plan proposals by the state legislature.

The study suggests that: (i) a cell for monitoring and evaluation should be established in the Directorate of School Education; (ii) village councils should be involved in planning for education at the block level; and (iii) village education committees should be encouraged to participate in enhancing the efforts towards the realisation of UEE.

The findings of the study on inspection and supervision stated that the provisions for subject supervision in the schools are inadequate. Hardly any action is taken on inspection reports submitted by the inspection personnel and the frequency of inspection does not conform to the instructions issued by the Directorate.

The academic support system is provided, in Mizoram, by the SCERT, DIETs, etc. The speaker then discussed the functions and role of SCERT District Institutes of Education and Training, textbooks preparation, the system of pupil evaluation, and some

innovative practices and experiments in administration, such as the school complexes.

More than 50 per cent of the teachers are untrained, both at the primary and upper primary education levels.

The facilities for teaching of science and mathematics are inadequate in the state.

45. Mahajan, Baldev ; Majumdar, Srilekha ; Agnihotri, D. C. *Educational administration in Sikkim : Structures, processes and future prospects.* New Delhi, National Institute of Educational Planning and Administration, 1994.

Keywords: EDUCATIONAL
ADMINISTRATION : EDUCATIONAL
SURVEY : SIKKIM

The objectives of the study were: (i) to understand the present status of educational administration in terms of structures, systems and processes at various levels; (ii) to study the experiments, innovations and changes; and (iii) to identify major issues and future tasks of educational planning and management.

Being a survey, its methodology included the collection of information from the State Education Department, its different directorates and divisional, regional, district, block and institutional level organisations, on the basis of a representative sample. Other secondary sources were also tapped for this purpose. A framework was designed considering the time and feasibility aspects, and only one out of every 15 districts in each state/UT was selected on the basis of it being the most representative and from each district thus selected two representative blocks or sub-educational districts, that is, one rural and the other urban, were taken for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled sub-educational district/block/division/region/circle, if such unit(s) existed in the

state/union territory. Three types of questionnaires were constructed and used for data collection. These are: (i) State Level Questionnaire (ii) Area Level Questionnaire; (iii) Institutional Level Questionnaire.

With the 35th Amendment of the Indian Constitution in 1974, Sikkim became an associate State of India. In May 1975 with the 36th Amendment, Sikkim formally became the twenty-second State of the Indian Union under the administration of a governor.

According to the 1991 Census, the population of Sikkim is 406,457 of which the number of females is 190,030. For every 1000 males there are 878 females. In terms of the total population, Sikkim is one of the smallest states of the country; its sex ratio is lower than the national average.

In Sikkim, the East District has the highest literacy percentage of 65 per cent, while the West District has the lowest percentage of 45.6 per cent. Female literacy of 55.6 per cent is also the highest in the East District. The overall literacy in Sikkim is 57 per cent.

Education has always received a status of high esteem in Sikkim. It was patronised by the erstwhile royal family and other wealthy members of the community. In all three stages of education, growth in terms of student enrolment was the maximum during 1975-81.

For the major part of the 19th century, education in Sikkim was monastic in nature. Schools in the monasteries imparted religious education and prepared the monks for priesthood.

The educational administrative machinery in the state follows the system of single-line administration. It comprises a Secretariat at the top; below it there is a Directorate with set-up at the district level. The Directorate plays a major role in all academic and administrative matters relating to education. The planning and management of educational matters at the districts are looked after by the district officers.

Sikkim is endeavouring to achieve the goals it has set for itself in accordance with the National Policy on Education (1986). Since the mid-seventies it has made significant progress in the different sectors of education but sincere and concerted efforts are needed, particularly for the improvement of teacher education and technical education.

Since the reorganisation of the Education Department in 1975, changes have taken place in the administrative machinery to meet the growing educational needs and demands. The administrative machinery has expanded in terms of officers at various hierarchical levels.

Today there is a demand for specialists and there is a clear-cut division of responsibilities among the officers at the same hierarchical level. The need of the hour is, however, change in terms of the modus operandi of educational administration and supervision. Training and orientation is indicated for the administrators — both policy makers and executives at the secretariat as well as the directorate levels, in emerging concepts of educational management.

The state has progressed perceptibly in providing education to the deprived, disadvantaged and underprivileged sections of the society over the years. The problem of accessibility still persists in certain areas; literacy rates of female population is low; retention of students in the elementary system has also emerged as a major concern, given the large percentage of dropouts.

The lack of academic competence and professional capability of teachers are of major concern to educational administrators. Service conditions as well as remuneration of staff need to be made attractive.

The concepts of institutional planning need to be introduced, with an identification of needs at the micro-level and planning exercises at the grassroot level in order to provide a more realistic basis for the formulation of budgets leading to better utilization of available resources.

The tasks ahead of the state include, strengthening legal foundations; establishing a State Advisory Board of Education; more focus on voluntary organizations; structural reorganization; decentralization of educational planning; modernisation of inspection and supervision; and focus on qualitative improvement of education.

46. **Majumdar, Srilekha ; Mark, Torist. *Educational administration in Meghalaya: Structures, processes and future prospects.* New Delhi, National Institute of Educational Planning and Administration, 2000.**

**Keywords: EDUCATIONAL SURVEY :
EDUCATIONAL ADMINISTRATION :
MEGHALAYA**

The objectives of the study were: (i) to understand the present status of educational administration in terms of structures, systems and processes at various levels; (ii) to study the experiments, innovations and changes; and (iii) to identify major issues and future tasks of educational planning and management.

Being a survey, its methodology included the collection of information from the State Education Department, its different directorates and divisional, regional, district, block and institutional level organizations, on the basis of a representative sample. Other secondary sources were also tapped for this purpose. A framework was designed considering the time and feasibility aspects, and only one out of every 15 districts in each state/UT was selected on the basis of it being the most representative and from each district thus selected, two representative blocks or sub-educational districts, that is, one rural and the other urban, were taken for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled sub-educational district/block/division/region/circle, if such unit(s) existed in the state/union territory. Three types of questionnaires were

constructed and used for data collection. These are: (i) State Level Questionnaire (ii) Area Level Questionnaire; (iii) Institutional Level Questionnaire. As part of the survey, an in-depth study on “The Impact of the Government Taking Over of the Administration of Primary Education from the District Council” was conducted in Meghalaya.

There are five districts, which are further divided into sub-divisions for effective decentralised management. Under the provision of the Sixth Schedule of the Indian Constitution, there are three Autonomous District Councils — the Khasi Hills, Garo Hills and Jaintia Hills Autonomous District Councils, with their own legislatures to look after the welfare of the tribals and to preserve their cultural and legal traditions. These bodies are authorised to make laws in certain subjects, including primary education, according to the Constitutional provisions. They are also empowered to raise revenues, impose and collect taxes and regulate or control trading within the autonomous districts.

For administration of education, the districts and sub-divisions are taken as units with an Inspector of Schools heading each district and a Deputy Inspector of Schools posted at each sub-division.

The education system in Meghalaya was nurtured by the Christian Missionaries. However, it is only after the end of the British rule in the country that educational development actually began in this region — which for many years was a part of Assam. The progress was further enhanced with the launching of the First Five-Year Plan. Under the Sixth Schedule, primary education falls under the purview of the Autonomous District Councils. However, from 1980 onwards, the state government has had to resume temporarily the administration of primary education as the administration was not effective enough. As a part of the survey, a case study has been conducted in Meghalaya on the 'Impact of the Government Taking Over of the Administration of Primary Education from the District Councils'. The findings of this study focus on financial management,

general administration; academic administration; and certain constitutional issues in the context of primary education.

Meghalaya, like many other north-eastern states, had inherited a system of education from Assam. The state's present education system comprises classes I-IV as the primary stage for the 6-9 years age group; classes V-VII as the upper primary stage for the 10-12 years age group; classes VIII to X as the secondary stage for the 13-15 years age group; and classes XI and XII as the higher secondary stage for the 16-17 years age group. Before the adoption of this new structure, the primary stage consisted of five classes from A-III; upper primary stage of classes IV-VI and high school stage of classes VII to X. The higher secondary stage classes (classes XI-XII) continue to be held in the colleges with the nomenclature of "Pre-University Classes". Due to lack of adequate infrastructural facilities, professionally qualified teachers, etc, school education of a duration of 10 years follows the 4+3+3 pattern instead of the envisaged 5+3+2 pattern being followed by the majority of states and union territories.

After school education, students can pursue professional and vocational education courses in the state. The ITI offers courses in different trades to students after completing education up to class VIII. After completion of the High School Leaving Certificate Examination at the end of class X, the polytechnics and the Teacher Training Institutes provide opportunities for pursuing courses at the diploma level. There are no engineering or medical colleges in Meghalaya; students are required to pursue these courses elsewhere in the country.

Primary education is free in the state; the provisions and facilities, however, are still far from satisfactory. In 1986, only 63% of the 5337 habitations were covered by primary schools. The highest rate of student dropout at this level is around 80%; which means only 20% actually get to complete primary schooling. The socio-economic factors are mainly responsible for this. In 1986, only 61% of the total habitations were covered by middle stage education. The survey revealed an unplanned

growth of middle and secondary schools, resulting in an uneven distribution of education facilities in certain areas.

The literacy rate in 1991 for population of age seven years and above, was; total literacy rate - 48.26%; female literacy rate — 44.78%; and male literacy rate — 51.57%, respectively.

Compared to the All India figures, in 1986, the GER at the primary stage — total, girls and boys, was higher at the state level. However, at the upper primary level, the total GER was lower. The percentage of trained teachers was low, being below 50% at the primary stage, about 30% at the upper primary stage, and about 36% at the secondary stage. The TPR was 3721 and 14 at the primary, upper primary and secondary stages, respectively.

A study of the selected indicators of educational development implies that disparity in the different pockets of the state in terms of literacy, enrolment, GER, needs to be improved. Like in all the other states of the region, teachers' training needs to be focused on urgently and improved. The training facilities for teachers, available in the state, are the B.Ed. colleges for secondary school graduate teachers; normal training schools for upper primary school teachers and government teachers' training institutes, which conduct Junior Teachers' Training Certificate Examination, for primary school teachers. The SCERT and other agencies conduct a number of in-service training and orientation programmes as well as refresher courses.

The survey revealed the felt need for the formulation of a training policy for teachers to satisfactorily meet the demand for trained teachers. The need for adequate number of DIETs and their proper functioning, along with the expansion and strengthening of the SCERT, also is to be attended to.

Community participation in the field of education is perceptible. About 90% of the schools in the state are under private management. However, with schools getting provincialised, and management of primary schools being taken over by the state government from the Autonomous District Councils, community

participation is diminishing. Previously, the community used to set up 'venture' schools, but gradually this effort, due to several reasons, is also on the wane, driving home the fact that the people need to be convinced, firstly of the need and utility of education; and secondly, the relevance of education to their lives has to be enhanced.

Though community participation is reducing, the mushroom growth of sub-standard un-aided schools is still a cause of grave concern to the state. Efforts are being made to control this with the help of Meghalaya School Education Act of 1981. There are, as yet, no acts, rules or legal provisions to regulate the non-governmental agencies in the sphere of education. Other than the management rules, conditions of grant-in-aid, to which the NGOs have to conform for government aid, there is no regulation for opening schools.

The state is predominantly tribal and there is no separate educational programme or scheme for them. Students in the border areas are provided with incentives in the form of scholarships and hostel facilities; the school managements are given special grants for building schools and hostels. These schemes are planned by the Border Area Department which provides funds; the Education Department is only a channelising agency. Though there are a few institutions for the physically handicapped, there are no special programmes or schemes for disabled students, except students' scholarships.

The incentives and welfare schemes to students from the primary to the secondary stage include:

1. Hostels for girls from the upper primary stage onwards;
2. Inter-village students' hostel from the upper primary stage onwards;
3. Mid-day meal to primary school children;
4. Free textbooks and uniforms to primary school children;
5. National talent search scholarships;

6. State talent search scholarships; and
7. State merit scholarships.

The state has its own 'White Paper' on education. One of its significant provisions, implemented in 1988, was the equalisation of pay and allowances to teachers under the deficit system of grant-in-aid and the government teachers by extending them the benefit of allowances like medical, house rent, hill and winter allowances, etc. Service conditions have also been equalised, under this decision, in respect of qualification, recruitment, discipline, etc.

The survey revealed that maximum time was spent by the inspecting and supervisory staff on office work. To improve the quality of education, along with the enhancement of teachers' competence, inspection and supervision of schools, including teaching, needs to be improved. However, the institutional heads spend a substantial amount of their working time in teaching classes — 75%, 58% and 30% in the primary, upper primary and secondary schools, respectively.

For improving the quality of education, the government has taken certain innovative measures in educational administration in addition to expanding the Directorate of Public Education. Perhaps the most crucial step was the taking over of the management of primary education from the Autonomous District Councils by the state government. One perceptible improvement with this step has been in the area of institutional inspection and supervision. The concern expressed by many with this taking over of schools is that the state, even though temporarily, is reverting to centralised instead of decentralised administration.

47. **Purkayastha, R. B. *Diagnostic study of district educational administration in Nagaland: A case study of Kohima district.* Dissertation, DEPA, NIEPA, 1989.**

**Keywords: KOHIMA : EDUCATIONAL
ADMINISTRATION : NAGALAND**

The objectives of the study were: (i) to study the structure of district educational administration in Nagaland with special reference to Kohima district; (ii) to identify the areas of success and failure of the present system of administration; (iii) to suggest a strategy for the future. The study deals with the following aspects of educational administration: (a) Diagnosis of the weaknesses of present system in the light of the past development (b) to deal with one aspect of administration such as structure and function of the District Education Office, and (c) to find out the problems and constraints of management.

For collection of data, a questionnaire was developed and administered to the Inspectors of Schools, Deputy Inspectors of School and Sub-Inspectors of school incharge of educational administration at the district, sub-divisional and circle levels. Besides, the data collected through questionnaires, interviews with the concerned officers were arranged by the investigator to provide authentic information to the possible extent.

The study reveals that the inspector of schools at the district level as well as other subordinate officers of Kohima district are facing various problems in their day to day functioning as an administrator and academician since the two have not been bifurcated in the district level setup. The inspecting officers themselves are to function both as academicians and administrators. In the matter of personnel administration, the inspector of schools appears to have not been delegated with adequate authority for the control of the teaching as well as non-teaching staff in the district. The district is having a large number of untrained teachers. Recruitment of untrained teachers has to be made due to non-availability of trained personnel. Inspector of schools at the district level does not have any control over the finance in the district. He simply functions as the drawing and disbursing officer for his own establishment, like any other subordinate heads of offices of the department who are gazetted in status.

The grants-in-aid to private institutions are also controlled by the state directorate of school education. There is no statistical cell

in the district inspectorate and in that absence of such a cell, district level data for educational purposes like enrolment, number of institutions, teachers etc. on the one hand and other information like population, school going children, etc. on the other cannot be made available for formulation of educational plans. The sub-inspectors of schools being incharge of inspection and supervision of primary schools are faced with communication problem due to ill-developed transport system on account of hilly terrain of the district. The inspection officers are to conduct inspection alone and for want of assisting staff at their level for academic and non-academic inspection, they mostly devote on routine nature of inspection.

48. **India, Ministry of Education and Culture. *Report of the study team on reorganization of education department of Government of Sikkim.* New Delhi, 1981.**

Keywords: EDUCATION DEPARTMENT : RE-ORGANIZATION : SIKKIM : EDUCATIONAL ADMINISTRATION

In 1980, the State Government requested the Union Ministry of Education and Culture to depute a team of experts to advise the state in reorganization of its Education Department at various levels on functional basis. Accordingly in 1981, a study team was constituted to visit the state. The study team visited a number of educational institutions, met senior officers of the education and other departments and suggested the new setup which will have the following main features: (i) District will be strong working unit of educational administration and planning and D E O will be responsible for work relating to all types of schools up to high school level. (ii) Instead of Zonal Dy. Directors of Education, there will be Zonal Education Officers of the rank of Assistant Directors of Education, especially work for universalisation of elementary education under the overall guidance of D E O. (iii) The State Institute of Education will be

completely overhauled so as to become an independent organ of the Education Department, for improvement of programmes of teacher education. (iv) The Directorate of Education will be completely reorganized. In addition to strengthening of planning and statistics unit, some new units of appropriate size will have to be created to look after new programmes of educational development, e.g Works Branch. (v) The Education Secretariat will be made responsible for sector of higher and technical education. (vi) The posts of Assistant Education Officers, which are in the pay scale of Rs 550-1100, will be abolished and their place will be taken over either by the Assistant Directors of Education or Section Officers. (vii) The work of subject-specialists will be taken over by the subject teachers of the school complex in a district.

Following suggestions are also made for effective and smooth functioning of the above proposed reorganized structure: (i) A manual of instructions should be prepared by the Government of Sikkim in which all the functions, responsibilities, business rules etc. of every unit and every staff member are clearly laid down. (ii) The Government of Sikkim should consider the question of enacting suitable legislation to regulate school education in the territory of the state. (iii) The officers should be given regular in-service training courses in educational planning and administration. (iv) Norms for development and maintenance of educational services should be laid down. (v) Management Information System should be evolved so as to meet the information requirements of various levels of administration for various purposes.

49. Singh, Navakumar. *Educational administration in Manipur : A historical perspective*. Dissertation, DEPA, NIEPA, 1983.

Keywords: MANIPUR : EDUCATIONAL ADMINISTRATION

The main objectives of the study were: (i) To help in understanding the origin and development of the present system of the educational administration in Manipur. (ii) To locate and identify the strength and weakness of the system. (iii) To locate a better appreciation of the present problems and issues in educational planning and administration. (iv) To serve as reference material for further study and research. (v) To suggest measures for improvement of the system.

The study was conducted by adopting a comprehensive method based on original sources for estimating the extent of the educational administration of Manipur since Independence to the present day. The materials were collected from different sources, both original and secondary. Structured questionnaire was administered for the public leaders, educationists, retired directors of education, one of the retired secretaries to the Govt. of Manipur, politicians and senior civil servants during the period under study, and interview schedule for selected administrators, educationists and public leaders.

Prior to 1947, and even after Independence up to 1950, there was no separate education department in the true sense of the term in Manipur. For the first time in the educational history of Manipur, a separate Department of Education was created in 1950. After establishment of the Territorial Council the Manipur Administration and the Territorial Council exercised control over the educational activities of the state. In 1960, when Imphal Municipality was established, a third agency appeared in the educational scene. Since then a part of primary education, particularly in the municipal area, was transferred to the local body. It also continued to maintain some high schools and exercised control over non-government institutions in the matters of inspection, recognition and grant-in-aid. Education has been made free for all students in government and aided schools upto class VIII with effect from the 1st March, 1960. The number of primary schools increased from 1430 in 1959-60 to 1960 in 1960-61. Out of these, 47 were Government schools, 1138 Territorial Council schools, 181 aided schools and 294 private recognised schools. Out of the Government and Territorial

Council schools, 161 were Junior Basic Schools. There were altogether 850 schools in the valley area and 810 in the hills; 167 schools were for girls. The Education Department prepared syllabus for elementary schools from Class I to VIII. A scheme for free supply of by text books to the poor and needy primary school students was first introduced during the year 1966-67. Education is made free up to secondary stage of education for all girl students. In 1966-67, there were two Government colleges, one for the boys and the other for the girls and 10 private colleges affiliated to the Gauhati University. The Director of Education was assisted by 3 deputy directors of Education, 3 Inspectors of Schools, 1 Inspector of Schools (SE) for Social Education, 3 Deputy Inspectors of Schools, 1 Special Officer, Planning & Statistics and 1 Guidance Officer. After attainment of statehood on 21st January, 1972, the dual control over the educational activities in the state was abolished and the entire educational setup came under a single agency viz Education Department of Manipur. Prior to the 7th December, 1976 the Education Department was placed under the three Heads of Department, viz (i) Director of Physical Education & Sports, (ii) Director of Education, and (iii) Controller of Technical Education. In the valley, there were four Zonal Inspectors of Schools, each assisted by one Deputy Inspector of Schools at Imphal West (Zone-I), Impahl East (Zone-II), Thoubal (Zone-III) and Bishenpur (Zone-IV). From 1st March 1978, Director of Primary Education was re-designated as Director of Education (Schools) and others as Director of Education (University). In Manipur, University Bill, 1980 was passed by the State Assembly in its Budget Session on April 8, 1980. The administrative hierarchy of education in Manipur is virtually a two tier system, one at the Directorate level and other at the District/Zonal level. The State Institute of Education as the academic wing of the Education Department is trying to improve school education by providing short term in-service training to the teachers. There is one Additional Director of Education put incharge of the educational planning in the Directorate. Statistical unit in the Directorate, whose services are solely employed for collection of various kinds of data. There are at

present 1166 villages in the hills for which opening of non-formal education centres is required.

50. **Sinha, Anil ; Mahajan, Baldev ; Majumdar, Srilekha ; Ghose, S. K.** *Educational administration in Tripura: Structures, processes and future prospects.* New Delhi, National Institute of Educational Planning and Administration, 1996.

**Keywords: EDUCATIONAL SURVEY :
EDUCATIONAL ADMINISTRATION :
TRIPURA**

The objectives of the study were: (i) to understand the present status of educational administration in terms of structures, systems and processes at various levels; (ii) to study the experiments, innovations and changes; and (iii) to identify major issues and future tasks of educational planning and management.

Being a survey, its methodology included the collection of information from the State Education Department, its different directorates and divisional, regional, district, block and institutional level organisations, on the basis of a representative sample. Other secondary sources were also tapped for this purpose. A framework was designed to considering the time and feasibility aspects, only one out of every 15 districts in each state/UT was selected on the basis of it being the most representative and from each district thus selected, two representative blocks or sub-educational districts, that is, one rural and the other urban, were taken for the study. Similarly, a representative sample of schools of different types was selected from each of the sampled sub-educational district/block/division/region/circle, if such unit(s) existed in the state/union territory. Three types of questionnaires were constructed and used for data collection. These are: (i) State Level Questionnaire, (ii) Area Level Questionnaire, (iii) Institutional Level Questionnaire. As a part of the survey a

special study on the 'Problem of Teacher Absenteeism' was conducted in Tripura.

The state generally follows the national policies and objectives. The recommendations of the NPE, 1986, its subsequent modifications in 1992 and the Programme of Action are being implemented by the state government. Measures are being adopted are: (a) to provide educational facilities to the remote comers of the state by making education easily accessible to the rural, particularly the tribal communities; (b) to offer the students various incentives like free tiffin, textbooks, uniform, stipends, etc., (c) to improve the curriculum; (d) to organise teachers' training courses and seminars on work experience and science education as also orientation programmes for the teachers and inspecting personnel; and (e) to provide new instructional materials and to adopt new methods for the evaluation of teaching.

The priority programmes of the state, in accordance with the recommendations of the NPE, 1986, include:

1. Operation Blackboard;
2. Establishment of DIETS;
3. Expansion of educational facilities at the elementary stage;
4. Teachers' orientation programmes;
5. Development of curriculum; and
6. Preparation of textbooks on the basis of the new curriculum.

The curriculum for classes 1-V has been revised in accordance with the recommendations of the NPE, 1986, and has been introduced in schools from the academic session of 1989-90.

One of the main objectives of the state is the universalisation of elementary education. In spite of all the efforts of the state, the retention rates continue to be low — in 1992-93 the rate was 40.30% and 30.60% at the primary and upper primary stages, respectively. Financial constraints are also a major hurdle.

The other major recommendations of the NPE, 1986, being implemented in the state are as follows.

In accordance with the national curriculum recommended by the NPE, 1986 and being followed in Tripura, textbooks are being introduced in the schools. The Tripura Board of Secondary Education is responsible for the printing of textbooks for different classes. So far 35 textbooks have been modified and other textbooks and teachers' guides are to be revised, in a phased manner, in the near future.

The state is making efforts to strengthen the science education programme in schools. The educational administrative machinery in the state consists of:

(a) The Education Secretariat under the charge of the Education Minister. There are three ministers with independent charges; these are: (i) primary education; (ii) pre-primary and adult education; (iii) school education above the primary level up to the level of higher education, including general, professional and technical education.

(b) Three Education Directorates, namely: (i) Directorate of School Education; (ii) Directorate of Higher Education; and (iii) Directorate of Social Welfare and Social Education. There is also a Directorate of Sports and Youth Affairs. To coordinate the work of all the Directorates under the Department of Education, there is an Education Secretary.

In 1982, the areas predominantly inhabited by the tribals were identified and are placed under the Tripura Tribal Areas Autonomous District Council (TTAADC).

To implement the various educational programmes, there are two advisory bodies, i.e, Tripura State Social Welfare Advisory Board (TSSWAB), and Tripura Sports Council (TSC), which act in close collaboration with the Department of Education. The State Planning Board advises the latter in the formulation and monitoring of various schemes.

The survey reveals that despite expansion of the administrative machinery in terms of the number of officers at its various hierarchical levels, the present administrative setup at different levels, including the Directorate of School Education which is the largest unit, is not adequate to cope with the expansion in the number of institutions. More than the expansion in terms of an increase in the number of functionaries at various levels of the machinery, as indicated by the survey, there is a clear need now to strengthen the machinery with professionally competent personnel having proper orientation and training in tune with the emerging concepts of educational management.

The state government's policy for the promotion of education is to encourage the active participation of non-governmental agencies and voluntary organisations. There are only a few institutions run by the voluntary organisations without any financial aid from the government. Most of the voluntary organisations are religious ones but, irrespective of their religious denomination, some of the problems common to all institutions under these organisations are the dearth of funds and lack of qualified teachers and a shortage of accommodation and space.

In 1989-90, the percentage of private schools was 0.9 and 0.1 for aided and unaided schools, respectively, which is negligible. 44% of schools were under the District Councils and 55% under the government.

The scope of community participation in education is rather limited. However, the state government has laid down certain conditions with regard to the opening of primary schools. At the initial stage of starting a school, the local community has to donate land and construct the school building. In respect of schools under the TTAADC, there is no such participation because the Council has not made any attempt, as yet, to involve the tribal community in the remote and inaccessible areas under it.

The state government is making efforts to ameliorate the lot of the deprived, disabled and underprivileged in Tripura, including

girls, women and other minority groups. The percentage of SC and ST population in the states in 1991 was 16 and 31, respectively. There are two Directorates, the Directorate of Welfare for SCs, and the Directorate of Welfare for STs, which exclusively look after their welfare, provide special funds to the implementing agencies of the government for their development and also monitor the progress of different schemes specially meant for them. The survey shows that at the higher rungs of the educational ladder, the percentage of women students, both SC and ST, is low and is absolutely negligible in the teachers' training schools. The disparity in the percentage of total enrolment and girls' enrolment in both the communities is marked. Since all educational and other welfare schemes, in general, cover girl students, there are only a few schemes exclusively for girls. There is no separate management or administrative setup for educational programmes of girls.

For the education of the disabled, under the Department of Education, there is a Directorate of Social Welfare and Social Education. The Directorate, in collaboration with other concerned departments, implements different schemes related to the development and welfare of the handicapped children.

The Reang Tribe has been identified by the state as the primitive group in Tripura and certain projects in the reserve forest areas of the state have been undertaken for their development. A separate directorate known as the Primitive Group Programmes (PGP) looks after their welfare and developmental programmes. The Education Department looks after the educational development programmes of this directorate in the project areas along with the Tribal Sub-Plan Schemes and also monitors the various PGP schemes.

In the sphere of personnel management, absenteeism among teachers is one of the major problems of the state. The inferences drawn from the in-depth study on this subject, conducted as a part of the survey on 30 sampled schools under different managements, indicates that to improve the situation:

1. A rationale for the posting and transfer of teachers needs to be worked out and a policy on the transfer of teachers needs to be introduced;
2. The inspecting and supervisory machinery needs to be improved;
3. Steps need to be taken to ensure that only personnel with the required training and orientation to teaching are recruited as teachers.

The survey also revealed that to eradicate this rather deep-rooted problem, the authorities need the support of the teachers, the parents and the community at large.

Other issues brought to light by the survey include:

1. The large number of posts, which are lying vacant at different levels of the administrative machinery;
2. The felt need of administrators for a significant role in the decision-making process, especially with regard to issues like postings and transfers of teachers; their workload and the workload of institutional heads; and inspection and supervision of schools.

In the context of financial management, though education is free up to the higher secondary stage in all institutions and no tuition fees are charged, the survey revealed that fees other than tuition fees are charged from the students. The amount of such fees varies from class to class in schools under different management.

The survey revealed that one of the major problems faced in the area of information management is the collection of information and provision of feed-back to the institutions. The need for computer facilities is acute, particularly in the area of personnel management for work related to transfer, posting, promotion, etc., of the increased number of personnel in the education department. There is also a need felt now to strengthen the machinery for data collection, especially from the lower levels like inspectorates, schools, etc. Monitoring units, with ad-

equately trained staff, need to be set up in the inspectorates and the district offices.

In the Department of Education, there is no separate organisational arrangement for educational planning at the secretarial level. Educational plans are prepared by the four directorates of the Department. In the Directorate of School Education the planning process is decentralised; plans and schemes are formulated at the directorate, district and block level offices. Plans of different academic institutions under the different directorates are formulated at the institutional level and become a part of the total plan of the Education Department. All schemes related to elementary education are prepared at the district and block levels. The gram panchayats are also involved in the planning and implementation of schemes, like the 'mid-day meal' scheme and a number of centrally sponsored schemes being implemented by the Education Department.

Inspection and supervision of schools continue to be a weak area, demanding urgent attention. To improve the situation, certain steps, as focused on by the survey, need to be taken. These are:

- (i) Reduction of workload of inspectors/assistant inspectors of schools;
- (ii) Recruitment of additional staff to reduce workload;
- (iii) Training of personnel involved in inspection and supervision;
- (iv) Introduction of subject and panel supervision;
T and
- (v) Introduction of the concept of school complexes, on a wide scale, to share, with the 'lead' schools, the responsibility of inspection and supervision of schools.

For qualitative improvement of education, the responsibility of academic support system is borne by the State Institute of

Education, DIETs, Tripura Board of Secondary Education, etc. Of the envisaged three DIETs, so far only the DIET at Agartala has started functioning with the upgrading of the existing Basic Teacher's Training College; at Karaban also, this is proposed to be done.

The SIE, in phases, has prepared the nationalised textbooks for the primary classes. The Tribal Language Cell of the Directorate of School Education helped to prepare textbooks in the major tribal dialect "Kak-Borak". The preparation and printing of the textbooks for classes VI and VII was looked after by the state government's State Advisory Board (SAB) which was specially constituted for this purpose. There is no textbook development corporation or any such body in the state.

Students, at all levels of school education, are assessed by means of written tests. In all schools recognised by or affiliated to the Education Department or Tripura Board of Secondary Education, two terminal examinations are held in an academic session for classes I to XII. The survey revealed a felt need to constitute a body to hold public examinations at the end of the primary education level (classes I-V) and elementary education level (classes I-VIII) as in certain north-eastern states. This would help to bring about the much-desired qualitative improvement of elementary education in the state as well as bring in an element of uniformity in its standard. At present, two examinations are conducted by TBSE — at the end of class X (Madhyamik) and at the end of class XII (Uchcha Madhyamik), respectively. The pass percentage, however, at both the examinations, as focused on by the survey, is far from satisfactory, it being 24.38% at the secondary stage and 39.60% at the +2 stage. Surprisingly, the pass percentage for girls is higher at the +2 stage, being 44.81. To identify talented students in Tripura, the National Talent Search Examination (NTS) is conducted by NCERT annually. The percentage of successful students at the NTS examination makes obvious the need to enhance the quality of school education in the state.

For this, certain urgent measures are called for on the part of the Department of Education, like the establishment of SCERT and functioning of DIETs in full swing. During the course of discussion on the survey report, the participants at the workshop from Tripura informed that the SCERT has been recently set up in the state.

Institutional planning is practised, in Tripura, by the school heads according to a set of common instructions and guidelines issued by the Education Department, from time to time. The Department has issued strict instructions regarding the running of primary schools in shifts. Other than primary classes, there are no schools/sections which function in shifts. The survey revealed that many of the teaching and non-teaching posts are vacant due to various administrative and financial reasons, and the heads of schools are required to do a large part of the administrative work. An acute need of the headmasters is the posting of adequate non-teaching staff in the schools; this would reduce, to a certain extent, the administrative responsibility of the institutional heads thereby enabling them to devote more time to academic work. This, as emphasised by the Survey, would also enable them to carry out systematic supervision of classroom teaching and appraisal of teachers' performance.

EDUCATIONAL DEVELOPMENT

51. **Bhattacharjee, D. S.** *A study of educational development in Sikkim*, Ph.D. Edu., MSU, 1986.

Keywords: EDUCATIONAL DEVELOPMENT
: SIKKIM.

The major objectives of the inquiry were: (i) to study the development of education in Sikkim in a historical perspective, and (ii) to ascertain the current status of educational development with respect to schools, teachers, pupils, parents and educational administrators.

This was a descriptive-survey type of study. The sample comprised 60 schools, from all the four districts of Sikkim, 240 teachers, 100 pupils from five higher secondary schools, selected parents and all district education officers and regional deputy directors. The tools for data collection were a school information blank, questionnaires for teachers and pupils, and interview schedules for parents and education officers.

The major findings were: (1) There was no formal system of education for the Lepchas who were the original inhabitants of Sikkim. (2) The monastic system of education, which was brought by the Tibetans to Sikkim, became an organized system of elitist education during the 17th century. (3) Two major influences on the social and cultural life of the people, which shaped educational development in Sikkim, were the introduction of Lamaic Buddhism and the development of monasteries. (4) Three major factors that led to the introduction of modern education in Sikkim were, the advent of the British, leading to multiplication of Nepali settlers, spread of education through Christian missionaries in the neighbouring district of Darjeeling, and exposure of some members of the ruling family to liberal education in England leading to a positive attitude to modern education (5) While schools initially began with communal identities, the government made attempts to amalgamate them and give them a secular character. (6) Systematisation of administrative machinery in the state began in the early part of the 20th century but gained momentum in the early fifties and consequently the Directorate of Education was created in 1954. (7) The process of planned educational development in Sikkim was initiated in 1954. (8) The planning period sparked off conflicts with respect to political representation of various ethnic groups, economic imbalances between them and the language issue. (9) Introduction of modern education and its acceleration in the fifties and sixties created simultaneous awareness of the handicaps of functioning under a monarchic setup and the advantages of living under a democratic setup. Pressure for democratization built up and in 1975 Sikkim officially merged with the Indian Union. (10)

Quantitatively, the post-merger period saw a massive expansion of education. Universalization of primary education was undertaken on a priority basis. (11) The quantitative expansion was accompanied by a programme for qualitative improvement, especially since 1976. (12) Schools, especially at the primary level, lacked essential physical facilities and required revamping. (13) Lecture/explanation was the most commonly used method of teaching. (14) There was a visible imbalance of staff qualification vis-à-vis their employment. There was also very little scope for professional growth of teachers. (15) There was a serious dearth of library facilities in various districts of the state. (16) Although teachers in Sikkim joined the profession without initial motivation of interest, they gradually got turned to the demands of functioning within the profession, so much so that, over time, they found the work satisfying and rewarding. (17) Relationship of teachers with others at various planes of the teaching community, namely principals, colleagues, parents and pupils, was characterized by cordiality. (18) Most of the students in the state were first-generation learners. Although they had interest and great aspiration, they were not able to devote themselves totally to the demands of education due to economic difficulties at home. (19) Since the students came to school from remote areas and had domestic responsibilities, they found the study-load rather heavy. (20) The use of English as the medium of instruction hampered their actual performance since they were first-generation learners and did not have resource persons at home whom they could consult. (21) Educational administration in the state, though in the hands of qualified persons, suffered due to lack of prescribed norms/codes. (22) Political pressure, vested interests and public interference came in the way of objective functioning by educational administrators. (23) The socio-economic level of most families in the state was rather low even compared to that in most other regions of the country. (24) Parents, especially after the merger of the state with India, were enthusiastic about providing educational opportunities to their wards since many of them had been deprived of them under the monarchic setup. (25) Community factors did not operate in causing difference of opinion among sections of the people. It

was the socio-economic level, which affected their opinions on various aspects of education. 1986.

52. Corrie, Elizabeth. *The contribution of St. Edmand's school to the development of education in Meghalaya : A case study*. M.Ed, NEHU, 1982.

**Keywords: EDUCATIONAL DEVELOPMENT
: ST. EDMAND'S SCHOOL : CASE STUDY :
CHRISTIAN EDUCATION : MEGHALAYA**

53. Debi, R. *Progress of education in Assam. 1882-1937*, Ph.D. Political Science, Gauhati Univ., 1972.

**Keywords: EDUCATIONAL DEVELOPMENT
: ASSAM**

The main aim of the study was to survey the progress of education in Assam over the period 1882-1937.

The study was both an interpretation and a narration of events, based mainly on published official material.

Some of the major findings were: (1) The progress of primary education was not as it ought to have been. (2) Secondary education aimed at producing a set of men suited to running the administration at the permissible levels. (3) Collegiate education was in a poor state of development. (4) Progress in special education was rather tardy and many of the specialized institutions relating to law, medicine, and technical and industrial education did not attain maturity even by 1937. (5) Oriental education was by far better organized, but progress in this field also was not ideal. (6) There was slow progress in the matter of teachers' training. There was lack of interest in opening training schools exclusively for women. (7) As for women's education,

not enough was done to lift them out of the morass of illiteracy. (8) Both public and private sources contributed towards the educational expenditure. Public funds contributed a larger share than private sources. Expenditure from provincial funds increased by about 22 times in terms of the total amount spent during the period. (9) The literacy percentage in Assam was distressingly unsatisfactory. (10) Assam's education directorate did valuable service in its allotted sphere, but there were many defects. The machinery of inspection and supervision needed a thorough reorganization. (11) Reconstruction of the whole education system is an urgent necessity if further progress is desired.

54. Henia, Ashikho. *A study of the growth and development of education in Manipur (1947-68)*. Ph.D., Education Jawaharlal Nehru Univ., 1988.

**Keywords: EDUCATIONAL DEVELOPMENT
: MANIPUR**

Main objectives of the study were: (i) to critically analyse the historical and political background of Manipur; (ii) to examine the state of general education in the state and how the education administration functioned according to the changing political climate from time to time; (iii) to study the progress of primary, secondary and higher education in Manipur since Independence; (iv) to analyse the state of education in the hill areas; and (v) to study the missionaries' contribution towards education in Manipur.

The historical method was used in analysing and processing data, both primary and secondary, obtained from the State (Manipur) and the National Archives (New Delhi) as well as from libraries in Manipur and Delhi.

Major findings were: (1) The modern system of education developed late in Manipur. During the monarchical days, education was based on physical prowess; physical education

was more valued and literary education was neglected. The arrival of Hindu Vaishnavism along with Bengali language and the Bengali script for the Manipuri language marked a turning point in the State's education. With the coming of colonial rule, a formal system of education was introduced in Manipur. (2) Women's education was not encouraged in the tradition bound society of Manipur. The missionaries provided incentives for girls' education. In the post-Independence era, special stipends and free education to girls up to the high school standard were provided by the government, and steps were taken to educate public opinion in favour of girls' education. The government appointed women teachers, provided free books and writing materials, popularised mixed primary schools, etc. (3) The Western Christian missionaries contributed a lot to the rapid development of Hill Tribal Education. After Independence, and especially after the special constitutional provision for tribal educational programmes, tribal education increased in geometrical proportion by getting all incentives and facilities. (4) The gap between the hill tribals, and the plain tribals in education appeared to be sufficiently wide due to religious, language and economic reasons, followed by constant political unrest including communications. The government has to examine the welfare measures and safeguards extended to the hill tribals and the results of such measures with special reference to their consolidation with the National Education Policy. (5) Adult education or social education was launched in Manipur to remove illiteracy by opening up adult literacy centres, community-cum-information centres, village libraries, rural youth services, etc. (6) The earlier role and contributions of Christian missionaries in the rapid educational development of Manipur were noteworthy. The Mission education quickly flourished in the valley — plain areas, especially in and around Imphal. (7) A complex of political and insurgency activities then hampered the progress of education in the hill areas.

55. Khongwir, Crescentius. *Contribution of St. Anthony's School, Shillong to the development of education in Meghalaya*. M.A., NEHU, 1990.

**Keywords: SCHOOL EDUCATION :
CHRISTIAN EDUCATION : EDUCATIONAL
DEVELOPMENT : CASE STUDY : ST.
ANTHONY SCHOOL : SHILLONG :
MEGHALAYA**

56. Singh, S. G. *Impact of modern education in Manipur (a case study of two Meitei villages)*, Ph.D. Education, Gauhati Univ., 1978.

**Keywords: EDUCATIONAL DEVELOPMENT
: MANIPUR : CASE STUDY : TOUBUL :
NGAKCHROUPOKPI**

The main aim of the study was to examine the role of education in the modernization processes, which were taking place in the rural areas of Manipur, particularly in the two Meitei villages.

An attempt was made to make the study a micro-sociological one. Keeping in mind the criterion of having varying educational facilities, two villages, viz., Toubul and Ngakchroupokpi, were selected. Based upon the census findings, 215 male, educated as well as uneducated, adults were finally selected from these two villages by adopting the stratified random sampling technique. Stratification was done on the basis of education variable. The sample consisting of 160 adults from Toubul and fifty-five cases from Ngakchroupokpi village, was then interviewed with the help of an interview schedule. The participant observation method was also employed to collect data.

The study revealed: (i) In many social variables the educated persons possessed more modern attitudes than the less educated and illiterate persons. (ii) The actual behaviour of the persons was not consistent with the ideal and anticipated forms of some

variables. (iii) A large number of educated persons were in favour of giving freedom to the individuals in the selection of their life partners. Educated boys and girls got married at a later age as compared with the illiterate and less educated groups. (iv) Education influenced and changed a number of traditional practices. (v) There was a positive change in the structure of expectation with reference to the ethnic endogamy among the educated people, occupational and social mobility, social structure, traditional community life, social order, attitude, behaviour, family, village community, religion and values, etc. (vi) There was a great and significantly positive impact of education on various aspects of the life of the village people. (vii) Education was looked upon by both the educated and the illiterate persons as the path to all-round progress, self-improvement and autonomy.

EDUCATIONAL EVALUATION

57. Singh, L. Budhichandra. *Study of the implementation of the scheme of continuous comprehensive evaluation in the secondary schools of Imphal city in the state of Manipur*. Dissertation, DEPA, NIEPA, 1996.

**Keywords: EDUCATIONAL EVALUATION:
SECONDARY EDUCATION : SECONDARY
SCHOOLS: MANIPUR : IMPHAL**

The objectives of the study were: (i) To find whether there is correlation between the marks of the weekly tests and those of the half-yearly examinations obtained by the students. (ii) To find whether there is correlation between perception about the scheme of the students and their academic achievement. (iii) To analyse the perception of the students, the teachers and the heads of the institutions about the issues related to the implementation of the CCE scheme. (iv) To find how far the schools implement

the scheme in the right way. (v) To find whether the students, the teachers and the headmasters of the government and non-government schools differ in their perception about the scheme. (vi) To compare the overall perception of the students, the teachers and the headmasters about the usefulness of the CCE scheme. (vii) To suggest ways and means for effective implementation of the scheme.

Schools imparting secondary education located inside the Imphal city were taken to be the population of the study. The sample size was fixed to one-third of the population of the study. The investigation used the method of proportional stratified sampling. Twenty-six schools were selected. From each school, randomly selected ten students of class X, all teachers teaching subjects of classes IX and X, and all the heads of institutions were taken as respondents of questionnaires. Three different questionnaires were prepared for the three different categories of respondents. Out of 26 schools, only 23 schools co-operated. Out of the 23 schools also, no respondents of one category returned the responses. Only 177 students, 211 teachers and 23 headmasters responded.

The findings of the study are: (i) There is a high correlation between the marks of weekly tests and those of half yearly examinations obtained by the students. (ii) The perception of the students about the scheme does not relate to their academic achievement. (iii) The schools do not implement the scheme in the right way. Even though they touch some of the items, there are one or two items which are not implemented. (iv) There is no difference of perception about the scheme between students in govt. and non-govt. schools. (v) There is a slight difference of perception between teachers in govt. and non-govt. schools. (vi) There is significant difference of perceptions between the headmasters in govt. and non-govt. schools. (vii) All the three categories of persons involved in the process of implementation express the usefulness of the scheme in raising the standards of secondary education.

EDUCATIONAL FINANCE

58. Sangma, Susan M. *Private cost of post-graduate students of the North Eastern Hill University, Shillong, M.A. NEHU, 1985.*

**Keywords : EDUCATIONAL FINANCE :
HIGHER EDUCATION : NORTH EASTERN
HILL UNIVERSITY : SHILLONG :
MEGHALAYA**

EDUCATIONAL LEADERSHIP

59. Sahoo, Hiri Kumar. *Leadership styles and effectiveness: A study of the headmasters of provincialised middle schools of Nalbari District of Assam, Dissertation, DEPA, NIEPA, 1990.*

**Keywords: EDUCATIONAL LEADERSHIP :
MIDDLE SCHOOLS : SECONDARY
EDUCATION : HEADMASTERS : NALBARI :
ASSAM**

The main objectives of the study were: (i) To understand the dominant leadership style of the school headmasters in general. (ii) To find out relationship between the leadership styles and school effectiveness. (iii) To find out the relationship between the age, experience, qualification and the in-service training attended by the headmasters and the leadership styles.

A sample of 20 schools consisting of approximately 10% of the schools in the district were taken for study. The tools used were: (i) Leadership behaviour scale, developed by J B P Sinha. (ii) A five-point rating scale regarding school effectiveness developed by the investigator. (iii) To obtain information regarding the age, qualification, experience and in-service training of the headmasters is developed by the investigator.

The result suggests the authoritarian and bureaucratic styles of the headmasters were negatively correlated with school effectiveness. On the other hand nurturant and participative styles positively correlated with this variable, though the correlations were not significant. The investigator observes that the participative style of leadership is favoured by the assistant teachers. Moreover, the nurturant style of functioning of the headmasters lead to school effectiveness.

EDUCATIONAL PSYCHOLOGY

60. Lyngdoh, K. H. *A study of the achievement motive, fear of failure, concerns, occupational aspirations and family influence of the college tribal and non-tribal boys and girls of Meghalaya*, Ph.D. Education, MSU, 1976.

**Keywords: FAILURE : TRIBAL
EDUCATION : ACHIEVEMENT :
EDUCATIONAL PSYCHOLOGY : HIGHER
EDUCATION : EMPLOYMENT :
SHILLONG : MEGHALAYA**

The main objective of the investigation was to study achievement motive of tribals and their relation to non-tribals in n Ach, fear of failure (FOF), occupational aspirations, concerns and family influence.

The sample consisted of 300 undergraduate boys, 300 undergraduate girls drawn from six- day colleges and five night colleges of Shillong. Out of 600 students, 300 were tribal students and 300 were non-tribal students, The tools administered were: (i) the Mehta's TAT pictures for measuring n Ach; (ii) the Birney's TAT pictures for measurement of fear of failure (FOF); (iii) the Kuppaswami's socio-economic status

scale, (iv) the Cantrill's concern scale, and (v) the Occupational Aspiration Inventory, Mean, SD, correlation, and t-test.

The findings were: (i) The mean score for n Ach of the sample was 10.32 which was very high as compared to Delhi (4.76), Madras (3.79), Baroda (6.00, 4.81, 3.92, 3.10, 1.88), Assam-tribal (5.55) and non-tribal (4.49). (ii) The mean difference between the cores of n Ach of the tribal and non-tribal students was not significant. (iii) The middle socio-economic (SES) students had higher n Ach level at the high SES and low SES students. (iv) The n Ach was mostly related to FOF. The tribal mean score of FOF was 2.47 with SD of 3.44 and the non-tribal mean score was 2.62 with SD of 3.58. The difference was not significant. Girls were found to be more afraid of failure than boys. (v) The FOF level between high SES and middle SES students, and idle SES and low SES students did not differ significantly. (vi) Occupational aspiration had inverse relationship with n Ach. The occupational aspiration levels of tribals and non tribals differed significantly at 0.01 level. The aspiration of girls for occupation was yet than that of boys. Low SES students had higher aspiration for occupation than the middle and high SES students. Middle SES students had higher occupational aspirations than high SES students. (vii) Students had less hope and concern for themselves but more hope and concern for their country. Tribals had more hope and concern for their country than non-tribals. Girls had more concern for self than boys. Girls and boys had almost equal concern of their country. (viii) Students who had less family influence were more afraid of failure than those who had sufficient family influence. Between the high and are rage family influence groups, the occupational aspirations were of the same magnitude. The occupational aspirations of those students who had low family influence were low.

61. **Rindingliani, Elizabeth.** *Comparative study of learning styles of the high and low creative students of secondary schools in Aizawl town.*

Aizawl, Department of Education, North Eastern Hill University, 1987.

Keywords: CREATIVITY : SECONDARY EDUCATION : LEARNING : EDUCATIONAL PSYCHOLOGY : AIZAWL : MIZORAM

Objectives of the study were: (i) To analyse the learning styles of students of different types of secondary schools in Aizawl. (ii) To examine the creativity level of the students in secondary schools of Aizawl. (iii) To compare the learning styles of high creative students of different types of secondary schools in Aizawl town. (iv) To compare the learning styles of high creative and low creative students at secondary stage coming from government private schools. (v) To compare the learning styles of high creative and low creative students at secondary stage pertaining to government and deficit schools. (vi) To compare the learning styles of high creative and low creative students of government and mission schools at secondary stage. (vii) To make suggestion for improving the educational practices in the light of the findings of the present investigation.

The study constituted students of class X studying in different schools in the capital town of Aizawl. A stratified random sample of 300 students were selected for the purpose of the study after giving proper weightage to the number of students in different type of schools and sex. The following tools were used to collect data in the study: (i) Creativity Test by Dr. Varparhi Kinangte (ii) Learning Style Inventory by Dr. Subhash C. Agarwal. The investigator personally visited the schools selected for the study, which were intimated well in advance about the administration of the test. Only 300 students provided complete and usable data for the study. The scores on the creativity test were taken as criterion for classifying the students with the high and low creative groups. The students having the highest 27% scores constituted the 'high creative group' and the pupils possessing the 27% of scores formed the 'low creative group'.

Findings of the study are: (i) The high creative students were

found having flexible learning styles as compared to low creative students who preferred non-flexible learning style. (ii) The high creative students were found having preferred visual learning style as against the low creative students who were found having preferred rural learning style. (iii) The high creative students were identified as having field independent learning style, while low creative students preferred field dependent learning style. (iv) The high creative and low creative students in all were found having preferred individualistic vs non-individualistic learning style, short attention span vs long attention span learning style, motivation centred vs motivation non-centred learning style, and environment oriented vs environment free learning style equally.

62. **Temjanaro, Jamir.** *A study of the educational programmes at pre-primary stage and their influence on cognitive emotional and social development of children in Dinapur, Nagaland.* Department of Education, North Eastern Hill University, Shillong, 2000.

**Keywords: PRE-PRIMARY EDUCATION :
CHILD DEVELOPMENT : EDUCATIONAL
PSYCHOLOGY : DIMAPUR : NAGALAND**

EDUCATIONAL QUALITY

63. **Nongbri, Creamlimon.** *A study of the role played by the SCERT towards qualitative improvement of school education in Meghalaya.* Shillong, NEHU, 1997.

**Keywords : STATE COUNCIL OF
EDUCATIONAL RESEARCH AND
TRAINING : EDUCATIONAL QUALITY :
SECONDARY EDUCATION : PRIMARY**

**EDUCATION : SCHOOL IMPROVEMENT :
MEGHALAYA**

EDUCATIONAL SOCIOLOGY

64. Basaiawmoit, Enid Richmond. *An attitude study of the Matrilineal system and its implications for education* Ph. D. Education, NEHU, 1987.

**Keywords: EDUCATIONAL SOCIOLOGY :
MEGHALAYA**

65. Bhowmik, Kanailal. *The development of social education in Tripura and Cachar*. Gauhati, Gauhati Univ., 1984.

**Keywords : EDUCATIONAL SOCIOLOGY:
EDUCATIONAL DEVELOPMENT :
CACHAR: TRIPURA**

66. Chetia, Bharati. *A study of effects of home environment of high school students of Shillong*, M.Ed., NEHU, 1981.

**Keywords: HIGH SCHOOL: HOME
ENVIRONMENT : STUDENTS :
EDUCATIONAL SOCIOLOGY :
SECONDARY EDUCATION : SHILLONG :
MEGHALAYA**

67. Dutta, Golok Chandra. *Socio-economic life of the people and its impact on children's education with*

particular reference to Lakhimpur District, Assam.
Gauhati, Gauhati Univ., 1992.

**Keywords : EDUCATIONAL SOCIOLOGY :
LAKHIMPUR : ASSAM**

68. Lalrinkimi. *Study of socio-cultural correlates of modernity in Mizoram.* Ph.D., Edu. North-Eastern Hill Univ., 1989

**Keywords: MIZORAM : EDUCATIONAL
SOCIOLOGY : AIZAWL**

Main objectives of the study were: (i) to investigate the extent to which the selected social attitudes have been transformed from traditional ones to modern ones under the impact of education; (ii) to examine the modernising influence of certain personal and socio-cultural variables (sex, age, type of family, family income, family facility, socio-economic status, parental education, media exposure, urban orientation, religious orientation, social participation, contact with other cultures) on attitudes; and (iii) to compare the opinions of people with varying socio-educational background on significant social issues, such as coeducation, sex education, employment of women, the Mizo custom of marriage, mate selection, family planning, small planned family, free mixing between the sexes, suicide and the social evil of drinking.

The sample consisted of 426 males and 374 females, randomly selected from the capital town of Aizawl and from five villages in the state of Mizoram. The social attitudes were measured by using a Liker-type five-point scale. The Modernity Attitude Scale was adapted for Mizoram. Other tools used were the Household Data Sheet (HDS), the Socio-Economic Status Index (SESI), and the Index for Media Exposure (IME).

Major findings are: (1) Education was found to be effective in moulding the attitude of the subjects in a positive direction toward modernity, the level of education being significantly

related to the overall modernity attitude and attitudes toward family and education. (2) The relationship was negligible in the case of attitude towards religion, marriage and status of women in society. (3) The type of courses offered and the type of schools attended also showed significant results, with science and technical graduates and the convent and public school educated subjects showing higher mean modernity scores in comparison to the humanities and social sciences graduates and the government and aided school students, respectively. (4) Personal factors — socio-economic status, occupation, family income, family facility, parental education and age (negative) — revealed a considerable influence on individual modernity in attitudes. Mizo women appeared more modern as compared to their male counterparts. (5) Media exposure, urban orientation, religious orientation (negative) and contact with other cultures appeared to be significant socio-cultural factors affecting the attitude toward modernity. (6) A significant sex difference was observed in views regarding the employment of women, with women favouring a positive opinion on the issue. (7) Rural and urban subjects showed a significant difference in views regarding the selection of mate, with rural subjects favouring arranged marriages. (8) Media exposure turned out to be a significant factor influencing the opinion of people toward alcoholic drinks, with subjects less exposed to media not considering drinking as a social evil.

69. **Mavely, Stephen.** *A study of attitude of high school pupil of Shillong towards significant others in their lives and its relationship to their academic achievement and self-concept.* M.Ed., NEHU, 1982.

Keywords: HIGH SCHOOLS : STUDENT ATTITUDE : ACHIEVEMENT : SECONDARY EDUCATION : EDUCATIONAL SOCIOLOGY : SHILLONG : MEGHALAYA

EDUCATIONAL SUPERVISION

70. Chakrabarty, Parijat. *Supervision in the high schools of Shillong—A study : The progress of education, 1990.*

**Keywords: EDUCATIONAL SUPERVISION :
SECONDARY EDUCATION : HIGH SCHOOL
: SHILLONG : MEGHALAYA**

71. Romana, R. K. *Study of inspection and supervision of elementary education in Phaileng 'W' circle Aizawl 'W' sub-division Aizawl 'W' District Mizoram. Dissertation, DEPA, NIEPA, 1986*

**Keywords: EDUCATIONAL SUPERVISION :
ELEMENTARY EDUCATION : PRIMARY
EDUCATION : INSPECTION : PHAILENG :
AIZAWL : MIZORAM**

The main objectives of the study were: (i) To study the administrative set up for inspection and supervision of elementary school in Mizoram. (ii) To survey the practices prevailing in respect of inspection of elementary schools in Mizoram. (iii) To study the problems faced by Circle Education Officers in Mizoram. (iv) To formulate activity profiles of Circle Education Officers and Heads of elementary schools. (v) To suggest some steps for improvement of the prevailing of inspection and supervision of elementary schools in Mizoram. (vi) To study problems faced by Heads of schools in providing supervision.

The questionnaires were sent to the 25 Circle Education Officers and 15 Heads of the Institutions in Phaileng 'W' Circle . The responses from 20 Circle Education Officers and 15 Heads of Institutions were received.

The findings of the study are: (i) The Supervision/Circle Education Officers spent most of their time for visiting and

inspecting of elementary schools. (ii) Inspection report is actually written by 85 percent of Circle Education Officers immediately after inspection. (iii) Visiting schools with or without notice and issuing orders and circulars were the common techniques of supervision employed by them. (iv) Time spent by the Supervisors (CEO's) in any particular school is insufficient. (v) Lack of transport for Inspecting Officers while going on duty is one of the main problems of in Mizoram. (vi) Delay in taking action by higher authorities is also the main problem of Inspecting Officers in Mizoram. (vii) Most of schools need additional teachers.

72. Sangtam, L. S. *Study on inspection and supervision of elementary schools in Tuensang district of Nagaland*. Dissertation, DEPA, NIEPA, 1996.

**Keywords: ELEMENTARY EDUCATION :
EDUCATIONAL SUPERVISION : PRIMARY
EDUCATION : INSPECTION : TUENSANG :
NAGALAND**

The main objectives of the study were: (i) to find out the strength and weaknesses of the present system of inspection and supervision of elementary schools; (ii) to find out practices and performance of inspection in various districts in the state and (iii) to suggest ways and means by which weakness could be removed.

Both primary and secondary sources of data were tapped. The secondary data were collected from reports of the inspecting officers and records of the school board meetings. The primary data were collected through the questionnaire administered to the sub-divisional officers, circle officer and headmasters and teachers in-charge of the selected schools.

Findings of the study are: (i) The inspector of schools, deputy inspectors of schools, being incharge of administration and supervision, engage themselves in various non-academic activities rather than to their academic works which is their

primary responsibility. (ii) The sub-inspectors of schools being in charge of inspection and supervision of primary schools are faced with communication problems due to transport system on account of hilly terrain of the district. Most of the times, they travel on foot as no transport facilities are provided to them. Moreover, they being of the same cadre with that of graduate teachers of primary schools, at times face problems of providing academic guidance and supervision. (iii) Though the government of Nagaland has provision for panel inspection, excepting science supervision, no other subject experts are posted in the district. So there is no panel inspection in the district. The inspecting officers are to conduct inspection alone. They mostly devote on routine nature of inspection. Hence, academic improvement as intend upon is not achieved to desired extent.

73. **Tura, M. Marak.** *Investigation to study the problems of inspection and supervision of primary schools in West Garo Hills District (Meghalaya).* Dissertation, DEPA, NIEPA, 1985.

**Keywords: PRIMARY EDUCATION :
INSPECTION : SUPERVISION : PRIMARY
SCHOOL : WEST GARO HILLS :
MEGHALAYA**

The main objectives of the research were: (i) To evaluate the various facts of the school inspection reports in connection with different aims. (ii) To know the facts of suggestions made by the inspecting officers during their evaluation of particular aspects of schools.

The investigator selected to adopt the descriptive method in investigation. According to this method, the responses received from the headmasters and the teachers about the present day system of inspection were studied. This was utilised by the investigator to find out the problems that were being faced by the inspecting officers in West Garo hills district. Questionnaire was

used to gather the information regarding the aims of inspection, especially suggestions towards the improvement of the system of inspection and supervision. The investigator visited the inspecting officers of different circles with a view to know their responses and opinions, the difficulties experienced by them as well as the method and techniques used by them.

Findings of the study were: (i) Inspecting officers cannot examine the classes thoroughly in the existing system of inspection. (ii) Opinion of headmasters and teachers about inspection was to evaluate the school, encourage teachers for their professional development. (iii) To establish a new pattern of planned inspection and to have more inspecting staff in the district. (iv) Inspecting officers in West Garo Hills had to inspect many primary schools in the district, because sub-inspector's circle was decided according to the geographical point of view rather than the number of schools. (v) Most of the inspecting officers in West Garo Hills visit schools 10 to 15 days in a month and can visit each school once in a year allotting time of visit from 3 to 3.5 hours. (vi) Procedure of inspection was to class visit, discussion with headmasters, checking of school records, physical exercise, observation of school buildings, classroom and playground and staff meeting and whether the provisions and suggestions were put into practice or not. (vii) Most of inspecting officers were not happy with the present system of inspection as they thought schools allotted to them were big in number and facilities were less. (viii) Most of headmasters were not satisfied with the present system of inspection.

EDUCATIONAL SURVEY

74. *Third all-India educational survey: Technical and vocational education and training: Assam.* New Delhi, Institute of Applied Manpower Research, 1976.

Keywords : EDUCATIONAL SURVEY :

TECHNICAL EDUCATION : VOCATIONAL EDUCATION : TRAINING : ASSAM

According to this survey, the State of Assam on 31st December, 1973 had 88 technical and vocational education and training institutions. Barring 14 institutions, all other institutions were established after independence. The break-up of these institutions by location showed that 26 were in rural areas and 62 in urban areas. As many as 66 of the total institutions were managed and financed by the government and other 17 received financial aid. Complete hostel residential facilities were available in only 26 institutions.

The number of institutions exclusively meant for girls was 16 and they comprised one polytechnic, two craft and handicrafts schools, one technical and industrial school and 12 nursing institutions. More than half of these institutions were located in the districts of Kamrup (22) and Sibsagar (23). The districts of Cachar, Darrang and Nowgong also had a fair number of institutions (each had more than seven institutions), but the districts of Mikir Hills and Goalpara had only three and one institutions, respectively. The total enrolment in technical and vocational education and training as on 31st December, 1973 was 9293. The proportion of scheduled caste and scheduled tribe students in the total enrolment by sex was as follows: boys 12 percent and girls 13 percent. Out of the 88 institutions, only 80 institutions provided data on the sanctioned and actual strength of staff. The sanctioned strength of staff of these reporting institutions was 1900, divided between teaching and instructional staff and other staff as 995 and 905 respectively. Against this sanctioned staff the staff actually in position was 1790, comprising 923 teaching and 867 other staff respectively. The total recurring expenditure of these reporting institutions during the year 1972-73 was Rs 8.9 million.

EDUCATIONAL SYSTEM

75. **Lhungdim, Hemokhothang.** *Aspirations of adolescents and their implications on educational system: some evidences from a study in Imphal and Churachandpur town, Manipur.* *Journal of Educational Planning and Administration.* V14. No.2, April 2000, pp155-168

**Keywords: EDUCATIONAL SYSTEM :
IMPHAL : CHURACHANDPUR : MANIPUR**

An attempt has been in this paper to examine the kinds of aspirations the adolescents in Manipur have and to relate their importance as a tool for policy-making in the field of education. This study is based on a survey done on 1655 adolescents, that is, 775 boys and 880 girls of 14 to 20 years age-group, studying in some of the best known schools in the state during 1996-97. In all twenty-four schools were covered, 15 schools from Imphal and 9 schools from Churachandpur town. Imphal and Churachandpur were selected due to the fact that these two urban centres have the best schools in the state and most of the past achievers in the state have done their schooling from these schools.

In this study, various factors that affect the education system in the Manipur state have been examined by taking aspirations of the youngsters as the point of reference. It appears that most adolescents in Manipur state, in spite of being talented, may not be as fortunate as their counterparts in other north-east states when it comes to the question of pursuing higher studies. This calls for an urgent need to realize and restructure the linkages between educational system and other socio-economic, political and cultural factors. One glaring feature, quite visible from this study, is the conspicuous gap between adolescents who wish to become professionals and the limited number of institutions which could hardly accommodate them. Only less than 8 per cent of the sample of adolescents aspires for the teaching profession despite the fact that a very good opportunity is available for this job within the state. This points to clear mismatch between the manpower needs of the Manipur

state and the educational facilities available. Another important point that emanates from this study is the presence of a substantial proportion of adolescents (about 36 per cent) who either have no specific aspirations or would go for any available options. This clearly reflects the lack and need for inducting career counselling in the system. There is a good reason for the state to be alarmed, as this study found, for the fact that majority of the students prefer to study in schools other than government-sponsored, primarily in the private or, more so, in Christian schools. Some of the other important features emerging from the study are: (i) Aspirations of the adolescents reflect their interest in a particular subject and profession. Most of them mentioned science and mathematics as their most favourite subjects and it is no coincidence that they aspire to become medical, technical or engineering professionals. (ii) These varied aspirations indicated by adolescents can be interpreted as showing their positive attitude towards life. It reveals their ability to understand the utility of their education in this diverse and complex environment of human survival. Most of them now prefer to be professionals like doctors, engineers, teachers, army officers, etc, in the future. The trend seen no longer reflects the bias in ambitions to become a bureaucrat which was usually the case some years ago. (iii) The apparent irony for the adolescents is that the present strength in terms of educational facilities in the state acts as hindrance and limits their chances to help them pursue their dreams or accommodate their varied aspirations in the areas of their choice. There is neither the infrastructure nor the essential socio-political ambience in the state to make the adolescents realize their educational, vocational and life goals. Hence, the need for a more comprehensive educational planning in the study. (iv) In terms of schooling, given the chance to start once again, most of the adolescents would prefer to attend private schools, and mostly in any of the Roman Catholic schools, followed by public schools. Only about 8 per cent of the adolescents wish to continue their study in government schools or colleges. (v) Most of the parents of the adolescents, especially their fathers, have a stable job with educational level ranging between higher secondary and graduation. A few of their parents are also educated beyond post-graduation. This suggests

that most parents can afford good education for their children. (vi) A little over 82 per cent of the adolescents prefer to go out of Manipur for further education, after schooling. Among them, at least one-half prefer to study anywhere outside the state. (vii) There is a need to promote career counselling in each school, at least a year before students complete their schooling, because substantial proportion of adolescents (36 per cent) have no aspirations for the future at all. This can have a deep negative consequence, given the present socio-political environment prevailing in the state.

76. **Singh, M. N.** *Mini survey of education at the school stage*, Meghalaya Office of the Field Advisor, NCERT, Shillong, 1980.

Keywords: EDUCATIONAL SYSTEM : MEGHALAYA

The study attempted to highlight a few important aspects of the existing system of education in the State of Meghalaya and suggest some measures for improving the present condition.

The available literature and some records of Department of Statistics, Directorate of Education, Meghalaya, were screened and the obtained data were analysed in terms of frequency and percentages.

The major findings of the study were: (i) In the academic year 1976-77, in all 24.5 per cent of the teachers were trained and 75.5 per cent of them were untrained at the high school level. Out of the total number of trained teachers, 41 per cent were males and 59 per cent females. In all 20.7 per cent of the teachers were trained and the remaining 79.3 per cent untrained at the middle school level. Out of the total number of trained teachers, 58.47 per cent were males and 41.6 per cent females. In all, 44.57 per cent of the total number of teachers were trained and the remaining 55.5 per cent were untrained at the primary school level (ii) Approximately, 5000 teachers were untrained at all the

level (ii) Approximately, 5000 teachers were untrained at all the levels, viz, high, middle, primary and pre-primary levels (iii) There was a significant expansion of facilities at the middle stage during 1971 and 1976. The number of schools and enrolment recorded an increase of 39.47 per cent and 20.66 percent, respectively, during the said period. (iv) The expansion of facilities at the high school stage during 1971 and 1976 was also quite significant. The number of schools and enrolment recorded an expansion of 25.0 per cent and 34.28 per cent, respectively; during the said period (v) The government provincialized a number of private middle and high schools. (vi) To provide instruction in science at pre-primary and the secondary stages, a 'science education programme' with the assistance of UNICEF/NCERT was launched in the state, and fifty primary and thirty middle schools were covered in the pilot phase. (vii) Education was made free for all students belonging to the Scheduled Castes and Scheduled Tribes. The education of boys and girls belonging to all other communities was made free up to Class VI and Class VIII, respectively. (viii) The medium of instruction for the majority of the students was Khasi, Jaintia and Garo up to the middle stage and English at the high school stage. For the students of linguistic minorities, like Assamese, Bengali and those belonging to Hindi-speaking states, facilities existed for providing instructions in the respective languages both at the middle and the high school stages, in addition to English as the optional medium of instruction.

77. Sinha, D. P. and others, *Descriptive-cum-analytical study of Nagaland education system*, Administrative Staff College of India, Hyderabad, 1977 (Government of Nagaland-financed)

**Keywords: EDUCATIONAL SYSTEM :
EDUCATIONAL ADMINISTRATION :
NAGALAND**

system of the educational development in the State of Nagaland with particular reference to decision-making and control, performance review and monitoring system, planning and budgeting including allocation of financial resources and organization of support system, and (ii) identifying critical points in the administration of education in the State and to suggest improvement in the administration of the educational system.

The sample consisted of 2428 teachers, headmasters and field administrators of Nagaland. Data were collected through questionnaires for teachers, headmasters and field administrators. Interviews were conducted with educational administrators at the Secretarial, Directorate, Inspectorate at Kohima district and lower levels, principals and teachers of colleges, headmasters and teachers of high schools, middle schools and primary schools, and parents and public men in Nagaland. Mean and percentages were used in processing the data.

The study yielded the following findings and recommendations: (i) Each one of the 986 villages in Nagaland had one or more primary schools. There were 255 middle schools and 86 high schools spread all over the State except in the backward districts of Mon and Tuensang. (ii) There were nine colleges of various disciplines in the State in 1977. There were two institutions for undergraduate level for technical education. There were 705 graduates in these colleges in 1977. (iii) Teachers from outside the State were given a contract of five to ten years. (iv) There appeared to be a need for systematic improvement of the physical facilities available in the schools. (v) The syllabi and curriculum of the schools needed a revision in the light of present realities, needs, and anticipated changes in the State. The syllabi were found to include too little information on the heritage and culture of the people of Nagaland. (vi) There emerged a strong need to reorganize the Directorate of Education and the Secretariat.

EDUCATIONAL TECHNOLOGY

78. **Agarwalla, Sunita.** *A study of the educational impact of television on the social and moral*

development of the women in the Greater Guwahati area. Gauhati, Gauhati Univ., 1998.

**Keywords : EDUCATIONAL TECHNOLOGY :
MORAL EDUCATION : TELEVISION :
WOMEN EDUCATION : GUWAHATI :
ASSAM**

79. **Chakrabarty, Neena. *Attitudes of undergraduate students towards countrywide classroom in Doordarshan programme* M. Phil., Shillong, NEHU, 1986.**

**Keywords: HIGHER EDUCATION : STUDENT
ATTITUDES : EDUCATIONAL
TECHNOLOGY : TELEVISION :
MEGHALAYA**

80. **Das, Shukia, *A survey of TV viewing preferences of high school pupils in Shillong in relation to various Doordarshan programmes*, M.A., Shillong, NEHU, 1987.**

**Keywords: HIGH SCHOOLS : SECONDARY
EDUCATION : EDUCATIONAL
TECHNOLOGY : TELEVISION : SHILLONG
: MEGHALAYA**

81. **Iangrai, Hesemaiah. *Utilisation of educational broadcasts from All India Radio, Shillong*. M. A., Shillong, NEHU. 1986**

**Keywords: EDUCATIONAL TECHNOLOGY :
RADIO : SHILLONG : MEGHALAYA**

82. Mukhopadhyay, M. ; Sinha, Neelam ; Iyengar, Usha ; Jayadeven, C. M. ; Shukla, P. D. ; Chowdhri, R. N. ; Nair, T. K. D. ; Sharma, R. S. *Utilization of media facilities in schools: An evaluative study of ET scheme.* New Delhi, National Institute of Educational Planning and Administration, 1993.

**Keywords: EDUCATIONAL TECHNOLOGY :
ELEMENTARY EDUCATION : PRIMARY
EDUCATION : ASSAM : MANIPUR :
MIZORAM : NAGALAND : ARUNACHAL
PRADESH : INDIA**

Objectives of this evaluative study were: (a) to assess the extent of utilization of RCCPs and CTVs provided to the elementary schools; (b) to study the factors that either facilitate or retard utilisation of media facilities; (c) to find out the difficulties experienced by the principals and teachers on the use of RCCP and CTV sets in their teaching-learning process; and (d) to provide guidelines on management impact to improve media utilization in schools.

Keeping these objective in mind, items for data collection were planned and following aspect were included: (i) infrastructure of an institution; (ii) availability of audio-visual aids including RCCP and CTV sets. (iii) utilization of RCCP and TV sets; (iv) teachers (v) general remarks of the collaborators.

On the basis of area covered under the scheme, a sample plan was developed to cover 100 districts proportionately representing the size and number of districts from each State and Union Territory, and 100 schools from each district, subject to the availability of schools covered by the Educational Technology Scheme. Within a district, 100 schools were to be selected on a stratified random basis covering boys and girls, rural and urban schools. The present report is based on a sample

of 3820 schools spread over 45 districts in 15 states and UTs. The evaluation was carried out with instruments, like a questionnaire, an interview schedule and observation schedule. The interview and observation items were combined in one single schedule.

There was a wide disparity in the provision of facilities among the states, districts and the schools. No television sets were provided in the states of Assam, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Manipur, Mizoram, Nagaland, Punjab and Tamil Nadu, while Andhra Pradesh, Gujarat, Madhya Pradesh, Mizoram, Orissa, Uttar Pradesh, Chandigarh and Delhi were provided with TV and RCCPs. As far as infrastructural positions of these schools are concerned, North East region needs attention where the conditions of school buildings, classroom facilities and electricity supply are in a poor state. Overall reported media exposure was 68.71 per cent, Manipur recorded the highest 98.52 per cent. Maharashtra came next with 88.26 per cent. Andhra Pradesh 76 percent, Gujarat 73.68 per cent, Assam 73.03 per cent, Punjab 70.91 per cent, Arunachal Pradesh 66.67 per cent, Delhi 62.16 per cent, Karnataka 53.76 per cent and Chandigarh with 53.49 per cent represented equally high utilization of RCCP sets. The cases of Tamil Nadu (25.98 per cent), Haryana,(31.43 per cent) and Orissa (39.73 per cent) were different. Out of the total 1228 sets available in different schools, 817 sets were found to be in working condition, which is about 66.53 per cent. This in itself was a distinct improvement in the condition that prevailed earlier. Location of TV sets had direct bearing on the utilisation of media in school. Time table had direct relationship with prior information chart received by these institutions. There were schools which did not received any information chart regarding educational telecasts. Inter-state variations indicated that the creation of provision in the time-table was not a part of the guidelines of the ET scheme or strategy of management of the utilization of the sets. It was an improvement to note that the number of sets in working condition was very high. The reported use of media facilities was also very high. The partial truth is that they were used once in a

while, but not regularly. With the management inputs-action and monitoring-recommended here, the proportion of utilization of media should increase.

EMPLOYMENT

83. **Kakati, Kunja Kusum.** *Socio-economic status of educated working women of Kamrup district: A study of its impact on society.* Ph.D., Edu. Gauhati, Gauhati Univ., 1990.

**Keywords: EMPLOYMENT : WOMEN
EDUCATION : WORKING WOMEN :
KAMRUP : ASSAM**

Objectives of the study were: (i) To investigate the socio-economic status enjoyed by educated working women of Kamrup district and to find out the impact of women's employment on the society. (ii) To find out the factors which induced educated women to take up employment. (iii) To know what rights and responsibilities were being enjoyed by the educated working women within the family, in the working place and in the community. (iv) To enquire into the pattern of dual role of the working women at home and at place of work. (v) To examine the changes that take place in the family as a result of women's employment and its impact on society.

A descriptive survey method was adopted. In all 250 working women and 250 non-working women were selected randomly in the sample. The study was based on primary and secondary data. The relevant data were collected using questionnaires, interviews and observations.

Major findings were: (1) Though husbands and parents were in favour of employment of their wives and daughters, still working women could not draw sympathy from family members in sharing of household activities. (2) The difference between

working and non-working women was found insignificant. (3) In matters of decision-making power, role of employment was found significant. Workingwomen as compared to non-working women were playing the role of decision-makers to a greater extent. (4) Employment of women influenced significantly their freedom of movement outside the home. Working women's freedom of movement was found to be positively associated with their age, education, occupation and income.

ENGLISH TEACHING

84. **Bhattacharjee, Randhir.** *An investigation into the teaching of english in the high schools of East Khasi Hills District of Meghalaya.* Ph.D. Edu., Shillong, NEHU, 1984.

Keywords : ENGLISH TEACHING : HIGH SCHOOL : SECONDARY EDUCATION : EAST KHASI HILLS : MEGHALAYA

The objectives of the study were: (i) to study background characteristics of the teachers of English of East Khasi Hills high schools, their views and opinions as well as practices followed by them in respect of various aspects of teaching English; (ii) to identify the present status of teaching English, through observation of teachers' performance in the classroom situation; (iii) to study strengths and weaknesses in the teaching of English. (iv) to try out the effectiveness of training in selected skills under micro-teaching strategy for improving teaching competence of the teachers of English; and (v) to suggest measures for improving teaching of English in the high schools of the district.

The hypotheses of the experiment were: (i) There is a significant difference in the group trained in five selected teaching skills through micro-teaching strategy and the group without training in the five selected teaching skills through microteaching

strategy. (2) There is a significant difference in the mean score on the General Teaching Competence Scale, of the group trained in the five selected teaching skills through micro-teaching strategy and the group without training in the five selected teaching skills. Survey method was adopted in Phase I. Two samples (N=490 and N=120) of teachers of English were selected by stratified random sampling procedure. A schedule, a questionnaire and a rating scale were constructed and used. Data in respect of classroom teaching of English were collected by using the rating scale on 120 teachers. Phase II covered an experiment under micro-teaching strategy in one training college of Shillong. Five skills (fluency in questioning, reinforcement, stimulus variation, student participation, and achieving closure) were selected. Parallel groups, pre-test, post-test design was followed. Twenty teachers of English were selected randomly from the sample of 120 teachers. Two groups of ten teachers each formed and equated. The rating scale, Baroda General Teaching Competence Scale, Passi's Observation Proforma for teaching skills and Ahluwalia's Teacher Attitude Inventory were used. Percentage, mean, median, mode, S.D., etc., were calculated; t-test was applied to examine the hypotheses.

The major conclusions were: (1) The majority of the teachers of English were not professionally equipped to teach English. (2) Teaching at the foundation stage was neglected. (3) There was no uniformity regarding workload of teachers of English in different categories of schools. (4) English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teachers' handbooks. (5) The mean overall score in English in classroom teaching was between 'poor' and 'satisfactory'. (6) Sex and material status differences, and participation or non-participation in cocurricular activities had no impact on teaching of English. (7) Experience and professional training played significant roles in the teaching of English. Teachers from government and grant-receiving English medium and urban schools taught significantly better than those from ad hoc and private, non-English medium and semi-urban schools. (8) The majority of the teachers was not

aware of appropriate methods and not clear about the four-fold objectives of teaching English. They did not use teaching aids and other materials. They did not give assignments, evaluate students' progress and take remedial measures in the English class. (9) In-service training facilities for the teachers were inadequate. (10) Training in selected skills through micro-teaching was effective in improving teaching competence of the teachers of English. Micro-teaching supplemented training in English teaching methodology.

85. **Jyrwa, Manjri B.** *A study of common errors in english made by the pupils of Class VI in the schools of Shillong following the Indian Certificate of Secondary Education Curriculum.* M.A., Shillong, NEHU, 1986.

**Keywords: ENGLISH TEACHING :
SECONDARY EDUCATION : SHILLONG :
MEGHALAYA**

86. **Mazumdar, Angira.** *A study of the relationship between attitude towards and achievement in English of Standard IX students in Guwahati City.* M.Phil., Edu. Shillong, North-Eastern Hill Univ., 1992.

**Keywords: ENGLISH TEACHING :
SECONDARY SCHOOLS : STUDENT
ACHIEVEMENT : GUWAHATI : ASSAM**

Objectives of the study were: (i) To construct an achievement test in English for Standard IX students in Guwahati City; (ii) To construct an attitude scale for measuring the attitude of Standard IX students towards English; and (iii) To find out the relationship between attitude towards and achievement in English of Standard IX students in Guwahati City.

The sample selected for the study was 500 students of Standard IX selected from 10 high schools of Guwahati City, using stratified random sampling technique. The tools used were an Achievement Test in English for Class IX students prepared by the investigator, and an Attitude Scale. The collected data were treated using descriptive statistics, 't' test and Pearson's product-moment correlation.

Major findings were: (1) There were statistically significant differences between the achievement scores as well as attitude scores of students attending government and private schools with the latter category of students showing higher scores. (2) There were no significant differences between boys and girls in respect of their achievement and attitude scores. (3) The coefficient of correlation between achievement in English and attitude towards English for the entire sample was positive.

87. **Sharma, Manjuli.** *The development of a programmed learning material on units 'Nouns', 'Pronouns' and 'Adjectives' for Class V pupils of Shillong schools.* M. Ed., Shillong, NEHU, 1982.

**Keywords: PRIMARY EDUCATION :
LEARNING MATERIAL : ENGLISH
TEACHING : SHILLONG : MEGHALAYA**

ENROLMENT

88. **Katoky, G.** *School attendants and non-attendants: A study in the socio-economic background of the children between the age-group 6-14 in Kakapathar Gaon Panchayat in Dibrugarh*

District of Assam. Dissertation, DEPA, NIEPA, 1982.

**Keywords: PRIMARY EDUCATION :
ENROLMENT : DROPOUTS :
KAKAPATHAR GAON : DIBRUGARH :
ASSAM**

The primary objective of the study was to enquire into the reasons for low enrolment and into the high dropouts in Assam.

This was basically a direct field work based on empirical study. Data collection was done by administering questionnaire directly to the respondents. The sample survey size was of 100 respondents. The sample was selected from 10 primary schools (5% of the total primary schools of the Gaon Panchayat selected from the district of Dibrugarh). From each of the schools, 5 students was selected at random. Interviews were conducted on scheduled dates and data was collected with the help of structured questionnaire.

There was no system of maintaining data at the institutional level for the children in the age group 6-14 (in Assam 6-13). As such no proper identification of dropouts and non-enrolled children could be made. The institutions were not given any target for increase of enrolment in the age group 6-13. The Secretariat had no separate cell to deal with elementary education.

89. Tali, T. A. *A case study of school enrolment in Longkhum village (Nagaland)*, NEHU, 1980.

**Keywords: CASE STUDY : PRIMARY
EDUCATION : ENROLMENT : NAGALAND :
LONGKHUM**

The major objective of the study was to find out the distribution of children according to households and the position regarding their enrolment in a village in Nagaland.

Longkhum, a village in Mokokchung district of the State of Nagaland, was selected for the study. The village had the highest

literacy and enrolment percentage in the State. The survey method was adopted. A questionnaire having items on house number, number of children, age, level of study, sex, place of study, residence, dropouts, and year of dropout was developed and used. The data were analysed using percentages and averages, wherever required.

The results of the study were: (i) The average number of children per house was four. (ii) Of the 1,093 children in the village, the largest group, consisting of 380, was in the age group one to five years. (iii) The age of children in any single class was broadly scattered. (iv) There was a progressive decrease in the rate of enrolment with increasing level of education. (v) As many as 111 (out of a total of 273) households were sending children outside the village for their education. (vi) The incidence of dropouts, and year of dropout was developed maximum number of dropouts was in Class VI and VIII

EXAMINATION

90. **Deb, Arundhati.** *Construction of an achievement test in social studies for class IX.* M.A., NEHU, 1990.

**Keywords: SOCIAL STUDIES :
ACHIEVEMENT TESTS : SECONDARY
EDUCATION : EXAMINATION :
MEGHALAYA**

91. **Mishra, V. S.** *A study of the effect of randomization and scaling on the errors in examination marks;* Examination Research Unit, Gauhati Univ., 1969.

**Keywords : EXAMINATION SYSTEM :
HIGHER EDUCATION : GAUHATI
UNIVERSITY : ASSAM**

The main aim of the study was to find out the effect of 'randomization' and 'scaling' on the errors in examination marks.

The students of one college who appeared for English in the T.D.C. Part I examination of Gauhati University in the year 1965, old system (N=85) and 1967, new system, (N=163) were selected. 'Randomization' and 'scaling' were employed in 1967, and not in 1965. Each of the selected students had two assessments - one by the college and the other by the university. The difference between the marks given to the students in the two assessments was taken as the error.

The major findings of the study were: (1) The randomization of scripts and scanning of marks as practised by Gauhati University reduced the errors in examination marks by 50 per cent approximately. (2) In the new system, the chances of a fail-deserving student being passed, or a pass-deserving student being failed, were much less than the chances in the old system. (3) In the new system, the agreement in the college and university assessments had increased by approximately 2.5 times. (4) There seemed no reason to believe that what was true for English was not true for other subjects.

92. Misra, V. S. *Discrimination values of essay-type question, Examination Unit, Gauhati Univ., 1970.*

**Keywords : EXAMINATION SYSTEM :
ESSAY QUESTION : HIGHER EDUCATION :
GAUHATI UNIVERSITY : ASSAM**

The main aim of the study was to investigate the discrimination indices of the English First Paper (revised course) of the pre-university examination (1966) of Gauhati University.

The sample consisted of 157 students assumed to be a representative sample of the entire examinees of the Tezpur Zone. All the scripts were examined by one examiner. Every sub-question was considered a question. All the unanswered questions were treated as not reached. To make discrimination indices of essay questions comparable with those of objective questions, tetrachoric 'r's between the marks on the question and the total marks on the composite of the remaining questions were calculated. The values of tetrachoric 'r's were transformed to a linear scale with the help of the Item Analysis Chart prepared by Harper and other.

The study mainly revealed the following: (1) The discrimination indices of most questions of the English First Paper were satisfactory. (2) There was a need for introducing short answer-type questions in the examination. (3) The study did not support the practice of providing alternatives, as the alternatives were not equal in discrimination.

93. **Misra, V. S. *Difficulty of essay questions*, Examination Research Unit, Gauhati Univ., 1970.**

**Keywords : EXAMINATION SYSTEM :
ESSAY QUESTION : HIGHER EDUCATION :
GAUHATI UNIVERSITY : ASSAM**

The major objective of the study was to investigate into the item indices of essay items.

A random sample consisting of 191 students of English I paper of the pre-university examination of Gauhati University (Tezpur Zone, 1966) was drawn. Two methods were employed to find out the difficulty indices of questions. The first method was

suggested by Harper and the second method was adopted by Gayen and others in their studies. The difficulty of each item was first estimated in terms of proportion and then it was transformed to Davis's linear scale with the help of Harper's Item Analysis Chart. Ideal and actual means for two sets of questions were estimated to study the provision of choice.

The study revealed that the two methods gave quite different results. The second method gave smaller values. Even the rank order of the questions in terms of difficulty was not the same for the two methods. Due to certain advantages, the second method was recommended for the estimate of essay item indices. Supposed parallel items were not equal in difficulty, and the provision of choice sometimes penalized bright students and rewarded weak ones. The significant educational implication is that there is a need for development of a pool of suitable essay items. The method used in the present study seems worth trying for the estimate of essay item indices. The evidence of the study is against the provision of choice.

94. **Misra, V. S. *Effect of examiner variability on difficulty indices of essay items*; Examination Research Unit, Gauhati Univ., 1971.**

**Keywords : EXAMINATION SYSTEM :
ESSAY QUESTION : HIGHER EDUCATION :
GAUHATI UNIVERSITY : ASSAM**

The major objective of the study was to investigate whether for traditional essay type tests there could be some estimate of item difficulty independent of examiners.

In all 501 scripts of the English I paper (revised course) of the pre-university examination of 1966 of Gauhati University (Tezpur Zone) examined by three examiners were analysed. The mark on the item that would contribute to the mean aggregate of the composite of the remaining items was considered the ideal mean. The proportion of students (p) who recorded more than

the ideal mean was considered the difficulty index of the item. Another method used for the estimation of difficulty of an item was to compare the ideal and actual means for the item.

The study revealed that while the values of 'p' changed significantly from examiner to examiner, an idea of the difficulty of an item could be had by comparing the ideal and actual means. The study did not support the practice of giving choices in the question paper.

95. **Muktieh, Rina Paul.** *Construction of an achievement test in geography for class IX students of Shillong.* M.A., NEHU, 1985.

Keywords: GEOGRAPHY : SECONDARY EDUCATION : ACHIEVEMENT TESTS : TEST CONSTRUCTION : SHILLONG : MEGHALAYA

96. **Misra, V. S.** *A critical study of essay-type examinations,* D.Phil. Edu., Gauhati Univ., 1970.

Keywords: EXAMINATION : ASSAM

The study aimed at finding out (i) whether the material covered by the essay type test could be made objective, and (ii) can the merits and limitations of the essay type test be compared to the objective test.

Four school subjects — English (prose and poetry), history, geography and mathematics—were selected. In each subject, two parallel objective type tests were constructed and standardised. Two parallel essay-type tests were also constructed. For mathematics, history and geography, the question papers of the H.S.L.C. examination were also referred. Two question papers prepared by the Teachers' Examination Board were selected for the English test. The duration for essay-type tests was set at three

hours for history, geography and mathematics and two hours for English. For all the objective type tests, the time allotted was two hours. A set of four tests in each subject was administered in six schools. For each subject, the size of the sample varied between 150 and 190. Each essay-type test was scored independently by two competent examiners.

The major findings were as follows: (i) All the questions asked in traditional essay-type tests could be covered by objective type items. (ii) The coverage of course content in an objective test was far wider than in an essay-type test of the same duration of time. (iii) Due to wrong selection of questions, students of higher ability might sometimes get lower marks than those of the students of lower ability, in essay-type tests. (iv) The reliability of essay-type test was very low; the reader reliability coefficient of essay-type test against objective type test was .74 as against 1.0 in geography, .72 as against 1.00 in English. (v) The objective tests of two hours had much higher content validity than the essay-type test of three hours in geography. (vi) The predictive validity coefficient of objective test was 46 as against 38 of the essay-type test in English. (vii) In mathematics, neither the present essay test nor the present objective test reached the minimum level of reliability set by the experts for the assessment of individual accomplishment. In comparison with the reliability of the essay-type test of three hours, the reliability of the objective test of two hours came nearer the set limit. The mean reader reliability coefficient of essay-type test was .81 as against 1.00 for objective test. (viii) In history, the essay test did not reach even the minimum level of reliability set by the experts for group accomplishment, whereas the objective test which was of a shorter length was practically good enough for reliable differentiation between individual accomplishments. (ix) In history, the validity coefficients of essay test as against true essay criterion was .69 and that of objective test as against true objective criterion was 95.

97. **Nath, B. *Comparative study of the results of some selected colleges in the P. U. (A) examination, 1971, of the Gauhati University, Examination Research Unit, Gauhati Univ., 1974. (UGC financed).***

**Keywords: EXAMINATION RESULT :
HIGHER EDUCATION : GAUHATI
UNIVERSITY : PRE-UNIVERSITY
EXAMINATION : ASSAM**

The main objective of the present study was to ascertain the factors influencing the examination results and to suggest certain measures for their improvement.

Out of the total of about 7000 candidates who appeared in the Pre-University (Group A) Examination in 1971 of the Gauhati University, a representative sample of 601 candidates was drawn. It happened that out of 89 colleges, only 43 were represented in the sample. The marks secured in the major subjects — English, education, economics, geography, history, and political science — by the candidates in the sample were tabulated college-wise. For each subject the data was analysed by applying F test. Further, by applying the principle of gradation charts, the colleges were classified for each subject into three categories, namely, below average, average, and above average in standard. The quality of the students admitted into the pre-university classes was noted. Plotting of student-teacher ratio of a college in a subject against the percentage of pass gave a bivariate distribution. The correlation coefficients and the regression equations for all the subjects under study were calculated.

It was found that (i) the highest number of colleges in the below average category was in the subjects of economics, English and geography; (ii) the poor standards in results were mainly due to two factors, i.e (a) poor quality of students admitted, and (b) high student-teacher ratio.

98. **Nath, B. *Correlation between the marks of two successive examinations*, Examination Research Unit, Gau. U., 1973. (UGC financed).**

Keywords: EXAMINATION : HIGHER EDUCATION : POST GRADUATION : GAUHATI UNIVERSITY : ASSAM

The investigation was undertaken to find the extent to which examination results were reliable indicators of performance in successive examinations. The examinations selected for the study were the Previous Examination, 1966 and the Final Examination, 1967 of the Master Degree courses of the Gauhati University in the subjects of English, economics, and political science. The students who passed the Previous Examination in 1966 in the three subjects under consideration formed the sample and this happened to be 39, 72 and 91 respectively. The percentage of marks of these students in both the Previous and the Final Examinations were noted. Regression equations for all the three subjects were developed. Correlation coefficients between the marks of Previous and the Final Examinations were found out for English, economics, and political science separately.

The coefficients of correlation for English, economics, and political science were found to be 0.76, 0.82, and 0.83, respectively.

99. **Nath, B. *Inter-zonal analysis of P. U. results, 1969*, Examination Research Unit, Gauhati Univ., 1972. (UGC financed).**

Keywords: EXAMINATION RESULT : HIGHER EDUCATION : PRE-UNIVERSITY EXAMINATION : GAUHATI UNIVERSITY : ASSAM

The present study aimed at finding out the effect of scaling in different subjects. The area under the jurisdiction of the Gauhati Univeresity was divided into three administrative zones, namely, Karimganj, Tezpur and Gauhati. Four major elective subjects, namely, economics, history, political science and education were taken into account. A total of 33,778 answer scripts of the P.U. (A) examination of 1969 were randomly selected, the randomization being followed zone wise. Using medians as bases, the marks were scaled.

It was found that (i) the effect of scaling was more or less uniform over all the subjects in the different zones; (ii) scaling reduced the dispersion of distributions thus bringing down the variations between the examiners; and (iii) there were some real differences between the different zones in terms of performance

100. **Nath, B.** *University examination — an analytical study of the conduct of Pre-university Degree and Master Degree examinations of Gauhati University.* Ph.D. Edu., Gauhati Univ., 1980.

Keywords: EXAMINATION SYSTEM :
HIGHER EDUCATION : DROPOUTS :
WASTAGE : STAGNATION : ASSAM :
GAUHATI UNIVERSITY

The main aim of the study was to present a systematic analyses of the prevailing system of essay-type examinations with special reference to the process of conduct and analysis of results.

The major aspects of examinations, viz. the question paper, mode of evaluation, scaling of marks and their impact on examination results, improvement of the design, structure and analysis of question papers in terms of difficulty values and discriminating powers of the items, the problem of optional questions in a question paper, desirability and methods of in-production of internal assessment as a tool for continuous

evaluation, predictive value of an examination and wastage and stagnation, were studied systematically.

The findings of the study were: (i) The quality of students admitted and the teacher-pupil ratio had a bearing on examination results. (ii) There were large variations in the percentage of attempts not only in different question items but also in a number of sub-questions of the selected question paper. (iii) In a majority of the subjects, the scores were higher in internal assessment. The assessments, both in internal and external examinations, were evenly distributed. Internal marks possessed some predictive values for external marks. There was a tendency towards over-marking in internal assessment. Internal assessment provided some incentives to students to do better in the external examination. The system of internal assessment should be introduced, after fulfillment of certain conditions, for making the examination more valid and for doing justice to students. (iv) The rate of wastage and stagnation varied from subject to subject. The overall rate of wastage was slightly higher among females than among males. But the rate of stagnation among females was significantly higher than among males. The highest and the lowest rates of wastage were in English and botany, respectively. There were year-to-year variations in the rates of wastage and stagnation. The major causes of wastage and stagnation were poor economic condition of parents, admission of poor quality students, absence of proper system of internal assessment and continuous evaluation, and general apathy of students towards their courses of studies. (v) The performance of students in M A previous and final examinations in all the subjects was closely related.

101. Taylor, H. J. ; Tluanga, L. N. *Grace marks; Examination Research Unit, Gauhati Univ., 1963.*

**Keywords: EXAMINATION SYSTEM :
GRACE MARKS : ASSAM**

After making a distinction between grace marks and ordinary marks, the researchers have raised objections to grace marks. The rule on giving grace marks has no scientific basis but it is based on a sense of guilt. Why are grace marks added and are never subtracted? Marks are essentially measure numbers, and if this is so, there can be argument for adjusting them in one direction and not in the other. The very name 'grace' mark indicates that the mark is awarded on compassion. No candidate should ever pass an examination 'on compassionate grounds.

It differs from the measurements in physical science. There are two reasons for this: (i) the merit of an answer script is vaguely defined and difficult to specify precisely, and (ii) the actual estimate cannot be made accurately and precisely. There may be uncertainty of twenty percent or more. So there is no justification for treating marks as if they were absolute measures. To abandon the grace mark system, we must learn to use passing probabilities, rather than the marks themselves, as the basis of judgment.

The researchers have presented a probability table that uses the statistical theory of measurements. The table provides the examination passing probabilities with a standard error of marking equal to five. An example is worked out to show how to find out the probability of a pass for a set of marks.

102. Taylor, H. J., *An examination of examiners*. Gauhati Univ., 1964. (UGC financed).

**Keywords: EXAMINATION SYSTEM :
HIGHER EDUCATION : ASSAM**

The objective of the study was to examine the reliability of the examiners.

In this experiment, double marking was carried out for all the candidates of one college (Union Christian College, Barapani) at the pre-university examination of 1962. There were forty-five candidates, and the subjects involved were English, economics,

history, logic and mathematics. All the scripts had two examiners except in history where there were three. Every care was taken to make random arrangement of the answer scripts. Statistics like M, SD, Q, etc., were worked out.

It was found that there were significant differences between the marks of different examiners. The difference between examiners produced very marked fluctuations in the classification of the candidates. In English examination of the candidates, an English examiner 'A' failed eight candidates, whereas, 'B' failed none. It was further found that a single examiner showed considerable changes in his standard of marking as he worked through the scripts. Different examiners showed large differences even in standard deviations.

**103. Taylor, H. J. *Supplementary examinations.*
Gauhati Univ. , 1964b. (UGC financed)**

**Keywords: EXAMINATION SYSTEM :
SUPPLEMENTARY EXAMINATION :
ASSAM**

The study aimed at knowing how far the reliability of the results were affected when the supplementary examinations were held. A supplementary examination is one which is held immediately after the result of the main examination is published.

Based upon the statistical analysis of pass and fail candidates of the main examination and of the supplementary examination, the sample was divided into four groups, viz, good candidates-pass; good candidates-fail; bad candidates-pass and bad candidates-fail. The ratio of bad to good in the pass list of the main examination and the ratio of bad to good of the supplementary examination were worked out.

It was found that (i) the supplementary examination always increased the proportion of bad candidates in the pass list by a factor which was likely to lie between 1.5 and 2.0, and (ii) the high-pass examination not only passed the smallest proportion of

bad students, but also the highest proportion of good students. It is to be noted, therefore, that high-pass examination was more reliable than the low-pass, whether supplementaries were held or not. In the pass list of the supplementary considered by itself, the proportion of bad candidates varied from 44 percent to 55 percent. Broadly speaking, therefore, a supplementary examination passed many bad candidates as good. It was found that the supplementary examinations should not be recommended and more attention should be given to methods, whereby the reliability of the original examination could be increased.

104. Taylor, H. J. ; Tluanga, L. N. *Persistence effect in marking*. Examination Research Unit, Gauhati Univ., 1966.

**Keywords : EXAMINATION SYSTEM :
GAUHATI UNIVERSITY : SECONDARY
EDUCATION : ASSAM**

The main purpose of the study was to present evidence showing that the persistence effect was not only detectable but often quite large, and that it affected the marking of a surprisingly high proportion of examiners. The mark sheets of 112 examiners were selected covering English, mathematics, history, geography and Assamese.

The mark sheets used were a sample drawn from the Gauhati Matriculation Examination of 1963. In each examiner's set of scripts, the order of merit of the candidates was known to be random. A preliminary test was first carried out. Then the Mean Difference Test and the Serial Correlation Test were applied.

The major findings of the study were: (1) All the tests clearly indicated the presence of persistence. (2) The persistence effect appeared definitely and strongly in about one-third of all the mark sheets tested, and was probably present in at least half of them. (3) No significant difference was found between one

subject and another effect was almost always positive. (4) High serial correlations appeared in at least one-third of the mark sheets. These correlations were interpreted in terms of the persistence effect. The correlations might also be due, in part, to fluctuations in the examiner's standard of marking. For one examiner in three, the average error due to these causes was probably about +4 per cent and occasional errors might well reach + 10 per cent.

105. Taylor, H. J. ; Tluanga, L. N. *Scaling tables for examination marks.* Examination Research Unit, Gauhati Univ., 1965.

**Keywords : EXAMINATION SYSTEM :
GAUHATI UNIVERSITY : ASSAM**

The main aim of the study was to construct scaling tables for adjusting the marks of the various examiners to a common standard.

The scaling tables were constructed by adopting a scientific procedure in such a way that in any transformation, the marks 100 and zero remained unchanged, and marks between these limits and the median changed proportionately. Fractions were rounded off to the nearest whole number, and exact halves to the next higher number.

The study revealed that the scaling tables provided sufficient and satisfactory answer to the problem of mark adjustment. These tables were useful chiefly for scaling sets of marks relating to the same question paper for which variations in the standard deviation were usually small.

106. Taylor, H. J. ; Tluanga, L. N. ; Misra, V. S. *A study in multiple marking.* Examination Research Unit, Gauhati Univ., 1966.

**Keywords : EXAMINATION : HIGHER
EDUCATION : MULTIPLE MARKING :
GAUHATI UNIVERSITY : ASSAM**

The chief objective of the study was to find out how reliable essay-type examinations actually were.

The scripts used were a sample of actual university scripts submitted by 6635 candidates at the B.A. Part I examination of Gauhati University in 1964. English Paper I was chosen. The distribution of the original marks was first examined and a sample of 100 scripts was finally selected by adopting the stratified random sampling technique. These scripts were duplicated and marked independently by 19 highly qualified and independent examiners. The average marks of a script were taken as the best approximation to its 'true marks', and a study was made of the errors with respect to the true marks. Total range, mean marks, total variance, standard deviation, pass percentage, mean error, error variance, standard deviation, standard error of estimation, non-error variance, standard spread, coefficient of reliability, average co-relation coefficient with true marks were computed from the mark sheets. Ranking by examiners, correlation between examiners, relation between different measures of performance, comparison with original results, the question of unanimity of ranking, and order of merit in relation of several examiners were studied.

The study mainly revealed that the mean standard error of marking, 4.5, and the average error was most independent of the merit of the script. The examiners showed a high degree of concordance, nearly half of the inter-correlation coefficients were 0.80 or higher. The degree of unanimity amongst the examiners in regard to passing a script, or ranking two scripts, was discussed as a function of the true marks, and criteria for passing on ranking with 95 per cent confidence were developed. The significant educational implication is that essay-type examining, when properly conducted and analysed, can give more reliable results than is commonly supposed.

107. Taylor, H. J. ; Tluanga, L. N. ; Misra, V. S. *The inconstant examine. Examination Research Unit, Gauhati Univ., 1966.*

Keywords : EXAMINATION : GAUHATI UNIVERSITY : ASSAM

The main aim of the study the extent to which an examiner's marking standard varied as he worked through the scripts.

The analysis was based on a body of material extending over 28,000 examination scripts, 112 examiners, eight major papers and five different subjects. Diurnal and long range fluctuations in marking standard were studied. Homogeneity of means and variances were tested. Fluctuations of standard and accuracy were found out. The influence of 'persistence effect' on the examiners was also studied.

The major findings of the study were: (1) Nearly half the examiners, were subject to large fluctuations of standard in the course of their marking. (2) One-third of the examiners were subject to large fluctuations of accuracy. (3) One-third were subject to the 'persistence effect', by which the impression formed on one script was carried over to the next. (4) These three tendencies occurred independently, and three examiners out of four displayed one or more of them. (5) There were indications of a diurnal fluctuation in marking, and clear evidence of occasional period when an examiner's judgment effectively ceased to operate. The significant educational implication of the study is that the large errors which are inherent in conventional marking can be reduced to some extent by using scaling procedures before combining marks, and such procedures should be used wherever applicable. But certain types of errors are not removed by scaling, including those, which arise from fluctuations in the standard or accuracy of marking. Marking of a single examiner is not an absolute measure, which provides a reliable estimate of a candidate's attainment.

108. **Taylor, H. J. ; Tluanga, L. N. ; Misra, V. S. *Examinations as predictor.* Examination Research Unit, Gauhati Univ., 1966.**

**Keywords: EXAMINATION SYSTEM :
SECONDARY EDUCATION : GAUHATI
UNIVERSITY: ASSAM**

The main aim of the study was to find out to what extent a candidate's performance in one examination indicated his probable performance in the next.

The examinations selected for the study were the 1963 Matriculation Examination of Gauhati University and the subsequent 1964 Pre-University Examination. In both examinations the marks of examiners were scaled to common norms before tabulation. The study included a random sample of 347 P.U. candidates (233 arts and 114 science). The Matriculation results of a random sample of 1441 candidates were also analysed for obtaining some statistics of the Matriculation marks distribution. The regression line was determined and the correlation coefficient between the marks of candidates in the two successive examinations was computed.

The major findings of the study were: (1) The true correlation coefficient between the marks of candidates in two successive examinations (Matriculation 1963 and Pre-university 1964) was 0.72. (2) Of 16,542 Matriculation failures, some 1600 would actually have passed the P.U. if they had been allowed to appear. Of these 1600, 39 would have gained 2nd division in the P.U. Examination. (3) Of the candidates who gained 2nd division marks (45 per cent) in the Matriculation Examination, nearly one-fifth failed in the P.U. Examination. A significant educational implication of the study is that the universities can maintain cumulative records not only for two consecutive examinations but also for longer periods so that the academic history of a group of candidates could be ascertained without laborious special investigation and follow-through studies could

be made to highlight the efficiency and validity of the examinations.

109. Taylor. H. J., *Operation passmark; an account of the methods used in the matriculation examination of 1963.* Gauhati Univ., 1963. (UGC financed).

**Keywords: EXAMINATION SYSTEM :
SECONDARY EDUCATION : ASSAM :
GAUHATI UNIVERSITY**

The project deals with new methods employed in the 1963 Matriculation Examination of the Gauhati University. The new methods relate to (i) abolition of individual examination forms, (ii) decentralisation, (iii) random roll numbers, (iv) analysis of mark sheets, (v) mark scaling, and (vi) the final results.

(1) Instead of individual examination forms, a consolidated list containing details of identification, subjects and certification at the examination signed by head-master or principal was introduced. This greatly reduced the labour of the university office. Schools prepared this list very carelessly and this was improved by giving them more specific instructions. The university provided three printed sheets, which had provision for roll numbers. These were filled in by the university office and one of the three copies was sent to the schools. After entering the roll numbers on the admission cards, they were issued to the pupils. The same procedure was followed for the private candidates. (2) It was practically impossible for one centre, with limited accommodation and staff, to cope with all this work quickly and efficiently. Therefore, different zones were established, i.e Gauhati, Nowgong, Jorhat, Dibrugarh, Imphal and Silchar. Each zone had a zonal officer and a small staff of helpers. Zonal officer had to (a) supervise the arrangements at the examination centres; (b) receive the answer books, arrange them serially and distribute them to examiners; (c) receive the marked scripts, and have them scrutinized by responsible

persons; (d) correct any errors revealed by the scrutiny, and arrange for the marking of any unexamined answers or scripts; and (e) transmit the mark sheets to the university. This system worked well and results were declared at least a month earlier than usual. (3) To acquire security and to reduce the influence of corrupt practices, the system of 'random roll numbers' was prepared. To safeguard the level of marking by different examiners, this system of numbering was considered more concealing. The four ways (a) dummy numbers, (b) to give a mixed assortment of answer scripts to each examiner, (c) to give roll numbers in random order, and (d) to arrange the scripts serially for examining, were not found very successful. Different zones were allotted equally for a fixed number of students and these numbers were distributed by writing them consecutively, in diagonal order, on a printed rectangular grid. After the examination was over, the scripts were sent to the zonal head examiner. Two hundred and fifty to three hundred scripts were sent to each examiner who returned the scripts and mark sheets to zonal headquarters. The mark sheets were then sent to the university. All these operations went on smoothly. (4) Analysis of marks was done by finding the medians for each subject. Each zone was responsible for this function. It was suggested that the differences be measured and the necessary corrections be applied. (5) Mark scaling

involved adjustment of marks to a common standard. Median was considered the norm and the raising or lowering of marks accordingly, was termed as scaling of marks. The average of all the medians for a given subject was considered to be the most appropriate norm to be used. In practice, about 45 percent of the mark sheets were scaled. It was found that most of the mark-sheets had a J shaped distribution, hence it was called T effect. In such mark-sheets, a disproportionate number of scripts were placed exactly at the pass mark, and there was a corresponding gap in the marks immediately below. About two-thirds of the mark-sheets showed the T effect to a greater or lesser extent. The uncertainties of marks were raised to the pass mark, and a gap was left in the distribution. The gap covered only one or two

marks but there were instances in which it was as large as ten. (6) To get a valid set of marks, the above mentioned methods were adopted. Finally a committee of the Academic Council reviewed the results.

The above mentioned complex operation yielded information of great value. By doing the above operations, more candidates passed the examination and it was much more likely than before that these were the ones who ought to have passed, in spite of variations between the standards of different examiners.

110. Tluanga, L. N. ; Taylor, H. J. *The influence of scaling on examination results.* Examination Research Unit, Gauhati Univ., 1964,

**Keywords : EXAMINATION : SECONDARY
EDUCATION : GAUHATI UNIVERSITY :
ASSAM**

The main aim of the study was to find out the influence of scaling on examination results.

A sample survey was carried out. The Gauhati University Matriculation Examination of 1963 was carried through with the help of new techniques including (1) randomization of scripts, (2) mark sheet scaling, (3) adjustment of standard between subjects, and (4) borderline adjustment. The total number of candidates involved (excluding supplementary and other odd cases) was 33,571. A little over 4 per cent (N=1441) candidates were randomly selected. Mark distribution in single subjects, and the effect of scaling in single subjects as well as on the final examination result were studied. A detailed analysis was carried out and the influence of the new technique on the examination results was examined.

The study mainly revealed the following: (1) The errors which had arisen from variations in the standard of marking were by no means negligible and their removal made a striking difference in the final results of the examination. (2) The scaling increased the

pass percentage and produced significant changes in the classification of the candidates and the order of merit. The significant educational implication of the study is that scaling techniques should be introduced wherever circumstances permit. The new techniques have been shown to be practicable in a major examination covering more than 33,000 candidates and the whole work was completed several weeks earlier than in previous years. There is no technical difficulty in using the same methods for other examinations. Scaled marks, whatever its intrinsic uncertainty, is clearly a more just estimate of a candidate's performance than raw marks have a higher degree of validity than those based on the raw marks.

FAILURE

111. **Barua, A. P.** *Causes of failure in Higher Secondary Leaving Certificate examination.* Assam: State Council of Educational Research and Training., 1989.

Keywords: SECONDARY EDUCATION : FAILURE : EXAMINATION : ASSAM

Objectives of the study were: to make a proper diagnosis of the problem of large-scale failure in the HSLC final examination and to grade the causes in order of priority.

The sample comprised teachers of primary, middle, secondary, higher secondary and college levels, students at the +2 stage and degree classes, students who had failed in the HSLC examination, parents and the general public. The relevant data were collected using an opinionnaire.

Major findings were: (1) Various teacher factors that cause failure in the HSLC examination included inadequate number of teachers, a large number of teachers who did not teach well, dedicated teachers not reinforced with incentives, inadequate school inspection, and attaching more importance to private tuitions. (2) Various student factors included no specific time for

study at home, irregular attendance, getting promotion with grace marks, and various sources of distraction among students leading to disinterest in studies. (3) The parents factor included their negligence towards their children once they were admitted to schools.

112. Lyngdoh, K. H., *A study of the achievement motive, fear of failure, concerns, occupational aspirations and family influence of the college tribal and non-tribal boys and girls of Meghalaya*, Ph.D. Education, MSU, 1976.

**Keywords: FAILURE : TRIBAL
EDUCATION : HIGHER EDUCATION :
MEGHALAYA : ACHIEVEMENT :
EDUCATIONAL PSYCHOLOGY :
EMPLOYMENT : SHILLONG**

The main objective of the investigation was to study achievement motive of tribals and their relation to non-tribals in n Ach, fear of failure (FOF), occupational aspirations, concerns and family influence.

The sample consisted of 300 undergraduate boys 300 and undergraduate girls drawn from six day colleges and five night colleges of Shillong. Out of 600 students, 300 were tribal students and 300 were non-tribal students. The tools administered were: (i) the Mehta's TAT pictures for measuring n Ach; (ii) the Birney's TAT pictures for measurement of Fear of Failure (FOF); (iii) the Kuppuswami's Socio-Economic Status Scale, (iv) the Cantrill's Concern Scale, and (v) the Occupational Aspiration Inventory. Mean, SD, correlation, and t test were employed to analyse the data.

The findings were: (i) The mean score for n Ach of the sample was 10.32 which was very high as compared to Delhi (4.76), Madras (3.79), Baroda (6.00, 4.81, 3.92, 3.10, 1.88), Assam-tribal (5.55) and non-tribal (4.49). (ii) The mean difference

between the cores of n Ach of the tribal and non-tribal students was not significant. (iii) The middle socio-economic students had higher n Ach level than the high SES and low SES students. (iv) The n Ach was mostly related to FOF. The tribal mean score of FOF was 2.47 with SD of 3.44 and the non-tribal mean score was 2.62 with SD of 3.58. The difference was not significant. Girls were found to be more afraid of failure than boys. (v) The FOF level between high SES and middle SES students, and low SES students did not differ significantly. (vi) Occupational aspiration had inverse relationship with n Ach. The occupational aspiration levels of tribals and non tribals differed significantly at 0.01 level. The aspiration of girls for occupation was higher than that of boys. Low SES students had higher aspiration for occupation than the middle and high students. Middle SES students had higher occupational aspirations than high SES students, (vii) Students had less hope and concern for themselves but more hope and concern for their country. Tribals had more hope and concern for their country than non-tribals. Girls had more concern for self than boys. Girls and boys had almost equal concern for their country. (viii) Students who had less family influence were more afraid of failure than those who had sufficient family influence. Between the high and low family influence groups, the occupational aspirations were of the same magnitude. The occupational aspirations of those students who had low family influence were low.

GIFTED CHILDREN

113. **Buno, Zetsui.** *A study of the gifted elementary school tribal children in Nagaland : Identification and nurture with reference to Kohima District.* Nagaland, 1996.

**Keywords : PRIMARY EDUCATION :
GIFTED CHILDREN : ELEMENTARY
EDUCATION : TRIBAL STUDENTS :
KOHIMA : NAGALAND**

114. Dkhar, Flourette G. *A study of gifted children in relation to creativity, adjustment and academic achievement in the secondary schools of Shillong.* Shillong, NEHU, 1996.

**Keywords : GIFTED CHILDREN :
SECONDARY EDUCATION : CREATIVITY :
ACADEMIC ACHIEVEMENT : SECONDARY
SCHOOLS : SHILLONG : MEGHALAYA**

GIRLS EDUCATION

115. Bhattacharyya, Sabitri. *A study of the educational problems and guidance needs of the scheduled tribe and scheduled caste female students of secondary stage in Tripura.* Calcutta, 1990.

**Keywords : EDUCATIONAL PROBLEMS :
SCHEDULED CASTES : SCHEDULED
TRIBES : SECONDARY EDUCATION :
GIRLS EDUCATION : TRIPURA**

116. Goswami, Nilima, *Adjustment problems of school going adolescent girls and the development of an adjustment inventory for their measurement,* Ph.D. Edu. Gauhati Univ., 1980.

**Keywords: GIRLS EDUCATION :
SECONDARY EDUCATION : ADOLESCENT
GIRLS : EDUCATIONAL PSYCHOLOGY :
GUWAHATI : ASSAM**

The major objectives of the investigation were: (i) to study adjustment problems of urban adolescent girls, and (ii) to construct a valid and reliable measure for assessing the personality adjustment of adolescent girls along with its norms.

Problems, as experienced by adolescent girls were collected from a batch of girl students of Gauhati. Based upon the stated problems, the preliminary draft of the inventory, consisting of 232 items, was constructed and then tried out on a representative sample of 370 girls. Item analysis was done by computing only the index of item discrimination. Before finalizing the draft, an inter-correlation analysis was undertaken to find out the amount of overlapping among the different areas. In all, 100 items were selected in the final form of the inventory, covering five areas of adjustment, viz., home, school and study, social, religious and moral, emotional and mental, and physical and sexual. As many as ten high and one higher secondary girls' schools out of twelve high and one higher secondary girls' school in Greater Gauhati area were selected and the inventory administered to the entire population (N = 2481) of Classes VIII (N = 846), IX (N = 856) and X (N = 779) of the eleven schools.

The reliability coefficients obtained by test-retest and split-half methods were found to range from 0.82 to 0.94. The content validity was established. The empirical validity was obtained by correlating the inventory scores with the Adjustment Inventory for School Students (Sinha and Singh) and also with teachers' rating. The obtained validity coefficients were found to range from 0.73 to 0.75 in the former case and 0.56 to 0.59 in the latter.

The major findings were: (i) The distribution of scores of the standardization sample was found to be approximately normal. (ii) The number of problems increased with age. (iii) Analysis of results showed that the differences between the means of Classes VIII and IX and Classes VIII and X were significant at one per cent level but the difference between the means of Classes IX and X was not significant. (iv) The adolescent girls encountered maximum number of problems in the emotional and mental areas

followed by the problems in the school and study and home areas. The physical and sexual was the least problem-encountering area. (v) Class-wise analysis of the problems revealed that the girls of Class VIII encountered maximum number of problems in the areas of home and school and study, followed by emotional and mental areas. The social, religious and moral and the physical and sexual areas took the fourth and fifth positions, respectively. (vi) In Classes IX and X, the emotional and mental and the school and study were the most problematic areas followed by home, social, religious and moral and physical and sexual areas.

117. Lyngdoh, Tryially. *Study on the impact of the Presbyterian Mission on girl's education in Meghalaya, with special reference to the Khasi Jaintia Presbyterian girl's high school Shillong*. Dissertation, DEPA, NIEPA, 1996.

**Keywords: GIRLS EDUCATION :
SECONDARY EDUCATION : MEGHALAYA :
SHILLONG : KHASI : JAINTIA HILLS**

The objectives of the study were: (i) To find out the contribution of the Presbyterian Mission towards girls' education in Shillong, with special reference to the Khasi Jaintia Presbyterian Girls' High School. (ii) To explore the factors contributing to the academic and non-academic achievements of the girls at school level. (iii) To find out the impact of the school system in carrier achievement of its ex-students.

The method adopted for this study was Random Sampling method. Samples were taken from the President of the Managing Committee of the school, headmistress, teachers, ex-students, and present students for the study. Interview schedules for the President of the Managing Committee and the headmistress and questionnaires for the teachers, ex-students and present students were prepared by the investigator and used for the study.

The findings of the study were: (i) The Presbyterian Mission has done a great work in the development of girls education in the Khasi and Jaintia Hills through the establishment of the Khasi Jaintia Presbyterian Girls High School. It has educated many thousands of women and produced eminent personalities who have brought honour not only to the school but also the Khasi & Jaintia Societies. The school has even contributed towards girls' education in the North-Eastern Region in those early years being the premier school for girls. The guiding principle of the school is to develop a balanced personality in children and to cater to their all round development-mentally, physically and spiritually. It has tried to meet through academic studies, co-curricular activities and value education.

118. Samah, Jayanta Kumar. *Study of the problem of non-enrolment and dropouts among girls at primary level in Jorhat District of Assam (A case study)*. Dissertation, DEPA, NIEPA, 1997.

Keywords: DROPOUTS : ENROLMENT : GIRLS EDUCATION : PRIMARY EDUCATION : JORHAT : ASSAM

The objectives of the study were: (i) To examine the existing enrolment and dropout at primary level across different areas. (ii) To compare the enrolment and dropout by sex and across different areas. (iii) To identify the causes of non-enrolment and dropout among girls across different areas. (iv) To suggest some strategies for increasing enrolment and retention of girls at primary level.

The study was conducted in Jorhat district of Assam with a stratified random sampling technique covering at together 22 primary schools situated in rural, urban and tea garden areas.

The findings of the study reveal that a significant portion of girls of school going age group in Jorhat district still remained out of school. Gross Enrolment Ratio for boys, 111.07, and girls, 88.06,

was observed during the recent past in all the three categories of schools. Retention rate for grade IV was higher in case of boys than that of girls. Dropout rates for girls were substantially higher in all classes. The extent of dropouts was highest among girls of tea garden. Major reason for non-enrolment and dropout among rural and tea garden girls were poverty and household activities. A substantial number of girls have to be engaged in earning a livelihood. The irrelevancy in education along with unattractive teaching learning atmosphere adversely affect the interest and attitude of children and parents towards education. Hence, the entire process of education should be child centered. The quality of education need to be improved by reviewing curricula, text-book, teaching methodology and testing procedures. Necessary support services will have to be provided to resource poor families in order to ensure universal enrolment. Mobilisation of demand for education of girls should be ascertained.

119. **Tohsin, S. B. R.** *Physical, social, economic problems of the adolescent girls of secondary schools of Nowgong District*, Ph.D. Edu., Gauhati Univ., 1978.

**Keywords: ADOLESCENT GIRLS :
SECONDARY EDUCATION : SECONDARY
SCHOOLS : NOWGONG : GIRLS
EDUCATION : ASSAM**

The main objective of the study was to find out the major physical, social and economic problems of the adolescent girls of secondary schools of Nowgong district.

Elaborate questionnaire was prepared and administered to 1.400 subjects of both urban and rural schools of Nowgong district. Out of this, a random sample of 200 girls (100 from urban and 100 from rural areas) was selected for further investigation. Mooney's Problem Checklist and Socio-Economic Status Scale (Rural) by Pareek and Trivedi were used. Necessary data were

also collected with the help of observation schedule, case study and school survey method. An almost similar study was also carried out in Shillong to compare the problems of the adolescent girls of matriarchal (Shillong) and patriarchal (Nowgong) society.

The study revealed that: (i) The nature of adolescent problems varied with social and living conditions. The problems were more often connected with social needs. The possibilities of frustration increased with maturity and the expansion of the needs and wants of adolescents. The major sources of frustration were cultural demands, the home situation and the school. (ii) The major physical problems were related to physical discomfort due to menstruation, skin disturbances, physical growth, preoccupation with physical appearance, physical defects, dental, eye and speech problems, tonsillitis, dandruff and hair fall, malnutrition, stuttering or stammering and various illnesses. (iii) The major social problems were related to social acceptance, physical appearance, social status, parental restriction in participation in social functions along with boys, personal security, relationship with peer group members, restrictions to mix with boys, dowry system, lack of education, purdah system (amongst Muslims), child marriages, conservative outlook of the parents, fear of social rejection, sexual adjustment, traditional sex role, and child care problems after marriage, lack of proper education and social approval. (iv) The major problems arising out of the economic conditions of parents were the lack of scope for vocational training (especially in the rural area), poor health, improper and insufficient food, poverty, malnutrition, large family size, problems of home and family, lack of material possessions, inferiority complex, unhappy home climate, juvenile delinquency, high rate of school dropout, teenage marriages, tension and conflict. (v) Tire adolescents from large families with low parental status had more problems than those from small families with high parental status. (vi) Low economic group adolescents had more problems in the areas of physical development, family relationship, social adjustment and school success than the high socio-economic status group. (vii) Marked

contrast was noticed between matriarchal and the patriarchal societies with respect to the problems of the adolescent girls in economic and social areas. The problems were almost similar in the physical area but the attitude towards their problems was considerably different. (viii) Analysis of Mooney's Problem Checklist revealed that the most troublesome problem areas were health and physical development, finance, living conditions and employment, social and recreational activities, courtship, sex and marriage, and home and family. The total number of problems checked by the sample (N=200) was 8170. The difference between the urban and the rural girls was not significant in terms of the number of problems.

HIGHER EDUCATION

120. Buam, Berylda Hedi-Pati. *A study on the reactions of students, teachers and administrators towards the changes made at the collegiate level in Meghalaya.* M.Phil., Edu. North-Eastern Hill Univ., 1989.

Keywords: HIGHER EDUCATION : MEGHALAYA

Objectives of the study were: (i) to review the main features of education at the collegiate level prior to and subsequent to the implementation of the 10+2+3 system of education, and (ii) to study the reactions of students, teachers and administrators to the changes made at the collegiate level.

The sample for the study included 200 respondents, comprising 150 students in the final-year degree class, 40 college teachers with long teaching experience under the new and the old systems of education, 10 administrators from the State Education Department, university officials and college principals drawn according to the purposive sampling technique. An interview schedule and an opinionnaire prepared by the investigator were

used to collect the data. Percentages were used to analyse the data.

Major findings were: (1) The majority of the respondents felt that the introduction of the 10+2+3 pattern of education was a timely step as it brought about uniformity, promoted national integration and helped enhance educational standards. (2) Regarding reducing pressure on admissions at the college level, opinions were divided among students and teachers. (3) The majority of the students and teachers felt that the problems faced by migrant students would disappear with the introduction of the new pattern of education accompanied by the adoption of a common core curriculum. (4) The majority of the students felt that the existing college curriculum was unrelated to the present-day needs and aspirations. (5) Regarding the introduction of a common foundation course at the degree level, the opinions of students and teachers were different, with the former finding it useful and the latter finding it a burden. (6) The majority of the respondents found the annual college examination not conducive to the total personality development of the students. The adoption of the grading system was favoured by most students. (7) The introduction of the new academic calendar with January to December as the session was supported by the university officials. However, the teachers were equally divided in favour of and against it. Similar was the trend with regard to the holding of the examination, i.e. whether in November or in March every year. (8) Among the problems faced by the students were those connected with textbooks, laboratory equipment, teaching aids, the type of questions set in examinations, and the increasing unemployment among educated youth. (9) The teachers reported problems like shortage of laboratory equipment and textbooks, lack of facilities for in-service education of teachers and pressure of time in completing courses.

121. Deka, Birendra. *Growth and development of higher education in Kamrup district since*

***Independence, and its impact on society. Ph.D.,
Edu. Gauhati Univ., 1989.***

**Keywords: HIGHER EDUCATION : KAMRUP
: ASSAM**

Objectives of the study were: to trace the growth and development of higher education in Kamrup District since independence.

Relevant information for the study was collected from different libraries, primary sources, records, education reports, journals, newspapers, histories of education, research reports, UGC reports and university reports (examinations), etc.

Major findings were: (1) The expansion of higher education in India had been phenomenal. (2) Professional and technical institutions had increased slowly in Kamrup District due to the slow industrialisation of the State. (3) As regards female education, it appeared that a large percentage of females were still attending co-educational institutions. From the examination results it appeared that the pass percentage of female candidates at college level was higher than that of males. (4) In the development of higher education in the area under study, local authority and the government played a minimal role. (5) In the rural areas higher education was not practicable. The haphazard growth of new colleges in rural areas created different problems in the society, mainly the problem of unemployment. (6) A comparative study of the results of some selected colleges revealed that the pass percentage in the case of the majority of colleges was below the university percentage. The college-wise performance in some cases varied widely. (7) The analysis revealed that the appalling standards of the colleges were mainly due to two factors, viz. poor quality of students admitted and the high student-teacher ratio.

122. **Dkhar, Ruby.** *A study of the development of higher education in Meghalaya.* M.Phil., Edu. North-Eastern Hill Univ., 1991.

**Keywords: HIGHER EDUCATION :
MEGHALAYA**

Objectives of the study were: (i) to trace the origin *and* development of higher education in Meghalaya in the historical perspective; (ii) to analyse the pattern of enrolment, staffing, provision of facilities and the type of courses offered in higher education; and (iii) to study the system of administration and financing of higher education.

The sample of the study comprised all the 26 colleges in the State of Meghalaya. The relevant data were collected using a questionnaire developed by the investigator. Mostly, qualitative techniques were used to analyse the data, including percentages.

Major findings were: (1) The first college in Meghalaya was established in 1924, and the university in 1973. (2) The pace of development of colleges was slow between 1924 and 1972, the year when Meghalaya became a full-fledged state. The development was faster thereafter. (3) The total number of students enrolled in colleges and university departments rose from 9,666 in 1974-75 to 14,614 in 1988-89. Humanities subjects accounted for the highest proportion of student : enrolment at all stages. The proportion of male students was slightly higher than female enrolment. (4) Scheduled Tribes students formed from 40 to 70% of enrolment in the various streams of study; Scheduled Castes students constituted only between about 1 to 10% in the .different streams of study. (5) All the colleges, except one, offered arts subjects, while science and commerce subjects were offered in 52% and 19.1% of the colleges, respectively. At the university level, the faculties of social sciences, languages, physical sciences, life sciences and environmental sciences offering postgraduate and search programmes were located in the Shillong campus. (6) The percentage of pass at the undergraduate level varied widely

among the colleges, with the percentages being higher in the science courses. The pass percentage was higher at the honours and postgraduate levels. (7) There were both government and private colleges. The private colleges were managed by a governing body, which had representatives of the State Government and the university. (8) In several colleges, the facilities of libraries, laboratories and playgrounds were somewhat poor in view of the increasing number of students, and financial constraints.

123. Dutta, Prodip Chander. *Development of higher education in Assam during the first half of the twentieth century*. M. Phil., Edu. Univ. of Delhi, 1988.

**Keywords: HIGHER EDUCATION :
EDUCATIONAL DEVELOPMENT : ASSAM**

Objectives of the study were: (i) to study the process of development of higher education in Assam between 1901 and 1947, (ii) to study the pattern and structure of higher education in Assam, (iii) to study the changes in the administrative set up and finance of higher education in Assam, and (iv) to study the changes in the administrative set-up and finance of higher education in Assam.

The relevant information was collected from the primary and secondary sources like descriptions, analyses, and interpretations of historical facts, the annual reports of the education departments, the quinquennial reviews of the progress of education in India and 'Assam Government Resolutions, etc.

Major findings were: (1) The British administrators followed an educational policy in Assam which was formulated against the general policy followed in the rest of India. (2) The aims and objectives of the educational policy were dictated by political and imperialistic considerations of consolidating the British rule in India, including Assam. (3) The first college in Assam was

established by the British Government in 1901 and named as Cotton College. Up to 1980, there were only two colleges. These were affiliated to Calcutta University. (4) Physical facilities including hostels, etc. were very inadequate but the academic results were quite satisfactory and high in comparison to Bengal. (5) The enrolment of female students was very poor because of different attitudes, customs, lack of interest, etc. (6) 'Satras' and 'tols' were the main oriental centres of learning in Assam. (7) There was neither a university nor any medical, engineering or agricultural college in Assam between 1901 and 1947. (8) The first university was established in January 1948 to cover the States of Assam, Manipur and Nagaland.

124. **Rumnong, Parkordor.** *A study of the attitude of tribal students towards higher education in Shillong.* M.Ed., NEHU, 1981.

Keywords : HIGHER EDUCATION : TRIBAL STUDENTS : STUDENT ATTITUDE : SHILLONG : MEGHALAYA

125. **Shishak, T. A.** *Higher education for Nagaland: A proposal for curriculum, organisation and coordination.* Buffalo State University of New York, 1973.

Keywords: HIGHER EDUCATION : NAGALAND : CURRICULUM

HISTORY OF EDUCATION

126. **Bhattacharjee, Rohini Nath.** *Socio-economic strategies of education in Nagaland: A historical study.* Ph.D. Edu., Gauhati Univ., 1983.

Keywords: NAGALAND : HISTORY OF EDUCATION

The study was an attempt to determine the extensity and intensity of influences on and contributions of the different socio-economic factors to education in Nagaland for a period of about fifty years, starting from the days of western education introduced in the state by the missionaries in the thirties. This coverage of time was considered with a view to establishing facts about the history of education in Nagaland and to evolve socio-economic strategies of educational growth and development to be used for educational planning in the state.

Data was collected from all available literature and records, and from a number of individuals belonging to different racial stocks (tribes), walks of life (traders and professional) and strata of society (rich and poor). A questionnaire was prepared and used to collect information and opinion for tracing the degree of influence of socio-economic factors on education and also to find out about educational growth at the different periods under study. The final sample included 750 educated Nagas belonging to Ao, Angami, Sema, Lotha and 'Backward Group' representing age groups between 30 and 60 years. The sample was factually stratified but eventually purposive. A two-tier system was adopted to collect the data. Decade-wise and group-wise analysis was done using percentage and weight-age.

The major findings were: (1) Parental illiteracy was one of the major factors, which stood in the way of education in the state during the period 1930-50. In the fifties, due to increasing interest of parents in education, the children of the period could avail of the opportunities for education. Parental education operated against wastage in the education. (2) Parental occupational status determined the education of the children at all periods during the years covered by the study. (3) Parental economic status determined the level of education of their children. (4) The socio-cultural environment influenced educational growth. Disagreement about the fruitfulness of the education provided in the early years of implementation of the

programme was noted, primarily, due to its divergence from current socio-cultural practices. In the fifties, improvement in the field of education in the state was noted due to the initiative of the Christian missionaries and the government. (5) Due to lack of proper facilities, there was no proper educational growth during the period 1930-50. About nine percent of the respondents had facilities for primary education during 1930-40. Hardly 1.7 per cent could obtain secondary education during the fifties. Disproportions in provisions of facilities were also an important factor of educational growth. The kind of provisions that had been made available for education seemed to have encouraged quantitative growth only. (6) Parental illiteracy and ignorance, indifference to the need for education, economic hardships, the fact that the vast majority of the people were cultivators, and inadequate educational facilities, were a few important factors which were detrimental to the educational growth of the state during the period 1958 to 1976. Efforts were made to develop China in a purely Chinese way, i.e. going in for labour-intensive projects. (7). The educational revolution' was the foremost theme which was creating a force of working class intellectuals to reform the old education system, principles and teaching methods. It put an end to the rule of bourgeois intellectuals over schools. This was criticized by revisionists like Deng Xiaobing, Liu Shaoqi, etc. (8) The reform and development of educational affairs had become pressing tasks for the whole nation. (9) Social material production restricted the material and spiritual lives of the human society as a whole and restricted the development of education. (10) The economy and education were linked and development of either promoted development of the other. Education equipped the economic construction with talented people. (11) The aim of education was to equip students with the ability to solve various theoretical and practical problems. Systematic basic theoretical knowledge and basic abilities were inseparable and ability was based on knowledge. (12) In order the cultivate students' abilities, teaching methods needed to be changed and made more inspiring. (13) China was placing considerable hope for economic and technological growth on its recently established special

economic zones. (14) There was an apparent euphoria about the opportunities available under the responsibility system and its ability to provide jobs for millions of youth who came out of the schools. (15) National strategies for minimizing the number of China's job-waiting youth had a profound effect on China's ability to achieve its goal of modernization, the quadrupling of its gross industrial and agricultural output. (16) The disillusionment with the formal Maoist ideology led to increased interest in traditional religions. This made China in 1982 at least superficially resemble the imperial system in the twin reassertion of formal bureaucracy and the informal means for coping with the state.

127. **Chakravarty, A., *History of education in Assam, 1826-1919*, Ph.D. Arts, Gauhati Univ., 1971.**

Keywords: ASSAM: HISTORY OF EDUCATION

The main objective was to describe the nature and progress of education in Assam from the commencement of the East India Company's rule in 1826 to the grant of provincial autonomy in 1919.

A large number of primary sources were studied and secondary works were reviewed. The study was mainly based on official documents, both published and unpublished, materials derived from indigenous sources and some contemporary works. Journals and periodicals were also utilized.

The study revealed that: (i) A complex educational system was developed in this multi-tribal and multi-linguistic province. (ii) The motto of the government was English education for the few and the development of vernacular education for the many. (iii) There was a steady progress in various fields of education, viz., number of institutions, enrichment of the curriculum, direct and indirect expenditure on education, etc. The annual cost of educating each pupil also increased. (iv) The modernization of

education on the Western lines created a middle-class intelligentsia with liberal ideas. (v) Wastage and stagnation posed a serious problem in primary education. (vi) The official attempts aimed at the quantitative and not at the qualitative expansion of secondary education. (vii) There was a wide gulf in educational standards of the government, sponsored and private schools. (viii) The secondary education system was excessively literary and insufficiently vocational in character. (ix) The condition of collegiate education was far from satisfactory. (x) The provision for professional and technical education was extremely inadequate. (xi) The multiplication of examinations was the worst feature at all stages of the educational system. (xii) The plans and programmes for the development of education were unrealistic. The schemes of 1854, 1882, 1904 and 1913 were given effect to in a mutilated form. (xiii) The educationists felt indifferent to even what ever little was actually possible for them to do. (xiv) A radical reorientation of the entire educational system was the urgent need of the hour.

128. **Devi, R., *Education in Assam during nineteenth century*, Dept. of Edu., Gauhati Univ., 1977.**

**Keywords: HISTORY OF EDUCATION :
ASSAM**

The major objective of the study was to highlight the nature and progress of education in Assam during the nineteenth century.

Both primary and secondary sources were used for data collection.

The study revealed that: (i) The educational system in Assam was in the formative stage during the nineteenth century. (ii) About eighty-five per cent of the population living in villages failed to accept the educational pattern as their own. (iii) Tradition and conservatism stood in the way of availing the educational opportunities offered. (iv) The progress of education, both at the primary and the secondary stages, was very slow.

129. **Hluna, J.V.** *Education in Mizoram 1894-1947: A historical with special reference to the role of Christian Missions.* Ph.D. History, Gauhati Univ., 1986.

**Keywords: EDUCATIONAL DEVELOPMENT
1894-1947 : MIZORAM :CHRISTIAN
MISSIONS: HISTORY OF EDUCATION**

The main aim of the study was to provide a comprehensive history of the progress of education in the east west Lushai Hills in the context of the British rule in India. The historical survey method was mainly followed.

The study was primarily based on official documents, contemporary works by Mizos and non-Mizos, personal contacts, correspondence with former missionaries now living abroad and personal interviews with people of the older generation.

Some of the major findings were: (1) The Western education introduced among Mizos during British rule made significant progress. It was so rapid that, in this respect, it surpassed that among not only other hill tribes but also many other people in India. (2) Various factors were responsible for this progress. Missionaries played an important role in educational progress. They were also pioneers in many fields, like female education, and vocational and practical subjects. (3) Under the initiative of missions and the encouragement of government there had been good response from the common people to education. (4) Christianity and education brought a great change in Mizo society. (5) The education introduced by missionaries had its limitations. (6) Missionaries had rendered herculean services towards the education of the Mizos. Their efforts were crowned with remarkable success.

130. **Ralte, Lalliani.** *An analytical study of takary education in Mizoram during the post-independence period.* Ph.D., Edu. North-Eastern Hill Univ., 1992.

Keywords: HISTORY OF EDUCATION : MIZORAM

Objectives of the study were: (i) to review the pattern of vocational growth at the primary stage in Mizoram from 1947 to 1987, (ii) to examine the pattern of enrolment, teacher strength and teachers' qualifications, facilities available in the schools and the expenditure pattern at the different stages of education since 1979, (iii) to analyze the proportion of the teacher and non-teacher costs, and (iv) to analyse the achievements of the primary school children in English, mathematics and general science.

The study was conducted on a sample of 662 primary schools constituting 62.45% of the population of schools. To analyse the achievements of the students, a sample of 546 students out of a total strength of 1,989 students were selected randomly. The tools used included Interview Schedule prepared by the investigator, questionnaire, and achievement tests in mathematics, English, and general science, prepared by the investigator. The collected data were analysed using mean, standard deviation and critical ratio.

Major findings were: (1) Primary education developed in a big way during the post-Independence period. (2) The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79. (3) The percentage of wastage of girls (36.8) was higher than that of boys (31.3). (4) The expenditure on education as a proportion of the total Union Territory expenditure (revenue) declined from 18.2% to 15.5% between the years 1972-73 and 1985-86. (5) The allocation on primary education to the total educational outlay came down from 36% in the Fifth Plan to 12% in the Seventh Plan (1985-90). (6) The non-teacher cost per

pupil was about Rs 27 in 1985 and Rs 75 in 1986-87. (7) The expansion in enrolment was not matched by a proportionate increase in teacher population. (8) Fifty-five per cent of the schools had properly maintained classrooms. The storeroom, students' common room, crafts room, library room, etc. were almost non-existent in most of the schools. (9) The overall performance of a sample of candidates who had appeared in the Primary School Scholarship Examination was not satisfactory in the achievement tests in mathematics, English and general science. There was no significant difference between boys and girls regarding their performance in these subject tests.

131. **Renu Debi, *Progress of education in Assam, 1882-1937*, Ph.D. Edu., Gauhati Univ., 1971.**

**Keywords: ASSAM : EDUCATIONAL
DEVELOPMENT : HISTORY OF
EDUCATION**

The aim was to survey and critically analyze the progress of education in Assam during the period 1882-1937.

The old records, reports, minutes and review publications of the government were consulted as source material. A brief review of the progress of education in Assam from 1826 to 1881 was made to serve as the background for the study.

The local bodies and the private agencies made significant contribution to the progress of education in the state. Progress of primary education was slow and limited. Only 9.3 percent of the people became literate in this period. The government failed miserably to provide compulsory primary education. ^ Finance was lacking and wastage was high. The secondary education in this period aimed at producing a set of men suited to help running the administration. The stress on English language and thought produced an intelligentsia less practical minded and cut off from the people's stream of life. The secondary schools were under the jurisdiction of Calcutta University and the progress in

quantity and quality at this stage was slow. Collegiate education in Assam was imparted, up to 1930, in only two colleges. Private colleges could not prosper due to lack of official interest in regard to their needs. Another handicap was the lack of a separate university for the province. Progress in the field of special education was rather tardy and any of the specialized institutions relating to law, medicine and technical and industrial education did not attain maturity even by 1937. The small percentage of trained teachers for the entire period of the survey revealed a sorry state of affairs. Government also closed down some training schools for a number of years and there was no increase in the number of all types of schools meant for girls, and the establishment of a separate college for women in 1936. But in terms of the needs of the entire women population of the province, not enough work was done. The government's total amount of expenditure on education increased from a sum of Rs. 3.1 lakhs in 1882-83 to Rs. 57.4 lakhs in 1936-37. The amount was not sufficient to eradicate illiteracy among women. In 1882, the, educational policy of the British in India (and therefore, in Assam) was to produce minor civil servants but in the process of its growth during the next fifty years, the government had to expand the sphere of its activities and thus modify its policy and in 1937, the climate of opinion forced the government to recognize the imperative need for mass education.

132. **Temjenkaba, L.** *Development of education in Nagaland in post independence period.* Kohima, NEHU, 1995.

**Keywords : EDUCATIONAL DEVELOPMENT
: NAGALAND : HISTORY OF EDUCATION**

HOME WORK

133. Laisram, Jolie. *A study to investigate the homework problems of students of class VIII in Laitumkhras schools*. M.A. NEHU, 1990.

Keywords: HOME WORK : SECONDARY EDUCATION : HIGH SCHOOLS : SHILLONG : MEGHALAYA

IN-SERVICE TEACHER EDUCATION

134. Dutta. D. K. *A study and comparison of the existing in-service training to teachers in DPEP and non-DPEP districts of Assam with special reference to Darrang and Kamrup districts*. Dissertation, DEPA, NIEPA, 2000.

Keywords: IN-SERVICE TEACHER EDUCATION : DARRANG : KAMRUP : ASSAM

The objectives of the study were: (i) To compare the intervention provided by DPEP and non-DPEP agencies towards in-service training to different functionaries. (ii) To compare the infrastructural facilities available in the training institutions of the district. (iii) To gather an overall idea as to the transactional process of in-service training components.

There are 18 DIET's and 19 BTC's for 23 districts of the state. Two DIET's and two BTC's, one each from DPEP and non-DPEP district (DIET Darrang and BTC Dalgaon in DPEP and DIET Kamrup and BTC Rangia in non-DPEP district) were selected for the study. For convenience of access and also for uniformity of topography both the districts were taken as sample. 50% of the DIET faculty (Lectures in DIET's) and 50% of the

instructors of BTCs and 50% of pupil teachers were taken as purposive sampling. Three sets of tools were developed for investigation: (i) Questionnaires for teacher educators in DIETs and BTCs. (ii) Questionnaires for pupil-teachers who were taking in-service training in the training institutions (iii) Questionnaires for principals of DIETs and BTCs of the two districts.

Findings of the study were: (i) As for non-DPEP district, responses of teachers in regard to necessity of training for teacher effectiveness was encouraging. But coverage of 1/3 of teachers under short-term courses organized by agencies others than DPEP was cause for concern. (ii) In DPEP district, there had been uninterrupted programme throughout the year so much so that teachers found little time to transact the acquired knowledge and skill in classroom situation. But fortunately such training was absent in non-DPEP district. (iii) While majority of DPEP district teachers were satisfied with 6 months in-service course, 25% of non-DPEP teachers expressed their reservation and their dissatisfaction seemed to arise from the fact that they found themselves in an indifferent school environment and in schools with uneven distribution of teachers. (iv) About 30% teachers, both in DPEP and non-DPEP districts complete the teacher-training curriculum without having a comprehensive view of the curriculum design and its implication. (v) Responses from teachers and teacher educators from both DPEP and non-DPEP districts on community involvement and participation in school activities were far from satisfactory. (vi) Lack of follow up in in-service training provided by DPEP and non-DPEP district agencies had been a major weakness common to both. (vii) DPEP with its full-fledged structure and adequate financial break-up for providing teacher training was advantage point as compared to the existing state agency (SCERT & DIET).

INTELLIGENCE TEST

135. **Bora, K. P.** *The construction and standardisation of a verbal group test of intelligence in Assamese*, D.Phil. Psy., Gauhati Univ., 1969.

Keywords: ASSAMESE : EDUCATIONAL PSYCHOLOGY : ASSAM : INTELLIGENCE TEST : SECONDARY EDUCATION

The major aim was the construction and standardization of an omnibus type verbal group test of intelligence in Assamese, particularly, for use among the pupils of classes VII, VIII, IX and X.

The test consisted of the items based on different sources of tools, like National Intelligence test, the Otis Group Test of Intelligence, the Army Alpha Test, the Tennen Group Test, the Thomdike Intelligence Examination and a few others. The basis of intelligence for the test was rational thinking with abstract symbols. The battery for the first tryout consisted of 220 items divided into six sub-tests, viz., analogies, opposites, number series, arithmetical reasoning, verbal reasoning and classification. The preliminary tryout was carried out on 370 boys and girls from high schools of Gauhati. The sample included about 48 pupils from each of the classes VII, VIII, IX and X. The difficulty value of the total items was around 50 percent level with the range from 20 percent to 84 percent. Twenty items in each of the subtests, opposites, analogy, number series and classification, and ten items in each of the subtests, arithmetical reasoning and verbal reasoning, were included in the final form of the test. The items were arranged in spiral omnibus type setting. The time limit for the test was 30 minutes. The test was standardised on 3221 pupils (1193 girls and 2028 boys) of eighteen schools—five girls', six boys' and seven mixed, of Greater Gauhati area. Percentile norms were calculated.

The reliability of the test by test-retest method and by K-R formula 20 was found to be 0.94 and 0.89, respectively. The coefficients of reliability were 0.94, 0.96 for classes VII, VIII,

IX and X, respectively; SD for the whole sample was 17 and the SEM was 4.16. The construct validity of the test was determined by finding 'g' saturation of the sub-tests. The 'g' saturation and the centroid h^2 were 0.822 and 0.671 for 'opposites', 0.810 and 0.660 for 'arithmetical reasoning', 0.714 and 0.660 for 'verbal reasoning', 0.703 and 0.671 for 'analogies', 0.670 and 0.640 for 'classification' and 0.651 and 0.584 for number series. The concurrent and predictive validity coefficients were found by correlating the test scores with examination marks. The test was also correlated with the Hermon-Nelson Tests of Mental Ability, grade 9-12, Form A, 1957 with a sample of 47 Assamese postgraduate teacher trainees and the coefficient of correlation was found to be 0.73+₋0.07.

136. **Imtisungba, A. O.** *Construction and standardization of a non-verbal group intelligence test for the age group of 13+ to 17+ in Nagaland.* Kohima, NEHU, 1994.

**Keywords : INTELLIGENCE TEST : NON
VERBAL GROUP : HANDICAPPED :
NAGALAND**

137. **Trivedi, O. D.** *Standardisation of culture free test of mental ability for Assam,* D. Phil. Edu., Gauhati Univ., 1969

**Keywords: INTELLIGENCE TEST : ASSAM :
ASSAMESE: EDUCATIONAL PSYCHOLOGY**

To meet the need for one common empirical device for the measurement of intelligence in a multilingual state, a culture free test of mental ability was planned. This was proposed to assess the general intelligence of students of grade X in Assam.

The preliminary draft having 186 items covered eight subsets, viz, figure arrangement test, similarity location test, progressive

matrices test, series construction test, series completion and form board test. The test was administered to a sample of 370 students (252 Assamese speaking, 74 Bengali speaking, 11 hindi speaking and 33 students speaking different tribal languages), providing adequate time of one and a half hours. The final test was prepared by selecting items having item-total score correlation of more than .20 and having the distribution of difficulty values as flat, approaching rectangular form. Final test confined 107 items in all, with the inclusion of five highly difficult items and eight sub-tests of the tryout draft. The investigator made a cluster sampling having stratification on the basis of mother tongue. A sample of 1,310 pupils of class X from different schools, chosen at random from 11 districts of the state, was drawn.

The reliability coefficient of the test on Gulliksen's formula '16' was found to be 0.911. The validity coefficients of the test were obtained by correlating it with N.I.I.P. 70/23 Nonverbal Group Test of Intelligence, London, and with the Group Test of Intelligence produced by the Department of Education, Gorakhpur University. Computed values of Pearson's product-moment correlation coefficients were found to be 0.86 and 0.62, respectively. Percentile and T score norms were developed.

JOB SATISFACTION

138. Talukdar, G. K. D. *A study of job satisfaction among secondary school teachers of Shillong*. M.Ed., NEHU, 1981.

**Keywords : JOB SATISFACTION :
SECONDARY SCHOOLS : TEACHERS :
SHILLONG : MEGHALAYA**

LITERACY

139. **Goswami, Dulumoni.** *Perspective of total literacy campaign : A case study of Jorhat District.* Gauhati, Gauhati Univ., 1999.

Keywords : TOTAL LITERACY PROGRAMME : JORHAT : ASSAM

140. **Homchaudhuri, S.** *Pilot study of the factors contributing to the literacy status of Meghalaya and Mizoram: study on Mizoram.* New Delhi, NIEPA, 1991.

Keywords: LITERACY : MIZORAM.

Objectives of the study were to get an insight into the factors contributing to the high level of literacy in Mizoram. The present study as a part of the larger study, was undertaken with the following objectives: (i) To study district-wise rate of growth of population vis-à-vis that of literacy; (ii) To make a block-wise comparative analysis of literacy rates with a particular focus on the growth and disparities in literacy; (iii) To study and analyse the pattern of growth of the first level of education in Mizoram.

The study is based on the secondary sources of data. These included census reports, Mizoram school publications, publications of statistical wing of the Directorate of School Education, Government of Mizoram and the educational reports available with the Theological College Record Room, Aizawl. Modified version of Sopher's Disparity Index was used to measure the disparity between male and female literacy rate.

Starting at a very low level of 2.95 per cent in 1901 the literacy rate in the age group 5+ grew by more than twelve times to 36.5 per cent in 1951 by 1981, it almost doubled again to 69.90 per

cent. In 1991 the percent of literacy in the age group 7+ had become 81.23. The female literacy rate was quite low at 19.47 per cent in 1951 as compared to high male literacy rate of 54.45 per cent. In 1991, the gap between male and female literacy was found to be the least 5.79 per cent in Mizoram. In Scheduled Tribe dominated state, according to 1991 census, the Mizos, the Hamara, the Pawia, the Lakhera, the Kulia and the Chakmas had crude literacy rate of 67.76, 63.40, 41.52, 27.16, and 14.70 per cent, respectively. Inter-district variation in literacy spread, growth rate was quite pronounced and the gap between male and female literacy rate was found to be the least i.e. 4.44 per cent in Aizawl and the widest, 12.43 per cent, in Chhimtuipui, the gap in Lunglei being 8.73 per cent during 1947-1990 period, the primary schools have grown from 297 to 1109. The total enrolment increased seven times, from 14,754 to 1,03,686 in 1990. The study also made some recommendations. It was recommended that based on the estimation of illiterate population, specific planning for coverage of illiterates through non-formal and formal system should be planned. Detailed guidance should be issued by the Directorate for utilising the census data for increasing enrolment. Incentive scheme for girls education should be introduced. A detailed analysis of the primary schools of Chawngte should be undertaken by the Directorate of School Education to improve the internal efficiency of the school system of the block. Study suggested further research in this direction.

141. **Laso, Biloris Lyndem.** *Literacy survey in the North-Eastern Region of India: A pilot study of Meghalaya, Mizoram and Arunachal Pradesh.* Shillong, NEHU, 1994. (Sponsored by Planning Commission)

**Keywords: EDUCATIONAL SURVEY :
LITERACY : MEGHALAYA : MIZORAM :
ARUNACHAL PRADESH**

The objective of the study was to survey the literacy in Meghalaya, Mizoram, Arunachal Pradesh. A questionnaire was developed and used to collect information regarding the extent of the implementation of the programme and also to collect opinions and suggestions of the headmen as well as headteachers and senior teachers.

Findings of the study were: (i) In Meghalaya, 34 per cent Adult Education Centres (AEC) are run by the State Government, 7 per cent each by SRC, Village Panchayat and other volunteer agencies. (ii) Most of the AECs are being held in the Instructor's houses (35.6%), some of the AECs are held in primary schools (7.2%) and Community Halls (4.4%). (iii) The existing AECs in Arunachal Pradesh are run by different agencies, 26 per cent by the State Government and 5 per cent each by SRC and Education Department. (iv) 78 per cent AECs are being held in the school building, and 22 per cent in other places. 9 per cent AECs are located in the places, which are far from learner's home, while 39 per cent are AEC situated near their homes. The adult learners commented that timings for adult education classes were inconvenient. (v) Besides, many difficulties were faced in conducting AECs in the villages of Arunachal Pradesh. These difficulties were of varying degrees. These were non-availability of social workers (26%), and adult found it not useful (21%); teaching aids not provided in time (16%), difficulty to learn when one was aged (26%) etc. Despite the educational facilities extended by AECs, the people of Arunachal Pradesh wanted to learn a few more things through AECs. 4 per cent people was interested in learning knitting and weaving, 13 per cent people would like to engage in poultry, 9 per cent each of the population wanted to learn carpentry and piggyery. (vi) The regression line of school facilities and literacy in Meghalaya showed a positive relationship. It showed that wherever schooling facilities were, available the literacy rate showed better responses. (vii) The regression line for literacy against school facilities in Mizoram showed a high positive relationship. Poor accessibility showed a high negative response to literacy. (viii) In Arunachal Pradesh literacy rate was inversely related to distance, i.e., problem of

accessibility. The existing adult education programme operated in Arunachal had a negative impact. This also might be to reasons mentioned in the case of Mizoram. (ix) The three states under study, viz., Meghalaya, Mizoram and Arunachal Pradesh were yet to be covered 100 per cent with schooling facilities in all the habitations. (x) Out of the three states under study, very recently Meghalaya had launched the Total Literacy Campaigns in three districts; viz., Jaintia Hills, Ri- Bhoi and East Garo Hills District. It would automatically enhance the awareness amongst the parents' attitude towards literacy. Mizoram with 82 per cent literacy rate, as surveyed might be attributed to many factors like regrouping of villages, and the active role of NGOs for the last two decades.

142. **Laso, Biloris Lyndem ; Chakravarty, Parijat.** *Analysis of literacy status in the different blocks of Meghalaya.* **Journal of Social Sciences and Humanities.** Vol. X, no. 1, Jan-March, 1992. pp 47-51.

Keywords: LITERACY : MEGHALAYA

This study attempts to highlight the strengths and weaknesses of literacy status of the State. The Census figures of 1981 and 1991 (Provisional) reveal that the State is lagging behind in literacy rate compared to national level. It is seen that the percentage of literacy is highest in East Khasi Hills and lowest in Jaintia Hills. It was also observed that out of 30 Development Blocks, 21 Blocks recorded the literacy percentage below that of the State average. The fall in literacy percentage in the State may be attributed to reasons like poverty and economic backwardness for which children are not attending schools. Children in the general are needed to help their parents at work.

The study also suggests in depth research work could be undertaken to study the attitudinal changes towards education of those parents who have attended the adult education programme.

143. **Laso, Biloris Lyndem.** *Pilot study of the factors contributing to the literacy status of Meghalaya and Mizoram* . New Delhi, NIEPA, 1991.

Keywords: LITERACY : MEGHALAYA.

The study attempts to cover the development of the first level of education in Meghalaya. Objectives of the study and projections study to be covered in Phase-I were as follows: (i) To study and analyse the pattern and growth of the first level of education in Meghalaya. (ii) To examine the roles of governmental and non-governmental agencies in promoting education. (iii) To make a block wise comparative analysis of literacy rates in Meghalaya with particular focus on the growth and disparities in literacy.

Data were collected using different techniques, study of relevant records and other literature, and discussions with selected personnel of the Directorate of Public Instruction, Government of Meghalaya. Secondary sources available were consulted in the districts as well as in the Directorate of Public Instruction, Government of Meghalaya.

In Meghalaya, the literacy rate increased by 4.58 per cent from 1971 to 1981. In case of males, literacy rate increased by 3.76 per cent and in females it increased by 5.52 per cent. In Jaintia Hills, only one block, namely Thadlaskein, had 32.85 per cent of literates. East Khasi Hills had a literacy growth of 10.39 per cent during 1971 to 1981. In West Khasi Hills, there were around 68.4 per cent of illiterates in 1981, the literacy rate in West Garo Hills was 25.91 per cent as per 1981 census. In 1981, literacy rate of India was 36.23 per cent, while it was 34.07 per cent in case of Meghalaya. In Meghalaya, there were 3523 primary schools in 1991. Student teacher ratio was 33.1 per cent. The number of girls was more than that of boys in the districts of Jaintia and Khasi Hills.

144. Mahanta, Upendrajit. *Evaluation of total literacy campaign of Jorhat district: With special reference to Baghchung block. (Largely inhabited by tea garden population)*. Dissertation, DEPA, NIEPA, 1996.

**Keywords: TEA GARDEN LABOURERS :
LITERACY : JORHAT : ASSAM**

The objectives of the study were: (i) To evaluate TLC effects in one of the blocks of Jorhat district largely inhabited by tea-tribers (tea garden labourers and ex-tea-garden labourers). (ii) To examine the techniques and methodology adopted by Zilla Sakharata Samittee, Jorhat. (iii) To examine the present status of the neo literates and to see if there was need of PLC activities. (iv) To make suggestions for future improvement.

Multi-stage satisfied sampling technique was used for selection of the samples for the project. In the first stage the whole Jorhat district was considered for the study, since total literacy campaign was done in the district. In the second stage, as per the objective, the tea-garden areas were identified and the blocks inhabited by tea-tribes people selected and then the largely tea-tribes inhabited block of Baghachung was identified for the study.

There are 10 schools in five gardens, two in each garden. The investigator visited the schools of the selected gardens personally; collected data not only from the teachers but by checking the school registers very carefully. Data were collected in two series-to see two sets of pupil. (i) The first set was from 1988 to 1991, comprising pupils admitted and completing their study before the total literacy campaign was done. The second set was from 1992 to 1995 that was after the total literacy programme.

Retention rate in the Murmuria garden schools was found to have increased. In the first school, it increased by 11%. As reported by the Head-teacher and the Sardar of the garden, it was due to: (i) opening up of the pre-primary school in 1990, (ii)

awareness developed by the TLC programme, (iii) encouraged by the tea-garden cell in the education department, (iv) influence of All Assam Tea Garden Students Association (AATSA). In the second school, however, the rate was comparatively lower. It was due to the location of the school in the interior part. The teachers and the Sarder of the line hoped that if a pre-primary school could be opened, it would be increase. The changed position was only due to total literacy campaign, they added. In Cinamora garden, both the schools reported nearly same rate of retention. They had improved nearly at the same rate of retention. Discouraging scene was observed in Hatigar tea garden schools. Both the schools showed a poor retention rate before and after TLC. In the Baghchung tea garden the picture was quite different. In the outer area school, retention rate was above 4% while in the interior area school it was only 2%. The Nimana garden school (which is now School No 1) showed highest rate of retention, attendance, and enrolment. This school, to a stranger would appear to be a high school. The school has its present enrolment (1995) of 357 with its retention rate above 60%. Before TLC, it was 47.5% it increased by 13.2% after TLC. The school is attached to Assam Agriculture University campus. Enrolment in all the schools had increased. As shown in the combined table earlier, the total enrolment in the 10 schools was 516 in 1988, the average being 51.6, while in 1996 at present it rose to 1354, average being 135.4. It showed an increase of 16%, that was expected to be improved more if post literacy programme could be organized. From the data collected, it appeared that the rise in attendance was satisfactory. It was 56.7% in 1988, that was prior to TLC, and 83.1% in 1995, that is after TLC, the rate of increase being 28%.

145. Pandey, M. C. *Growth of population and literacy among different communities in the districts of North-Eastern states.* NEHU, Journal of Social Sciences and Humanities. Vol.XIII, No.1-4, 1995.

**Keywords: LITERACY : MEGHALAYA :
MIZORAM : NAGALAND : ARUNACHAL
PRADESH : ASSAM**

The objectives of the study were: (i) to examine the growth of population and literacy since 1971, among the different communities in the North-Eastern States at district level, and (ii) to find out whether increased literacy has brought in decline in population growth rate.

The study was based on secondary data. The data used in this study were from (1) Census of India, 1961, Vol I, Part VA (ii) Special Table on Schedule Tribes; (2) Census of India, Series-I, Paper-I of 1975, Schedule Castes and Schedule Tribes; (3) Census of India, 1981; (4) Census of India, Paper-I of 1993, Union Primary Census abstract for Schedule Castes and Schedule Tribes.

The total population of Schedule Castes, Schedule Tribes and Other Communities in the North-East as per the 1991 Census was 21.61 lakhs, 81.42 lakhs and 21.2 lakhs respectively. The schedule castes, schedule tribes and other communities constituted 6.8 percent, 25.8 percent and 67.3 percent respectively of the total population in the North Eastern region. The population in each community in the region had increased over the last three decade, in terms of Population Growth Rate (PGR) and in absolute number. Among the seven states the highest percentage of Schedule Caste population was in Tripura. The Schedule Tribes population in Meghalaya, Mizoram and Nagaland was above 85 percent while in Arunachal Pradesh it was 63.66 percent. It was lowest in Assam. State-wise analysis of data since 1961 indicated that overall literacy levels in most of the districts was fairly high.

There are nine districts in Arunachal Pradesh. Schedule Caste population in Arunachal Pradesh is not significant. It had increased from 0.1 percent in 1967 to 0.4 percent in 1991. Literacy rate among Schedule Castes is 46.1 percent. Schedule Tribes constitute 63.6 percent of the total population, ranging

from 85.5 percent in East Kameng to 37.3 percent in Lohit. There is an increase in literacy and decline in PGR in the two districts, and increase in literacy, increase in PGR in the other two districts. In other 5 districts, previous years data was not available. Other communities' constituted 34.7 percent of the population, ranging from 65.5 percent in Lohit to 13.9 percent in Upper Subansari. There was increase in literacy and decline in PGR in one district, while increase in literacy PGR in two districts. In other districts previous years figures were not available.

Since no census was held in Assam in 1981 and census data for 1971 also includes data for undivided Assam. PGR could not be analysed district-wise.

There are eight districts in Manipur. Schedule Castes, Schedule Tribes and Other Communities constitute 2.0 percent, 34.4 percent and 63.9 percent of the total population, respectively. The Schedule Castes population in the districts of Senapati, Tamenglong, Chander, Thoubal, Bisnupur, Ukhrul and Churachandpur is not significant. In the other two districts, it is below 3.2 percent. In Imphal there had been increase in literacy of Schedule Caste as also increase in PGR. In other districts, due to lack of data such differences were not visible. Among the Schedule Tribes, in six districts, with the increase in literacy, PGR had increased. In two newly constituted districts previous years data for Schedule Tribes were not available. In the other communities, increase in literacy had declined PGR rate in five districts. In the three districts no data were available.

There are five districts in Meghalaya Schedule Tribes constitute 85.5 percent of the population, while other communities constitute 13.0 percent. Only 0.5 percent of the total population is Schedule Caste. Increase in literacy has shown a decline in Population Growth Rate among the schedule Castes. Among the Schedule Tribes community, there was increase in PGR rate in almost all the districts except in East Khasi Hills. In East Khasi Hills district, decline in PGR was negligible. In other

communities, with the increase in literacy there was significant decline in PGR.

In Mizoram there are three districts. Schedule Castes, Schedule Tribes and other communities constitute 0.1 percent, 94.7 percent, and 5.1 percent of the total population, respectively. In Mizoram except in Chhimtuipui district, in all the communities with increase in literacy there is decline in PGR. In Chhimtuipui district, there was increase in PGR, but it was negligible.

In Nagaland, there are seven districts. There is no Schedule Caste community in Nagaland. Schedule tribes constitute 87.7 percent of the population. Among the Schedule Tribe community, there was increase in PGR in the districts of Zunhrboto, Mokokchung, Tuensang and Mon. While increase in literacy had shown decline in PGR in the districts of Phek and Wokha districts. In the Kohima district increase in literacy had not affected increase or decline in PGR. Except Mokokchung, in all the other districts, increase in literacy had declined PGR among the other communities.

There are three districts in Tripura. The Schedule Castes, Schedule Tribes and Other Communities constitute 16.3 percent, 30.9 percent, and 52.6 percent, respectively. Among the Schedule Castes, increase in literacy declined PGR in all the districts. Among the Schedule Tribes increase in literacy declined PGR in North Tripura and South Tripura, while increase in literacy increased PGR in West Tripura district. In the other communities, increased literacy declined PGR in North Tripura and South Tripura districts. In West Tripura district, increase in literacy increased PGR. Several districts in the region have shown significant decline in PGR but, the PGR in the region in almost all the districts is very high. Female literacy in relation to national average is also high. Infant mortality rate has been reduced but, population growth rate is high. In some districts, it has shown decline.

146. Sarma, Siddhewar. *Literacy scenario of Meghalaya: A case study of selected villages.* NEHU, *Journal of Social Sciences and Humanities*, Vol. XII, No.2, 1994. pp 24-32.

Keywords: LITERACY : MEGHALAYA

Objective of this research study was to study the spatial patterns of literacy in the State of Meghalaya so that concerned authorities might take action and plan accordingly.

State and block level data was collected from NIC based on census of India 1991 reports. In addition, the village survey was made under the project work of Geography Deptt. NEHU, Mawbri village was surveyed in 1991 while Lyndem and Urksew-Wapathaw village was surveyed in 1992. The effective literacy rate was calculated by a simple arithmetic formula on aggregated data to the gender of the population.

The percentage of total literates in Meghalaya was 49.10 against 52.21 percent of Indian average (1991 census). The female literacy in Meghalaya was only 44.85 per cent, as opposed to 53.12 percent male literacy. East Khasi Hills district was the only district of Meghalaya to attain the highest literacy with 60.64 percent. Significant mark with high female literacy of Jaintia Hills district alone proves the matrilineal strength in education. Other districts of Meghalaya maintained high male literacy like other states of India. Out of 30 community development blocks of Meghalaya, the Myllem block bears the highest literates (78.88). The lowest literacy block Khliehriat (28.06) is in the Jaintia Hills district. In addition, there are as many as six C D blocks which could be categorized below 35 percent literacy rate in Meghalaya. They are Laskein, Khliehriat in Jaintia Hills, Songsak in East Garo Hills, Dadenggiri, Sellsella, Betasing and Zikzak in West Garo Hills district. The percentage of literates (54.08) in Mawbri village is thus encouraging. The female literates significantly are found to be higher than male literates in this village. Urskew-wapathaw shows high literacy rate (53.77), as the village is constituted of both tribes and

migrant non-tribes. The Lyndem village, on the other hand, is inhabited by uniform Khasi tribes having low percentage of literates (37.50). Field survey on villages reveals that literacy seems to have responded to the locational factors, which are combination of spatial, economic and social factors.

147. **Siddiqui, S. ; Hazarika, Sultana.** *Impact of rural functional literacy programme on rural women of Jorhat district of Assam.* Ph.D., Edu. The Maharaja Sayajirao Univ. of Baroda., 1989

**Keywords: LITERACY : RURAL WOMEN
EDUCATION : JORHAT : ASSAM**

Objectives of the study were: (i) To find out the level of impact of Rural Functional Literacy Programme (RFLP) on rural women of Jorhat District of Assam in terms of (a) level of literacy achievement; (b) level of awareness; (c) level of functionality; (d) development of opinion of the respondents regarding usefulness of RFLP; (e) development of opinion of the respondents regarding women's development through education. (ii) To find out the level of impact of RFLP on rural women of Jorhat District of Assam with respect to their age.

The sample for the study was taken from three community development blocks of Jorhat District of Assam out of four, under which the classes of RFLP for women were conducted in the adult education centres during 1986-87. A total of 77 centres, out of 154 women centers, were selected from these three selected blocks.

Major findings were: (1) Impact of the classes of RFLP on the rural women was reported to be poor in all the three respects, namely reading, writing, and numeracy under the aspect of literacy achievement. (2) Level of awareness improved slightly. (3) Development of functionality left much to be desired. (4) However, the programme was found useful by women as it gave them information on development programmes.

MATHEMATICS TEACHING

148. Deb, Swapna, *Diagnostic test in the four fundamental computations of arithmetic for class IV students of Shillong*. M.A., NEHU, 1985.

**Keywords: MATHEMATICS EDUCATION :
PRIMARY EDUCATION : SHILLONG :
MEGHALAYA**

149. Ngailiankim, Caroline. *An investigation into the attitude and study habits related to achievement in mathematics of Class IX students in Shillong*. M.Phil., Edu. North-Eastern Hill Univ., 1988.

**Keywords: MATHEMATICS EDUCATION :
STUDENT ACHIEVEMENT : SECONDARY
EDUCATION : SHILLONG : MEGHALAYA**

Objectives of the study were: (i) to find out differences in attitude towards mathematics of students with high, average and low mathematics achievement, and (ii) to find out differences in study habits of students with high, average and low mathematics achievement.

All the students studying in Class IX of 10 high schools in Shillong, selected randomly, provided the sample of 326 students for the study. The tools used were a Likert type attitude scale meant to measure the attitude of students towards mathematics, an Achievement Test for mathematics of Class IX students, and Rao's Study Habit Inventory. Descriptive statistics and analysis of variance were used to treat the data.

Major findings were: (1) No significant difference was found in the attitude toward mathematics of students grouped high, average and low on mathematics achievement. (2) No significant differences were found in the study habit scores of high, average

and low achievers in mathematics. (3) Male and female students belonging to high, average and low scores on mathematics achievement did not show significant difference in their attitude as well as study habit scores. (4) Non-tribal students showed significantly higher attitude scores as well as higher achievement score on mathematics, but did not show significant difference in their study habit scores as compared to the tribal students.

150. Ngailiankim, Caroline. *A study of selected variables associated with achievement in mathematics*. Ph.D., Edu. North-Eastern Hill Univ., 1991.

**Keywords: MATHEMATICS EDUCATION :
SECONDARY EDUCATION :
ACHIEVEMENT : CENTRAL SCHOOLS :
NAGALAND : MANIPUR : MEGHALAYA**

Objectives of the study were: to find out the association between: (i) attitude toward mathematics and achievement in mathematics, (ii) educational and occupational aspiration and achievement in mathematics, (iii) numerical ability, abstract reasoning, space relations and achievement in mathematics, and (iv) the various personality factors and achievement in mathematics.

From the population of all Class X students studying in the Central schools located in the states of Nagaland, Meghalaya and Manipur, 303 students covering 163 boys and 140 girls were selected as sample for the study. The tools used were: Achievement Test in Mathematics, Attitude Scale to measure attitude towards mathematics, Educational Aspiration Scale of Sharma and Gupta, Occupational Aspiration Scale of Grewal, Differential Aptitude Test, and Cattell's 14 High-School Personality Questionnaire (HSPQ). Descriptive statistical techniques together with chi-square test and contingency coefficient were used to treat the data.

Major findings were: (1) There was a significant association between (a) attitude towards mathematics, (b) educational aspiration, (c) numerical ability, (d) abstract reasoning, (e) personality factor A, and (f) personality factor G and achievement in mathematics. (2) None of the other variables studied showed association with achievement in mathematics.

MEDIUM OF INSTRUCTION

151. Barua, Avani Pran ; Borah, Tarun Kumar. *A comparative study of academic achievement of two schools*. Guwahati, Directorate of State Council of Educational Research & Training, 1989.

**Keywords: ACADEMIC ACHIEVEMENT :
SECONDARY EDUCATION : GUWAHATI :
ASSAM : HIGH SCHOOL STUDENTS :
HIGHER SECONDARY STUDENTS :
MEDIUM OF INSTRUCTION**

The study aimed at finding out whether any significant difference in respect of academic achievement and teaching-learning milieu existed between English medium and Assamese medium schools.

A questionnaire was developed to gather all relevant information relating to the overall style of functioning of the two schools that were likely to influence the academic environment. The questionnaire was filled in by the respective Heads of the institutions concerned. Further, to avoid ambiguity in response, the schools were visited personally and discussion held with the Heads. Two prestigious schools of Guwahati-one English medium and the other Assamese medium were selected for the study. The name of one of the school is T C Govt. Girls' H S School. Formerly a high school of repute, it was later upgraded into a Higher Secondary School. It is a girls' School and a purely

government institution enjoying all facilities provided by the Govt. of Assam. The school prepares students both for the H S L C and Higher Secondary Final Examinations. It is an Assamese medium school. The name of the other school is St. Mary's English High School. It is a privately managed English medium school located in the heart of Guwahati city. It follows its own policies and procedures in all matters relating to appointment of teachers, admission of students, etc. Being a high school, it prepares students for High School Leaving Certificate Examination only, and is also a girl's high school. Both the schools follow the curriculum of Secondary Education Board of Assam.

During the period of study for five years, 678 students from school II appeared, and out of that 667 passed. The pass percentage was 98.38. In case of school I the total number of students appeared was 899, out of which 831 students passed, the percentage of pass being 92.44. This difference in pass percentage was not negligible.

152. **Chakrabarty, Shyamali.** *A study of the problems arising due to the use of two languages in Kendriya Vidyalayas (Shillong)* M.A., Dissertation, NEHU, 1989.

**Keywords: MEDIUM OF INSTRUCTION :
SECONDARY EDUCATION : KENDRIYA
VIDYALAYAS : SHILLONG : MEGHALAYA**

153. **Dey, Alpana.** *A study of common errors in written english made by the pupils of class VIII, in the non-english medium schools of Shillong.* M.A., Dissertation, NEHU, 1989.

Keywords: ENGLISH TEACHING : MEDIUM OF INSTRUCTION : SECONDARY EDUCATION : SHILLONG : MEGHALAYA

154. **Sikdar, Deb Prasad; Banik, Mousumi ; Roy, N. K. *Problems of tribal students studying through the Bengali medium in the secondary schools in Tripura, 1999.***

Keywords: SECONDARY EDUCATION : TRIBAL STUDENTS : BENGALI MEDIUM : TRIPURA : MEDIUM OF INSTRUCTION

The objectives of the study were: (i) To find out the major causes of the problem of the medium of instruction in the secondary schools of the state of Tripura. (ii) To make an enquiry into the historical background of the Bengali language as the medium of instruction in the educational institution. (iii) To analyze the problem and to make suitable recommendations for solving the same, taking into consideration the various suggestions made by different commissions and the personnel related with the secondary schools of Tripura. (iv) To make the Government conscious for financially extending helping hand to improve the physical conditions of the schools of backward areas.

The West Tripura district has been selected in order to evaluate the problems arising as a result of the existence of different classes of tribal students studying through the Bengali medium in the secondary schools of Tripura. In this study, population means the tribal students of secondary schools of the West Tripura district which are recognized by SEBT. Three hundred and twenty (320) tribal students were selected at random and taken as the sample for this study (160 from urban area and 160 from rural area). An interview-cum-questionnaire and observation techniques prepared by Dr. Malaya Barman were used for this study.

Some of the findings are that Tripura does not have a clear-cut linguistic policy regarding medium of instruction about the tribal students. Therefore, the tribal students of Tripura are ultimately bound to study through Bengali medium at the secondary level due to ill-development of their own language and on the other hand, highest number of students of urban and rural areas prefer Bengali language as medium of instruction because the use of Bengali in day-to-day life is wide and availability of facilities, i.e, books, trained teachers, library, etc. are also greater in Bengali medium school. Again, the Bengali medium schools in Tripura are well managed, well equipped, well disciplined and well administered than other medium schools. The problems are more acute in case of rural students than for urban students, probably due to less facility available in rural areas and poor economic condition. Moreover, the rural students are used to devote less time in their study than the urban students as they spend their maximum time to earn money for their family. Therefore, more attention is to be given to the tribal students of rural areas than urban areas to solve their problems. Lastly, students in general feel that if mother-tongue (tribal language) and medium of instruction are the same, then it will be beneficial more for students especially in case of tribal students of rural area.

MICROTEACHING

155. **Bhattacharjee, R., *Effectiveness of microteaching in developing teaching competence*. Extension Service Department, Post Graduate Training College, Shillong, 1981.**

**Keywords : TEACHING : MICROTEACHING
: MEGHALAYA : SHILLONG**

The objective of the project was to observe the effect of integrating a few selected teaching skills upon the teaching competence of B.Ed. trainees.

Four skills (introducing a lesson, fluency in questioning, increasing pupil participation and using blackboard) were selected. A sample of 20 B Ed. trainees was selected from one training college in Shillong and divided into two equal groups (experimental control) in terms of age, sex, qualifications. Ahluwaliah's Teacher Attitude Inventory was administered to the groups for measuring the covariate. Each trainee gave two regular lessons in a school setting. His subjects of specialization and his performance were assessed through GTCS and ITCS. The obtained scores were treated as pretest scores. Later, orientation to microteaching skills and adequate practice in the four selected skills were given to the groups in simulated conditions and then treatment was given. Control group trainees gave two regular lessons each, in simulation, with peers acting as pupils and traditional feedback was given. Experimental group trainees were given adequate training in integrating the four teaching skills. They prepared lesson plans on integration of four skills and practised them in a simulated training situation, with peers acting as pupils. A 'summative model' of integrating the skills was followed. Feedback was given by using ITCS and GTCS. Each trainee practised two lessons integrating the four skills. Then trainees of both the groups gave two regular lessons each in a school setting and observation was made by using GTCS and ITCS and no feedback was given. After both the groups were given practice in real situations, control group trainees gave two regular lessons in a school situation and traditional feedback was given. Each trainee in the experimental group also gave two regular lessons of similar duration in the same setting and feedback on the basis of both ITCS and GTCS was given. Finally each trainee of both the groups gave two regular lessons and post-treatment observation was made. ITCS and GTCS were used to observe each lesson and no feedback

was given. Gain scores of both the groups were found out and group-wise mean and SD of the gain scores were calculated. The significance of difference between mean gain scores was computed by using the t-test to find out the effect of integrating the four selected skills.

The study revealed that training for the integration of the four 'selected skills under the 'summative model' of integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group.

156. George, M. ; Anand, C. L. *Effect of microteaching on teaching self-concept and teaching competence of student-teachers*, Dept. of Educational Research and Studies, NEHU, 1980 (NCERT-financed).

**Keywords: TEACHING : MICROTEACHING :
SELF-CONCEPT : COMPETENCE :
SHILLONG : MEGHALAYA**

The major objectives of the investigation were: (i) to study the effect' of microteaching on teaching self-concept of student teachers in a control group and an experimental group separately, and (ii) to study the effect of microteaching as well as integration of skills on the teaching competence of student teachers. Microteaching was treated as an independent variable, and teaching self-concept and teaching competence of student teachers were treated as dependent variables.

The sample consisted of 20 student teachers, selected from a group of 60 willing student-teachers from a training college in Shillong. They were divided into two groups of 10 each as control and experimental groups. The matching was done on the basis of intelligence, sex, age, qualification and teaching experience. For equating them on intelligence, the Culture Fair Intelligence Test (Scale 3) was used. The Indore Teaching Competence Scale (ITCS) was used for finding out the teaching

competence of student-teachers in terms of integration of teaching skills. Observation schedules and rating scales relating to the five basic skills — skills of probing questions, stimulus variation, reinforcement, explaining, and illustrating with examples — were utilized for giving feedback during the microteaching treatment. A self-rating Teaching Self-Concept Scale (TSCS) was used for measuring the teaching self-concept of student-teachers. The TSCS was constructed especially for use in the study. Means and standard deviations were computed for the pre-test, post-test and gain scores on TSCS and ITCS for the control group and the experimental group. Significance of the difference between the means was tested by using t-test.

The major findings of the investigation were: (i) There was significant difference between the pre-test and the post-test mean teaching self-concept scores of the control group of student-teachers. (ii) There was significant difference between the pre-test and the post-test mean teaching self-concept scores of the experimental group of student-teachers. (iii) There was significant difference between the mean gain scores in teaching competence of the control group and the experimental group of student-teachers. (iv) Microteaching facilitated enhancement of the teaching self-concept of student-teachers. (v) Microteaching proved effective in improving the teaching competence of student teachers, (vi) The microteaching treatment followed by the summated strategy of integration of teaching skills was superior to the microteaching treatment based on independent teaching skills in improving the teaching competence of student-teachers.

157. George, M. ; Joseph, K. J. *Effect of microteaching on general teaching competence and teacher attitude of the B.Ed. trainees, Dept. of Educational Research and Studies, NEHU, 1978 (NCERT-financed).*

**Keywords: TEACHING, MICROTEACHING :
COMPETENCE : TEACHER ATTITUDE :
SHILLONG : MEGHALAYA**

The major objectives of the study were: (i) to discover if there was any significant change in the General Teaching Competence (GTC) of the B.Ed. trainees as a result of exposure to the technique of microteaching, and (ii) to discover if there was any significant change in the attitude of the B.Ed. trainees as a result of adoption of microteaching.

In this study microteaching was an independent variable and GTC and teacher attitude dependent variables. Sixteen B.Ed. trainees who were not deputed from schools and were capable of teaching through the medium of the English language were selected randomly from a college of education in Shillong. The Ahluwalia's Teacher Attitude Inventory, the Baroda General Teaching Competence Scale and Evaluation Proforma for Teaching Skills, were used to collect data. Means and standard deviations of the raw scores for pre-test, post-test I and post-test II were found. The analysis of variance technique was used to find out the significance of the mean differences between the pre-test, post-test I and post-test II scores. For probing the data F-test and Scheffe method for multiple comparisons were used.

The major findings of the study were: (i) Intensive training and persistent practice in the five instructional skills influenced in varying degrees the sensitivity of the B.Ed. trainees to assimilate partly other related pre-instructional, instructional and post-instructional skills and to integrate them in their repertoire of teaching behaviour in the teaching situation, (ii) Skills were not independent but inter-dependent. Systematic practice and mastery of some important skills improved the sensitivity of the trainees and in due course enabled them to acquire more skills and integrate them in the repertoire of the teaching skills. (iii) There was no significant difference in the teacher attitude scores of the B.Ed. trainees before and after exposure to the technique of microteaching. (iv) The students' reactions to the microteaching approach were positive and favourable generally.

MID-DAY MEAL

158. **Assam. Planning and Development Department. Evaluation and Monitoring Division. *Study on the pre-school feeding and school feeding programme in general area (non-plan), 1983.***

Keywords: MID DAY MEAL : PRE - SCHOOL EDUCATION : PRIMARY EDUCATION : KAMRUP : ASSAM : MAHAKUMA PARISAD

The objectives of the study were: (i) to examine the extent to which feeding is being provided to the children of (0-6) year age group as per prescribed norms; (ii) to ascertain, whether the target group have been broadly from amongst weaker section of the population; (iii) to examine, if the procedure as laid down in dealing with fund and its utilization has been properly followed; and (iv) to examine adequacy of supervision arrangements and co-ordination of various voluntary organizations for implementation of the programme.

For collection of primary and secondary information, the following tools were developed: (i) feeding center schedule, (ii) beneficiary schedule with guide-points for observation, (iii) record Proforma for collection of financial data from the Directorate level, Mahakuma Parisad level and Block level.

Major findings that emerge from the evaluation study were: (i) Although full allotted fund was reported to have been utilized during 1980-81, the Department could not furnish with the information about the utilization of fund in the fourth quarter in respect of three Mahakuma Parisads under Kamrup district. (ii) In spite of government's instructions in the matter of release of advance, receipt of monthly expenditure statement supported by vouchers and submission of consolidated statement to the Accountant General, Assam, on fixed date, the Department disbursed the quarterly advance to the Mahakuma Parisads

without following those instruction. (iii) The study reveals that benefits allowed more to those belonging to children of the weaker sections of population. (iv) No medical personnel ever visited the selected centres for checking-up of health of the children before or after the operation of the feeding programme. (v) Against the estimated value of requirement of food materials amounting to Rs. 32,400, only Rs.9,643.50 were spent during the year under reference. (vi) Quality of food supplied to the children was not good and so the food was not fit for consumption. In some centres no milk was supplied for which babies of 0-1 year group were deprived of the benefits available from the programme. (vii) The study reveals that as the food materials meant for the feeding centres were stored at the contractors own house, the BDOs could not check the quality and quantity of food stuff supplied to the centres at the time of taking delivery of by the concerned Mahila Samities. (viii) Most of the Mahila Samities either possessed damaged huts or no huts at all. As a result, food was being prepared and distributed in open places. (ix) Supervision done by the block officials was found to be ineffective.

159. Josephine, Yazali. *Impact of the mid-day meals programme on enrolment and retention of girls in primary schools of West Garo Hills of Meghalaya.* 1998.

Keywords: MID-DAY MEAL : GIRLS EDUCATION : PRIMARY EDUCATION : MEGHALAYA : WEST GARO HILLS.

Objectives of the study were: (i) To explore the problems relating to enrolment and retention in primary schools of West Garo Hills with special emphasis on girls. (ii) To study the working of mid-day meal scheme in the state. (iii) To assess the impact of mid-day meal scheme(N N Programme) in the enrolment and retention of the girls at primary level in Garo Hills.

The study was restricted to Garo Hills district. West Garo Hills was divided into 9 community development blocks. The study had selected three community development block, i.e. Dalu, Tura Urban, and Rongram. The sample size of schools was 10 per cent only. All the selected primary schools had introduced MDM scheme in March 1995. Advisory committee in each school got 11 committee members and they used to meet two to three time in a year.

The scheme had shown a positive impact on Dalu and Tura Urban areas and negative growth rate of enrolment in Rongram even after the MDM implementation. The enrolment growth rate of girls in primary school had increased in Dalu and Rongram area. The growth rate after the implementation of the MDM scheme was 9.1 to 25 in Dalu, and 10.9 to 25.30 in Tura urban area. But in Rongram the growth rate was negative(-19) because majority of the people were practising Jhuming cultivation. The retention rates also had increase in Dalu and Tura urban area i.e. 72.65 to 100 in Dalu and 45 to 60 in Tura urban area. But the retention rate had decreased from 82 to 74 in Rongram. It was observed that the introduction of MDM (NNP) scheme was one of the important factors for improving attendance of primary school children. There were four main reasons for parents for not sending their girls to schools, viz (A) financial difficulties, (B) girls being required to help in household work, (C) girls being needed to act as nurse-cum-aids to younger children in the family, (D) girls being required to help in occupation to earn wages to increase the family income. Social barriers, indifference of parents, lack of appreciation of education, etc. were not found to be of much importance in this area. The involvement of village heads and local community leaders in the management of the scheme was minimal. The linkages between the school and the village committees were not developed as a result the local people being unable to assume any responsibilities for better improvement in the school. The roads connecting to schools were mainly Kucha. Since the areas were mostly forest areas, it was not possible for a child to walk that far.

NATIONAL INTEGRATION

160. Chakarvorty, Nina. *A study of differences in attitudes of college students towards national integration in Meghalaya: factors affecting attitudes*. Ph.D., Edu. North-Eastern Hill Univ., 1991.

**Keywords: NATIONAL INTEGRATION :
HIGHER EDUCATION : STUDENT
ATTITUDES : COLLEGE STUDENT :
MEGHALAYA : MASS MEDIA**

Objectives of the study were: (i) to construct an attitude scale to measure the attitudes of college students towards national integration, (ii) to measure the attitudes of different groups of college students and compare them, (iii) to study the influence of the mass media in forming positive attitudes towards national integration, and (iv) to examine the status given to national integration in curricular and co-curricular activities and the role played by teachers in inculcating a positive attitude towards national integration.

The random sampling technique was used to select colleges from various parts of Meghalaya, and the cluster sampling technique was used to select the actual sample of students to be included in the study. The final sample consisted of 680 boys and 520 girls. The tools used to collect data included an unstructured interview schedule, a questionnaire and a Liker type attitude scale. Descriptive statistical measures of various types, test of significant difference between means of groups and the chi-square test were used while treating the data.

Major findings were: (1) There was no significant difference between boys and girls in their attitude towards national integration. (2) The attitude scores of non-tribals was found higher than that of tribals. (3) There was no significant

difference between the high-SES students and the low-SES students in their attitude towards national integration. (4) A teacher of history, geography and languages could better inculcate ideas of national integration through correlational teaching. (5) Both indoor and outdoor co-curricular activities could be used to promote social and emotional integration, especially among the youth. (6) The mass media were powerful instruments which could promote emotional integration among Indians.

- 161. Lalchhuawma R. *A study of national integration programmes in the schools of Aizawl District Mizoram*. Dissertation, DEPA, NIEPA, 1991.**

**Keywords: NATIONAL INTEGRATION :
SECONDARY EDUCATION : AIZAWL :
MIZORAM**

Objectives of the study were: (i) To ascertain the extent to which secondary school pupils of Mizoram are provided with experiences that can create in them sense of national integration. (ii) To find deficiency, if any, that may exist in the school programmes that may deter the promotion of national integration among the pupils. (iii) To suggest measures towards the improvement of various school programmes which might help in the inculcation of national integration. (iv) To suggest for further research in the field of national integration.

The present study was based on actual survey of situation that prevails in the secondary schools of Mizoram. It was conducted on a sample drawn on the basis of statistical concept of stratified random Mizoram sampling. The sample so drawn represented all the pupils studying in the secondary schools of Mizoram. To supplement the information obtained through the questionnaire, a non-structured interview with the Heads of institutions had also been made.

Only 10 schools were selected at random, five rural and five urban. Questionnaires were distributed to all the 10 schools so selected to cover all the pupils of classes VIII, IX and X, and were administered to as many of them as were available. The stratified random sampling procedure was used to ensure equal representation of pupils from the rural as well as urban areas.

The findings of the study are: (i) The wide variation in the unit costs from school to school indicates the possibility of many students being deprived of their legitimate facilities of teachers, equipment, teaching aids and other similar requirements while there may be wasteful expenditure in other schools. (ii) The average unit costs per student in the government schools are comparatively higher than in the non-government schools. The expenditure incurred per student in the government and non-government schools is in the ratio of about 1.85 to 1. (iii) There are increasing trends in the unit costs in the non-government schools, which reveal the facts that the non-government schools are gradually attaining stability in respect of human resources and improvement in physical conditions. (iv) The schools located in headquarters area are incurring more expenditure than the schools lying in out areas. This needs balanced distribution of funds in various schools. (v) There are some schools, which are incurring more expenditure per student while some are incurring low expenditure. The schools having lower unit costs require more funds whereas schools of higher unit costs need control in respect of their expenditure. (vi) The average unit cost in the schools having classes from I to XII is less than the average unit cost in the schools having classes from VI to XII. (vii) The unit costs in science education vary from school to school and from one stage of education to another. (viii) In the government schools the variation in the average unit cost at the primary stage is in the ratio of 2.5 to 1. whereas in the non-government schools the variation is about 2 times. The unit cost at the primary stage in the government schools is comparatively higher, i.e. 1.3 times than in non-government schools.

NON-FORMAL EDUCATION

162. National Council of Educational Research and Training. *Report of the empirical evaluation of academic aspect of non-formal education programme in Assam*. New Delhi, NCERT, 1986.

**Keywords: NON FORMAL EDUCATION :
ASSAM : EDUCATIONAL EVALUATION**

The basic objective of the study was to assess the attainments of NFE pupils as per specific objectives set for NFE. (i) To evaluate instructional objectives pertaining to language, mathematics, environmental Studies. (ii) To assess provision for socially useful productive work in the curriculum and its actual implementation in the NFE centres. (iii) To assess behavioral changes of pupils towards fellow beings as per norms of democratic society, national and social integration. (iv) To assess pupils' change of attitude and behaviour in respect of healthy living, including proper food habit.

Four types of tools were used to collect data for evaluation study. They were: (i) Achievement tests to evaluate scholastic attainments of pupils. (ii) Questionnaire for instructors, supervisors and teacher trainers. (iii) Interview schedules for learners and parents. (iv) Rating scale for investigator and project coordinator to assess overall conditions and performance of NFE centres.

Two districts out of 17 districts of Assam, viz. Sibsagar in Upper Assam and Golpara in Lower Assam were selected for Evaluation Study of 10 NFE Centres located in each of two C D Blocks of each district.

A distinct curriculum exclusively for NFE was prepared in Assam for the Lower Primary Stage of 9-11 year children. It was a subject-wise curriculum detailing syllabi for language, mathematics, environmental studies, both social and natural. Four textbooks, two for language and two for mathematics were prepared and published for children of NFE, all in three languages – Assamese, Bengali and Bode. The training manual

and teachers' handbook prepared for instructors were also evaluated and adjusted as fairly satisfactory requiring some modification and improvement in relation to development of specific competencies and skills of instructors.

The study reveals that 55% instructors are male and the rest female, 12.5% belong to SC/ST. All instructors are local people and they are M.S.L.C passed and 60% are trained teachers. The study shows that all the supervisors are graduate with a degree in training and have teaching experience in schools for 3 to 6 years. No system of writing proper inspection report has yet been introduced without which it is not possible to assess the effectiveness of supervision. Against 28.1% literacy of the State, Sibsagar with 36% literacy is the most educationally advanced district of the State and Golpara with 22% is the least advanced.

163. National Institute of Educational Planning and Administration. *Non formal education: an evaluation of Assam.* New Delhi, NIEPA, 1989.

**Keywords: NON FORMAL EDUCATION :
ASSAM : EDUCATIONAL EVALUATION :
SIBSAGAR : GOLPARA**

The objectives of the study were: (i) To undertake appraisal of efficiency of the programme vis-à-vis its objects. (ii) To identify the areas of success and failures. (iii) To suggest possible fresh approaches for restructuring of the programme to attain the desired objectives.

For the purpose of evaluation, two districts, Sibsagar and Golpara, were selected. Further, in each district two blocks were selected at random on similar lines where this programme was under implementation. While selecting the blocks, geographical variations and socio-economic backwardness were given due weightage. Further in each selected block, 10 primary NFE centers functioning for more than a year and centers situated in urban and rural areas, separate centers for boys and girls, centers

located in predominantly SC/ST areas were taken up for intensive study. Five investigators in each block were appointed for field survey and filling up the schedules. These investigators were trained in two batches – one for the Sibsagar district and the other for the Golpara district.

From the study, it was found that 85% of Non formal Education Centres were running in the existing school buildings and, these NFE Centres utilized all necessary facilities lying in those school buildings for teaching in NFE Centres. It is also found that 5% NFE Centres were running in village community centers. Only 37.% of the centers had almost no proper provision for sitting arrangement. Only 62.5% of the centers had benches and tables. In rest of the centers, pupils used to sit on mats, cement floor or on their own belongings. Drinking water and toilet facilities were available to only one-fourth of the centers. 92.5% of the centers had no toilet of any type and 82.5% had no provision of drinking water at all. Only 27.5% learners received textbooks; out of them 20% received these late and merely 7.5% received these in time. Majority of the instructors in NFE Centres belonged to low-income group. Only 23.5% of them were satisfied with the present emoluments.

164. Singh, N. Dhakasana. *Study of non-formal education in Manipur: case studies of some centres*, Dissertation, DEPA, NIEPA, 1996.

**Keywords: NON FORMAL EDUCATION :
MANIPUR**

The major objective of the study was to develop case studies of 20 selected Non Formal Education centres out of 100 centres in respect of Imphal East – I Non Formal Education Project and to assess the functioning of these centres in terms of: (a) Level of achievement of learners, and (b) Relation of learners in the Centres.

The investigator used a questionnaire to be responded by the instructors, interview schedule for the parent and interview schedule for the members of V E C about the running of NFE and for getting the primary source of data. The secondary source data were collected from the (i) Directorate of Education (Schools) (ii) Directorate of SCERT/NFE (iii) Directorate of Economics and Statistics and (iv) Directorate of Census, Government of Manipur. A questionnaire having 33 questions was distributed to 20 instructors on the fixed date and fixed place. Before the questionnaire had to be filled in by the instructors, the investigator had personally met each of the instructors in order to motivate them to answer the questions carefully and truthfully.

Major findings of the study were: With the late supply of teaching and learning materials at all centres, it was not possible for the instructors to teach the learners effectively. Sometimes, there was some shortage of textbook for some classes at the time of supply. It was also one of the reasons for demoralising and demotivating the instructors as well as the learners. With the late supply of furniture and Durry, the instructors faced the problem of seating arrangement for both the instructors and the learners. The proper supervision and inspection of all centres could not take place as there were no supervisors in the project. Regarding the honorarium, it was taken more as an insult by the instructors and as that amount was not paid regularly and it evokes great antagonism and hostility amongst them. In Manipur, as there was no system of any rewards or incentive prizes for those instructors who performed excellent work, the instructors concerned felt monotonous for the days to come.

OPERATION BLACKBOARD

165. Singh, P. Kunjabihari. *Critical study of operation blackboard scheme in Imphal District of Manipur State*. Dissertation, DEPA, NIEPA, 1994.

**Keywords: IMPHAL : MANIPUR : PRIMARY
EDUCATION : OPERATION BLACKBOARD**

The major objectives of the study were: (i) To identify the teaching-learning materials distributed to the schools. (ii) To study the effectiveness of using the teaching-learning materials supplied under O B scheme. (iii) To see the people's involvement in the implementation of the O B scheme. (iv) To investigate the strategies adopted for organizing training programme. (v) To ascertain the progress of implementation. (vi) To find out suggestions for better implementation of the scheme.

The following sources were identified as sources of information for the present investigation. (i) The primary schools (ii) Education Offices, viz, Directorate of Education (S) and S C E R T (iii) The community; and (iv) Personal/actual observation. Accordingly, the following questionnaire were developed for administering the same to the persons/officers concerned: (i) Questionnaire for Teachers (ii) Questionnaire for Education Officers; (iii) Questionnaire for Community Members/Parents (iv) Questionnaire for Personal Observation; and (v) Questionnaire for Officer at S C E R T.

The following observations were made as conclusions or findings of the study: (i) All the primary schools covered under O B scheme in Manipur were not yet provided with proper rooms/buildings. (ii) No lavatory facility had been provided under O B scheme in any of the primary schools. (iii) Teachers were not yet properly posted in proportion to the strength of pupils in the schools. (iv) The syllabi, textbooks and teachers' manuals were not procured in sufficient quantities. (v) The classroom teaching materials, wall maps, globe and educational charts, were provided in all the primary schools covered under O B scheme. (vi) The schools were not provided with the same type/variety of play materials. The distribution was also not done in proportion to the strength of pupils. (vii) Primary science kit was not yet provided in all the primary schools covered under O B scheme. (viii) Mathematics kit was not provided in the

primary schools. It was further learnt that provision of the Mathematics kit had been dropped from the O B scheme. (ix) Reference books, magazines, journals and newspapers were not provided in the primary schools. (x) Almost all the teachers of the schools receiving the O B items had no proper acquaintance with the items provided in their respective schools. (xi) The teachers of the schools receiving the O B items encouraged their children by making them aware of the various facilities provided under O B scheme.

PHYSICAL EDUCATION

166. **Jamini Devi.** *Physical education and its influence in the adjustment of adolescent girls in the secondary schools of Manipur.* Gauhati, Gauhati Univ. 1981.

Keywords: PHYSICAL EDUCATION : GIRL STUDENT : SECONDARY EDUCATION : MANIPUR

167. **Wahlang, Fenella Anette.** *A study of the organisation and conduct of sports and physical education programme in girls school in Shillong, Meghalaya.* NEHU, 1988.

Keywords: PHYSICAL EDUCATION : SPORTS : SECONDARY EDUCATION : GIRL STUDENT : SHILLONG : MEGHALAYA

PHYSICAL FACILITIES

168. **Das, R. C.** *Impact of school conditions on primary education,* SIE, Assam, 1974.

**Keywords : PRIMARY EDUCATION :
PHYSICAL FACILITIES : RETENTION :
SIBSAGAR : ASSAM**

The purpose of the study was to ascertain whether there was any impact of the physical conditions (facilities) of the primary school on the retention and regular educational progress of the children.

Data was collected from a representative sample of 380 primary schools in Sibsagar district'. These schools constituted about 15 per cent of the school population in the district. The sample included a proportionate representation of schools in urban and rural areas. The relationship between physical facilities in schools and the deficiency in education was determined by computing the product-moment correlation coefficient. Association between physical facilities and wastage in education was also tested by applying the chi-square test.

The study revealed that there was significant relationship between efficiency in education and physical facilities in schools. The school conditions definitely seemed to have a favourable impact on school education. Better physical facilities increased the attraction and retention power of the school as well as provided situations conducive for effective education and, hence, contributed towards better education of the children of that school.

Study highlight that better provision of physical facilities in schools helps in reducing wastage in education and in increasing its educational efficiency.

POPULATION EDUCATION

169. **Pandey, M. C. ; Langstieh, Bolivia S. *Literacy and population awareness in the North-Eastern***

Region. Journal of Social Sciences and Humanities, Vol. VIII, No. 3, July-Sept., 1990.

Keywords: LITERACY : NORTH EASTERN HILL REGION : POPULATION EDUCATION

The objectives of the study were: (i) to find out whether UGC-UNFPA Project on Population Education, undertaken by the Centre for Adult and Continuing Education was creating awareness amongst college students and the (ii) opinions expressed by students on issues relating to population education.

The population education team (UGC-UNFPA) interacted with student community through (1) Questionnaires (2) Debate (3) Group Discussion (4) Audio-Visual Show (5) Quizzes. In the study, an attempt was made to study whether there was any kind of awareness among the students on problems relating to population and available resources. Population policies developed in India in the 50's and 60's had given importance to family control methods and methods to reduce fertility. Social awareness was not made towards population and poverty, population and environment. This was one of the basic reasons for the failure of family planning programme. It was now realized that effective control could only be achieved by proper motivation, and change in attitude towards population education, with a realistic approach, that there was a close link between population growth, available resources, environment, and socio-economic development. The results presented in this study were from students' responses through questionnaires, group discussion and debates, involving more than 150 students representing three colleges in Meghalaya. The study indicated that students were aware about the problem of population increase and concerned about its consequences. In one of the college debates, one of the speakers focused his talk totally on population illiteracy and unemployment. Survey on dissemination of knowledge on population related issue indicated that this was one area, which was lagging behind.

PRE-PRIMARY EDUCATION

170. **Deevee, Deepali.** *Pre-school children and their problems in the rural areas of Kamrup district.* Ph.D., Edu. Gauhati Univ., 1990.

**Keywords: PRE-PRIMARY EDUCATION :
KAMRUP : ASSAM**

Objective of the study was to discuss the most important problems of childhood with special reference to proper education and mental growth.

The study was done on the parents of Kamrup district and aimed to discuss the different problems of children up to six years of age. The tools used were questionnaire, personal assessment, interview and observation.

Major findings were: (1) The prenatal stage exerted the most remarkable influence on the growth and development of the child, but unfortunately not enough attention was being paid to the expectant mother of the family members. (2) Poverty of the home, conservative attitude and superstition the family members were found to have a telling effect on the growth and development of children. (3) Alcoholism and constant fighting between husband and wife, inhuman treatment of the wife/daughter-in-law, vulgar language used, the family strained relations among some members, were some of the other factors that were found to affect the development of children.

171. **Deka, G.** *Organization of pre-primary education in Assam,* Ph.D. Edu., Gauhati Univ. 1982.

**Keywords: PRE-PRIMARY EDUCATION :
PRE-SCHOOL EDUCATION : ASSAM**

The major aims of the study were: (i) to analyze the trend of development of pre-primary education in the State of Assam, (ii) to survey its organizational pattern both under public and private management, (iii) to find out if the pre-school education was organized in conformity with the accepted norms, and (iv) to suggest improvement on the basis of the findings of the study.

The study analysed the objectives, activities and the routine of the various types of pre-school institutions, viz. nursery schools, kindergartens, Montessori schools and balwadis. It followed historical method as well as empirical approach in collecting, analysing and interpreting the data. The recommendations of the Education Commission and the training programmes by the NCERT for early childhood education were taken as the basic frame of reference. The tool used was a questionnaire embracing the different aspects of pre-school education sent to all the institutions/organizations dealing with pre-school education in the Kamrup district of the State of Assam. This was followed by visits to certain institutions for gathering supplementary information. Formal interviews with some parents and follow-up with certain institutions were conducted to elicit authentic information.

The findings of the study were: (i) There did not exist a definite set of objectives for pre-school education; (ii) There was no clear policy or direction by the State Government in respect of pre-school institutions; (iii) A number of shortcomings, including (a) lack of coordination of activities by the pre-school institution, (b) shortage of competent, qualified and trained educational administrators, (c) absence of proper health care, (d) prevalence of uncongenial environmental conditions, (e) inadequate facilities for the training of personnel for pre-school education for long-term as well as short-term course, (f) high child-teacher ratio, and (g) non-existence of children's books and teacher's manuals and other teaching aids especially in Assamese language, were revealed.

172. **Goswami, K.** *A study of the problems of working mothers and their impact on their pre-school children, with special reference to the city of Gauhati.* Ph.D. Edu., Gauhati Univ., 1987.

Keywords: GAWAHATI : PRE-PRIMARY EDUCATION : WORKING WOMEN : PRE-SCHOOL EDUCATION : ASSAM

The main objectives of the study were: (i) to study the socio-economic background of working mothers; (ii) to study the problems of working mothers, the conflict between their roles as mothers and housewives and employees; (iii) to study the working conditions and the existing facilities available for working mothers and their children; and (iv) to assess the status of pre-school education with reference to Assam.

A survey was conducted on a random sampling basis on 150 working mothers who were employed either in the organized or unorganised sector. Those working women were selected who had children of the age-group of up to six years; only pre-school children were selected. Both primary and secondary sources of data were used. An interview schedule was used for working women. Five case studies of five working mothers of different backgrounds and five case studies of five pre-school children of these mothers were completed to find out their problems and their impact on the children. Percentage was mainly used to analyse data.

The study revealed: (1) There was a multi-dimensional impact on children of working mothers. The most vulnerable section was the unlettered and low-paid working mothers who were as ignorant of the importance of adequate childcare as they were unaware of the facilities available. (2) Their children were brought up amidst poverty and ignorance because even the minimum of scanty facilities had not filtered down to them. (3) The lower middle class, middle-class and affluent-working mothers were also plagued by anxieties, not because they could

not afford the facilities but because the facilities available were not at par with the demand. They suffered from tremendous strain because they had to harmonize the two roles of mother and worker.

173. Paonam, Minakumari Devi. *The development of pre-primary education in Manipur with special reference to Imphal Town, 1957-1985*. Imphal, Manipur Univ., 1991.

**Keywords: PRE-PRIMARY EDUCATION :
PRE-SCHOOL EDUCATION :
EDUCATIONAL DEVELOPMENT : IMPHAL
: MANIPUR**

PRIMARY EDUCATION

174. Acharyya, Sudhir Chandra. *Pre-primary and primary education in Tripura and Cachar: development and problems*. Ph.D. Edu., Gauhati Univ., 1984.

**Keywords: PRE SCHOOL EDUCATION : PRE-
PRIMARY EDUCATION : ELEMENTARY
EDUCATION : PRIMARY EDUCATION :
TRIPURA : COCHAR : ASSAM**

The main objective of the study was to evaluate the progress made in the field of pre-primary and primary education in Tripura and Cachar with particular reference to plan periods (up to the Fifth Five Year Plan).

The study was historical, analytical and comparative in nature. To find out the development of primary education in Tripura and Cachar, a brief review of the development of pre-primary education in the world and in India was attempted. This was followed by an analytical discussion of the growth of pre-

primary education during the successive plan periods in Tripura and Cachar. Similarly, to examine the growth of primary education, the history of the growth of primary education in India, Assam, Cachar and in Tripura was reviewed. Finally, a comparative assessment of the progress of pre-primary and primary education in Tripura and Cachar was made. Materials were collected from a wide variety of sources by diverse means, such as interview, questionnaire, field study and personal contact with educational administrators, inspecting officials, teachers, guardians, parents, students, social workers, presidents and members of the gram panchayats and the like. Information was also collected from relevant records, literature, etc. In order to maintain the representative nature of the data collected by survey, they were compared with relevant available records and confirmed by information obtained from official and non-official respondents.

The study revealed: (1) As a result of the introduction of different schemes and due to the provision of increasing outlay in successive plan periods, there had been rapid expansion of pre-primary and primary education in Tripura and Cachar in all the major sectors, such as the number of schools, teachers and children. The scope of teachers' training and administrative machinery was enlarged. (2) During the first 20 years of independence, the progress was most remarkable. In Tripura in 1947, 8 per cent of the children of school-going age attended schools and 20 years later the percentage had increased to 86 per cent and was expected to be 96 per cent in 1978-79. (3) The total number of primary schools, excluding the attached sections, rose in Tripura to 1531 in 1976-77, against 404 in 1950-51. (4) Similar developments took place, particularly in the field of primary education, in Cachar. The growth took place more as a result of opening of new schools than through the expansion of existing one. (5) This rapid quantitative expansion gave rise to a number of problems, some of them being inadequacy of teaching staff, problems of physical plants, problems of single-teacher schools, lack of properly qualified and trained teachers, lack of incentives in the schools, absence of adequate school-community

relations, problems of accommodation for teachers, weak supervision and administration of primary education, working of the basic schools on non-basic lines and acute wastage of primary education arising out of dropouts and stagnation. (6) The availability of textbooks in Tripura and Cachar left much scope for improvement. (7) There was no uniformity in respect of period of schooling in the primary stage of education in Tripura and Cachar. (8) The proportion of school-going children of the backward classes and tribal communities was relatively low. Universal primary education remained a goal yet to be achieved.

175. Barua, P. K. *Study on the status of primary education among tea garden labourers in Assam.* Dissertation, DEPA, New Delhi NIEPA, 1991.

Keywords: PRIMARY EDUCATION : TEA GARDEN LABOURERS : ASSAM

The purpose of the study was to trace the emergence of a distinct class of people, commonly known as tea garden labourers who have migrated from different parts of the country and have eventually merged into the mainstream of Assamese life and society, to find out the status of primary education among the aforesaid group of people representing various ethnic backgrounds, and to focus on the factors leading to their educational backwardness in order that necessary steps might be taken by the concerned agencies to improve the situation as early as possible.

The field of study was limited to 5 Blocks out of 6 Blocks of Jorhat district since no tea garden existed in one Block because of adverse topography for tea plantation. The study was based on historical study and field survey.

The findings of the study were: (i) Most of the tea garden primary schools originally constructed during the British days, had minimum educational facilities. (ii) Taking over of the tea garden schools by the State Government without adequate

preparation were counter productive. (iii) The incentive schemes taken up by the Tea Garden Education Cell during 1984-85 and 1985-86 need to be reintroduced and expanded and necessary funds arranged for implementation of the same. (iv) Adjustment of school timings with the working hours of the tea industry needed to be made such that parents and children could start from home together and regularly attend work and school. (v) There was an urgent need for maintenance of a strong data base to facilitate micro-level planning. (vi) CMDE branch of DIET might profitably take up curriculum development work by involving tea garden school teachers in workshops. (vii) There was also need for appointment of teachers from tea garden community. (viii) A separate supervisory staff for tea garden schools would be most welcome. (ix) The monitoring and evaluation mechanism needed to be developed for free flow of information from the field level to the State level. (x) There seemed to be no justification in assuming that tea garden labourers were not conscious of education. (xi) Non-formal Education seemed to be an immediate answer to the problem of educational backwardness among garden labourers.

176. **Boko, T. S. *Problems of spread of primary education in Upper Subansiri District of Arunachal Pradesh due to topographic difficulties.* Dissertation, DEPA, NIEPA, 1983.**

**Keywords: PRIMARY EDUCATION :
SUBANSIRI : ARUNACHAL PRADESH**

The objectives of the study were to identify problems faced by the State in providing primary education. The problems of the expansion of education due to the difficulties of topographical conditions of the district were studied through various perspectives. The number of primary, middle, secondary and higher secondary schools of the district was quite inadequate considering the population served by the schools. Most of the primary and middle schools functioning did not have proper

school buildings and teachers quarters. The inspecting staff was also facing many problems in inspecting the existing schools mainly due to inaccessibility of the schools located in different villages of the interior parts of the district. The schools were not inspected frequently, as a result of which there was no proper control over the teachers. Most of the teachers posted in the district were new and inexperienced in teaching. Further, they did not have adequate knowledge of teaching in English. Economic hardship was also one of the main reasons of educational backwardness of the people. The students of the Upper Subansiri District were even withdrawn from the schools so that they might help their parents. The existing practice among the Tagins and Galong and the Hills Miris of the district was that children did baby sitting, helped parents in cultivation and collected fuel and other forest produce.

177. Darchhunga. *Problems of implementation of universalisation of elementary education in Mizoram with special reference to Aibawk Circle.* Dissertation, DEPA, NIEPA, 1986.

**Keywords: ELEMENTARY EDUCATION :
MIZORAM : PRIMARY EDUCATION :
AIBAWK : UNIVERSAL EDUCATION**

The main objectives of the study were: (i) To analyse the extent of enrolment of 6-14 age group children at the village level. (ii) To identify the problems relating to universalisation of elementary education in the implementation stage of micro level planning. (iii) To chalk out strategies for implementation of universalisation of elementary education, particularly in Aibawk Circle. (iv) To evolve strategies for quality improvement of elementary education based on economically viable programme suited to local situation.

The primary data were collected through questionnaires. The secondary data were collected through census reports, journals, school records, etc. Questionnaires and interview scheduled were

the main tools of the study. Questionnaires were got filled in by the: (i) parents of the children in 6-14 years age group who were not able to send their children in school; (ii) parents of students whose children dropout before completion of elementary school. (iii) 25 teachers (1 each from a village); (iv) village authorities

Major findings were: Some schools were over-crowded with enrolment and some schools were lacking needed enrolment. It also showed that some villages were getting excess number of schools and some areas were left behind to provide educational facilities within a walking distance. There were huge numbers of single-teacher schools and teacher-pupil ratio was also not in its proper frame. So all programmes supposed to be implemented could not expect a good result to develop elementary education in the Union Territory. The concentration towards universal retention of pupils was particularly nil except that a few voluntary efforts were made by some conscious villagers and individual teachers at their own accord. The schools were not given target of enrolment in the age-group 6-13 years. No incentives were available to the poor children either from government or the community that could attract non-enrolled children or reduce the incidence of dropout in schools.

178. Das, R. C. *Administration of elementary education in relation to the programme of universalisation, SIE, Assam, 1979.*

**Keywords : ELEMENTARY EDUCATION :
PRIMARY EDUCATION : EDUCATIONAL
ADMINISTRATION : UNIVERSAL
EDUCATION : ASSAM**

The main aim of the research was to study the position of administration of elementary education in relation to the programme of universalization of education in Assam.

Data were collected from the field as well as from all concerned agencies. The position of administration of elementary education

at higher levels was also studied. Its functioning at these levels was observed. The secondary data collected, comprised opinions, remarks and reactions of various functionaries at higher levels of the administrative machinery were noted. On the basis of experiences as well as study of primary and secondary data, findings on the present position of administration of elementary education in relation to universalization from village level state level in Assam were drawn.

The study mainly revealed that the area of administration of education at the elementary level was full of problems. The Directorate of Elementary Education was a newly created department and it was yet to be fully strengthened. In comparison with the tremendous expansion of elementary education, the expansion of machinery relating to administration, inspection, supervision and management was inadequate. The state had 21559 primary schools, 3816 middle-level schools, 45387 primary school teachers, 20296 middle-level teachers, more than 22 lakh school children, 25 deputy inspectors, 16 additional deputy inspectors, 219 sub-inspectors and 62 assistant sub-inspectors of schools. The administrative machinery was not adequate even for administration at the current status of elementary education.

179. **Jalali, Jayshree Roy ; Singh, N. Somorondro.**
Decentralizing primary education : the role of Lai Autonomous District Council of Mizoram. New Delhi, NIEPA, 1996.

**Keywords: PRIMARY EDUCATION :
EDUCATIONAL PLANNING :
DECENTRALIZATION : AUTONOMY :
MIZORAM : LAWNGTHALI :
CHHIMTUIPUI**

The specific objectives of the study were: (a) to diagnose the extent of autonomy exercised by the Lai Autonomous District

Council in the spheres of academic, administrative and financial planning and management of primary education; (b) to identify the impediments in the exercise of its autonomous functioning; and (c) to suggest measures for promoting the process of decentralization.

The study covered ten samples of grant-in-aid lower primary schools in Lawngthlai semi-urban area of Chhimtuipui district of Mizoram. It restricted itself to the study of three components only, namely (i) academic (ii) administrative (iii) financial. The study involved the use of both primary/secondary sources of data. Structured questionnaires were also administered to primary school heads on the basis of random sampling and to a selected group of knowledgeable persons concerned with education at the state, district and sub-divisional (circle) level. Interviews were also held with some of these peoples through interview schedules.

The major findings of the study indicated that how innovative practices initiated by the autonomous functioning of the district council as well as its cordial relationship with the state government had led to changes in the condition of primary schools. Since 1992, the Lai Autonomous District Council had made every possible effort to provide facilities out of its education budget, which accounts for more than 50 percent of its budgeted expenditure on education. Seventy percent of the lower primary schools were situated next to upper primary schools and hence shared the facility of common playground. About 50 percent of primary schools (Lower and Upper) were constructed in school complexes consisting of a high school, and often an Anganwadi Centre. Administrative decentralization had led to the formation of Lai District Primary Education Board which had introduced Lai Carrel (Language) and Social Studies II for classes I-IV in addition to the already existing subjects, such as Mizo, English, Social Studies I, Science, Maths, Physical Education and Work Education. The Work Education consisted of teaching local handicrafts, drawing and music. Pupils were evaluated internally by school authorities at the end of each term and annually between classes I and III, but at the end of their

lower primary schooling (i.e. class IV) they had to appear for a Board examination. The education officers belonging to the district council, as compared with the previous supervision by circle education officer appointed by the state government were supervising their schools more frequently. Moreover, the salaries of the teachers were paid on time, and their demands for better working conditions, such as pension facilities along the lines of the state government servants were met by the Lai Autonomous District Council.

The community's sense of identification with educational development had grown as a result of the transfer of responsibility to local bodies. This study of the Lai Autonomous District Council showed how interventions in curriculum planning and educational management which concentrated on local needs and involve the local people, could do a great degree to offset the disadvantages which lead to educational backwardness among deprived groups. It highlighted the crucial role local bodies could play in improving school effectiveness by inculcating a sense of involvement in remote areas. Nevertheless, the predominant feeling among them was that incentive schemes offered to Scheduled Tribes belonging to other Indian States such as free textbook, uniform and scholarship schemes, also need to be extended to this ethnic minority. The study had shown once again the importance and need for decentralized planning and management of primary education at the local level.

180. **Deka, Harichandra.** *Elementary education in Assam with special reference to District Darrang: An analytical study.* Gauhati, Gauhati Univ., 1992.

Keywords : ELEMENTARY EDUCATION :
PRIMARY EDUCATION : ASSAM :
DARRANG

181. *District Primary Education Programme (DPEP) gender studies: District report : Morigaon. SCERT, Assam, 1994.*

**Keywords: PRIMARY EDUCATION :
DISTRICT PRIMARY EDUCATION
PROGRAMME : GENDER STUDY :
MORIGAON : ASSAM**

The study tried to find out the factors responsible for non-enrolment and dropout of the girl child. The major objectives of the study were: (i) to assess the status and position of women in respective social milieu as this had a great bearing on awareness and attitude of respective societies towards girls education; and (ii) to find out the availability of educational and other incentives which obviously motivate children towards education.

Both qualitative and quantitative practices in the participatory mode were adopted. Group discussions, interview schedules and observations and recording of the investigators formed an important component in the aforesaid procedure. Basing on these primary sources, data were collected for analysis.

Interaction with people of different groups and actual field observations clearly show that girls education was a neglected sphere, both in the general context as well as in the specific context of Muslims and tribals. The field studies, popular interactions and the data from schedules show that for improvement of girl's education intervention was required at two spheres, the first being creating awareness and motivation; and the second mainly consisting of inputs in the form of adequate school buildings, blackboards, desks and benches, educational tools and aids provision for free uniforms, books and mid-day meals under need based, verifiable and well administered schemes, separate schools for girls, appointment of women teachers and effective supervision and administration etc. The tribals who have a relatively liberal attitude towards girls education should be specifically targeted for public awareness campaigns and schemes of incentives for them should also be

drawn out. In the Muslim immigrant community, their leaders should be motivated and involved in these programmes to make them successful.

182. **Gupta, P. K.** *A critical analysis of the elementary school curriculum in NEFA (Arunachal) with suggestions for improvement*, Ph.D. Edu., Gauhati Univ., 1973.

**Keywords: SCHOOL CURRICULUM :
PRIMARY EDUCATION : ELEMENTARY
EDUCATION : ARUNACHAL PRADESH**

The objectives of the study were: (i) to analyse critically the elementary or junior school curriculum in NEFA on the basis of an examination of its socio-economic and cultural conditions; and (ii) to offer suggestions for improvement.

Information regarding the socio-economic status and educational progress was sought from the village elders, teachers, village level workers and officials of the medical and agriculture departments working in the area, directorate of education, state department of education and Report of Education Commission.

The findings of the study were: There was an increase in the number of primary schools with emphasis on agriculture and crafts. Schools of NEFA suffered from problems of low enrolment and irregular attendance. The defects of the existing curriculum were over emphasis on the three R's, isolation from life outside the school, inadequate provision for the needs of child life, subject-centred rather than child-centred education dominated by examination, inadequate as a preparation for life, and not related to the NEFA environment. Some of the modifications suggested in the basic school curriculum were: (i) Emphasis should be on the child rather than on the craft. (ii) Music and fine arts must be included for the emotional growth and aesthetic development of children. (iii) Concept of work experience should be included in NEFA schools.

183. **Jacob, C. S. *Problem of implementation of Universalization of elementary education in Arunachal Pradesh with focus on Tawang District.* Dissertation, DEPA, NIEPA, 1983.**

**Keywords: ELEMENTARY EDUCATION :
PRIMARY EDUCATION : ARUNACHAL
PRADESH : TAWANG : UNIVERSAL
EDUCATION**

The objective of the study was to investigate the problems of implementation of universalisation of elementary education in Arunachal Pradesh with focus on Tawang district.

The study had undertaken sample survey in 10 villages of the District, namely Shyare, Thingbu, Surbi, Seru, Mukte, Gongher, Sakyur, Hungle, Zimethang, Shakti. Questionnaire was designed and interviews were conducted for the collection of data. The questionnaire consisted of three sections for obtaining general and specific information from the parents, teachers and students. The spot interviews of parents, teachers and children conducted at the villages identified the problems faced by them in this regard. Based on the data collected through primary and secondary sources, child population for the country, the State and the District was worked out with a sample technique of percentage projection. Comparative studies of the enrolled and non-enrolled children were made between the circles in the District.

There are 116 inhabited villages in Tawang District. Out of these, there are 39 clusters of villages, which are catered by the exiting schools in Tawang. But there are such clusters also, for example, Lhou, Bomba, Kitpi, Seru, which are to be sub-divided and catered by more than one school. It is estimated that there are 402 non- enrolled children in the cluster of villages surrounding Lhou Middle School. The villages, namely Kralling, Boksar, Kirimu, Bong bong are more than 5 kms away from Lhou and therefore, the children are unable to attend the school.

Similarly, the villages, namely Paighar, Paidar, Darmagang, Khartot, Bomba, Gyanghar, are also away from an easy walking distance from Bomba. At present only 93 teachers are working in the District, resulting in a shortage of 61 teachers. Arunachal Pradesh is quite different from other States and Union Territories in many respects. Tribal people, with diverse social, religious and economic faiths, almost unknown to the people of main and till independence and not exposed to modern ways of life, do need special attention towards planning for their socio-economic upliftment. As education is one of the main developmental schemes, serious thoughts need to be given for formulation and implementation of educational programme.

184. **Konwar, Utpala.** *Effect of training pupil in developing their questioning behaviour in classroom through the use of simulation and gaming in social studies at primary level.* Gauhati, Gauhati Univ., 1991.

**Keywords : PRIMARY EDUCATION :
SIMULATION : TEACHING : LEARNING :
GAMING**

185. **Kundu, Satya Ranjan.** *Universalisation of primary education among ex- tea tribe in Sonitpur District of Assam.* Dissertation, DEPA, NIEPA, 1977.

**Keywords: PRIMARY EDUCATION,
UNIVERSAL EDUCATION, SONITPUR,
ASSAM**

The objectives of the study were: (a) To study primary educational facilities available in the schools of ex-tea garden inhabited areas. (b) To study the status of enrolment, retention and dropout rates in those schools. (c) Comparative study of the

achievement levels among the children of ex-tea tribe community and others.

To select a block for detailed investigation, the literacy rate of the blocks of the district was taken into account. It was found that Baghmara Block, which was chosen for the study was at the bottom of all the blocks in literacy rate. The names of schools were arranged in alphabetical order at first. Then, every fifth school was chosen out of 52 schools for sample collection. At the time of the survey, sample was collected from 7 schools out of the selected list.

The findings bring out implications for community based intervention on the retention rate, enrolment rate and school policies. The variable studied under the retention rate was found that the R. R. was gradually going down in all the communities and it was alarming by the lowest among the ex-tea tribe. This may point to many drawback, some school-related, while the other society related.

186. Mahanta, Dayananda. *Non-governmental inputs in elementary education*. Dissertation, DEPA, NIEPA, 1982.

**Keywords: ELEMENTARY EDUCATION :
PRIMARY EDUCATION : NON
GOVERNMENTAL ORGANISATION :
ASSAM : DHUBRI : AGOMONI BLOCK**

The objectives of the study were: (1) To identify factors, which may be effective to harness public co-operation in providing physical facilities in elementary schools. (2) To find out the extent and nature of public co-operation in providing physical facilities for elementary education. (3) To suggest measures to harness public co-operation to provide physical facilities to the elementary schools of the area.

The educationally backward Agomoni Block was selected for the study. There were 140 elementary schools in the block and out of

every seven schools, one school was selected randomly for the study. Questionnaire was designed to collect data. Inspection reports of the previous three years were analysed. Community reputed persons were interviewed to know their opinion. A questionnaire was served to Head Pandits, the Presidents and Sub-Inspectors of the schools to determine factors, which might effect public co-operation for the development of the elementary schools. The inspection reports of the Sub Inspectors of schools for three years were analysed. Several persons of public repute were interviewed and their remarks noted while assessing weight-age of the effective factors. The opinions of the other Sub-Inspectors of the Dhubri sub-division were also taken into account to determine effective factors.

It was observed in some of the cases that the economic condition of the school locality was not very discouraging even then the responses were not up to the mark. This might be due to the lack of desirable attitude on the part of the locality. Analysis showed that the political leadership had no bearing over harnessing public co-operation. In Assam, the different community centres were scattered in the villages. They had no coordination and cooperation. The implementer should take steps to place the most active teacher who could induce the heads of the different religious organisation/organisations to mobilize the funds from the community. It was found in the study that the financial help given by the Govt. was one of the initiatives for public cooperation. During the course of interview with some political leaders and in course of field visits, it was found that people were of the opinion that elementary education was a state responsibility. The universalisation of elementary education needed an comprehensive approach reoriented to the local community in absence of which the programme had met failure in the past.

187. **Nath, Binay Kumar.** *Perspective of Education for All and priority action in Assam.* Dissertation, DEPA, NIEPA, 1993.

**Keywords: PRIMARY EDUCATION : ASSAM
: EDUCATION FOR ALL : UNIVERSAL
EDUCATION**

The major objective was to study the status and action taken by the State for the implementation of Education for All Scheme. Secondary data were used while temporal and spatial differential were analysed through primary data collected through sample survey. Data relating to the status of elementary, non-formal and adult education systems were collected from the respective Directorates; those relating to the present literary status in Assam were available from the publications of the Registrar General, Census of India, Ministry of Human Resource Development, Govt. of India etc. This flow analysis brought out the wastage rate and the need for increasing the internal efficiency of the school system through various incentive schemes. For the purpose of sample survey, a questionnaire was prepared and administered for collecting primary data for quantitative assessment of primary schools in Kamrup district.

The findings of the study were: (i) Wastage rate was highest in case of girl students. (ii) The wastage rates in case of scheduled castes and scheduled tribes were almost equal and higher than the general category students. (iii) Dropout rate in case of girl students was high. (iv) Educational allowance for widow children, incentives for entrants from NFE stream, etc. were not in vogue. (v) Most schools were at a walkable distance from the residences of students. (vi) Number of lady teachers was less, but it was increasing recently. (vii) The attendance was about 65% of the total strength in most of the schools.

188. Saikia, Devika. *Sociology of elementary education in Khasi and Jaintia Hills*. Gauhati, Gauhati Univ. 1981.

**Keywords: ELEMENTARY EDUCATION :
EDUCATIONAL SOCIOLOGY : PRIMARY
EDUCATION : KHASI : JAINTIA HILLS**

The main aim of the research was to study the sociology of elementary education in Khasi and Jaintia Hills.

Available records, literature, etc, were critically studied. The development of education in India and in Khasi and Jaintia Hills was traced. Various aspects of elementary education, like the curriculum, training of teachers, wastage and stagnation, and finance and administration, were critically studied. A survey about wastage and stagnation in nine primary schools of Khasi Hills district, Shillong, during 1965-66 and 1969-70 was also conducted.

The study revealed: (1) Elementary education, as it existed, was the result of sincere efforts made for more than a century by missionaries, educationists of India, the intelligentsia and enlightened persons of Khasi and Jaintia Hills. Behind them were numerous devoted and sincere teachers, social welfare workers, and people from different categories. (2) An earnest effort was made by the government as well as by voluntary agencies for the progress of educational activities. (3) Though there was progress and expansion in respect of different aspects of elementary education in Khasi and Jaintia Hills, there were various limitations. (4) Among the scheduled tribes, the number of boys was larger than the number of girls studying in primary and junior basic schools. (5) About 60.3 percent of pupils enrolled in class 'A' dropped out in the selected primary schools. (6) Poverty, ignorance and social backwardness of the people were mostly responsible for wastage and stagnation. (7) To make elementary education effective and successful, new strategy was required. Better planning and greater human efforts were the basic needs.

189. Saikia, Menoka. *Development of primary education in the Karbi Anglong District*. Gauhati, Gauhati Univ., 1991.

Keywords : PRIMARY EDUCATION : KARBI ANGLONG DISTRICT : ASSAM

190. Saikia, Sharodi. *Study on the role perception and performance of inspecting officers of elementary education in Assam, particularly in the context of UEE*. Dissertation, DEPA, NIEPA, 1999.

Keywords: ELEMENTARY EDUCATION : PRIMARY EDUCATION : ASSAM : INSPECTION : INSPECTOR PERFORMANCE : ROLE PERCEPTION

The objectives of the study were: (i) To detect as to what the inspecting officers perceive their roles to be, particularly in the context of UEE. (ii) To assess as to what extent they were performing the assigned role (iii) To observe whether the inspecting officers were getting themselves involved in working with the teachers for finding solutions to problems of school through visits and academic guidance. (iv) To identify the significant factors responsible for their present level of performance. (v) To find out the specific problems faced by them.

The data had been collected from primary as well as secondary sources. Out of the 23 districts, 2 were run by Autonomous District Councils while the rest 21 were under the control of the State Govt. There was one DEEO in each district, one DI in each of the 40 sub-divisions and one BEEO in each of the 121 educational blocks. The sample for primary data collection was stratified and randomly selected with an element of purposiveness in it. The target was set for 100% DEEOs, 50% DIs and 30% BEEOs. However, the percentage of responses received stood at 60%, 75% and 105% of the target respectively.

Findings of the study were: (i) Majority of the inspecting officers perceive their role to be mainly administrative. (ii) School visit, which forms the core of supervision also, tends to be a ritual that needs to be performed as per departmental instruction. (iii) The State of Assam maintains a good tradition of sending Inspection Reports to the schools concerned. (iv) Due to the absence of any training for the inspecting officers, they seemed to assume the stereotype role, which very often rendered them incapable of taking on the new challenges of education. (v) Apart from the inspecting officers serving in the DPEP districts, others appeared to be less conversant with the issues and implications of the programme of Universalization of Elementary Education. (vi) Establishing rapport with various development agencies, both government and non-government, was an area utterly untouched by the inspecting officers. (vii) All the inspecting officers were not fully alive to the major problems contributing to deterioration of quality education.

191. **Sapra, C. L. ; Nayar, Usha ; Sharma, K. D.**
***Administration of elementary education in Assam:
A study in relation to Universalisation of
Elementary Education . New Delhi, NIEPA, 1979.***

**Keywords: PRIMARY EDUCATION :
EDUCATIONAL ADMINISTRATION :
UNIVERSAL EDUCATION : ELEMENTARY
EDUCATION : ASSAM**

The objectives of the study were: (i) to study the adequacy of the present administration system of elementary education in relation to the programme of Universalisation of Elementary Education in Assam; (ii) to indicate, on the basis of findings of the study, ways and means of strengthening and streamlining administration of elementary education in Assam for the successful implementation of the programme of Universalisation of Elementary Education; (iii) to suggest ways and means of coordinating the efforts of the education department with other

developmental agencies in Assam in achieving Universalisation of Elementary Education; (iv) to suggest the framework for the decentralization of elementary education administration in Assam.

Three villages in each block selected, one village had a single-teacher primary school, the other multi-teacher primary school, and the third a middle school having classes I-VIII. In all 12 villages were the focus of study. From the 12 schools chosen, eight were primary school, four of them single teacher and four multi-teacher. The remaining four were middle schools with classes from I to VII grade. Headmasters and teachers of 12 schools were also the focus of the study. In addition to interviews, discussions were held with reputed educationists, administrators, public figures and block development officers.

The findings of the study were: (i) Number of scholarships that could be awarded on the basis of results at primary as well as middle levels was very small. Scholarships available were quite insufficient, considering the children population in the State. No scholarships were offered to non-enrolled children. (ii) The system of grant to village schools for building was not systematic and uniform. (iii) There were a large number of village schools functioning without a blackboard, a map or a globe. In most of the primary schools in rural areas, children were not provided with benches/desks. (iv) Due to dearth of quarter facilities for teachers in the rural areas, many teachers came from distant homes by bus/cycle. (v) It was difficult to inspect all primary and middle schools, since the circle-inspecting officers were more involved in non-academic and quasi-academic activities, such as preparation of returns, reports, etc. (vi) Teachers of primary and middle schools ignored the suggestions recorded in the inspection notebooks. Moreover, the inspecting officers were too busy to visit a school more than once in a year. (vii) According to DPI, Assam, there were 1000 non-formal education centers for the children in the age-group 9-11 years in the rural areas all over the state. It was reported that the functionaries of non-formal system had no coordination and understanding with the formal educational institutions in the

matter of identifying dropouts so that effective non-formal centers could be set-up on the basis of need and local requirement. (viii) There was no separate cell in the secretariat for the administration of elementary education. The existing administrative set-up to deal with the elementary education at the secretariat level was inadequate to cope with the volume of work, which included monitoring and evaluation of various programmes for universalisation of elementary education in the state.

192. Sarma, H. N. *An investigation into the problem of individual difference into the academic progress of primary school children of Jorhat area in the District of Sibsagar*, Ph.D Edu., Gauhati Univ., 1978.

**Keywords: ELEMENTARY EDUCATION :
ACHIEVEMENT : EDUCATIONAL
PSYCHOLOGY : PRIMARY EDUCATION :
JORHAT : SIBSAGAR : ASSAM**

The major objectives of the study were: (i) to observe the range of individual differences reflected in the academic progress of children during the course of primary education; (ii) to observe whether children maintained their individual different ability levels of achievement from grade to grade in the course of their academic progress; (iii) to observe the trend of achievement and variability of individual cases; and (iv) to observe the impact of sex difference, environmental variations, teaching by untrained and trained teachers, school conditions and teaching facilities, multiple class teaching, individual attention by teachers and age variations on the problem.

The sample consisted of 300 children selected in stratified, proportionate, random manner. Data about the schools and the locality were collected through visits to schools. The data about parents' income, occupation, etc., were also collected. The

chronological ages of children of Jorhat Town area were collected by consulting the horoscopes. Means, deviations, percentages of achievement, test scores of pupils in each grade, were found out. The significance of mean differences was found out by applying test. Coefficient of relative variability was also computed to find out the range of variability of different groups from one grade to another.

The major findings were: (i) The children of primary stage did not maintain their academic progress. (ii) The progress of high achievers was significantly inconsistent. A trend of declining achievement and increasing variability was observed, (iii) The average achievers too showed a trend of decline in achievement and increase of variability, but less when compared with high achievers. (iv) The low achievers showed unique trend of improvement in subsequent grade variability like high achievers. (v) The earlier variable grades of all the three groups tended to in subsequent years and at the end of the courses. Sex differences, environmental variations except individual attention by teachers, had significant and tangible effect on the achievement of primary school children.

193. Sarma, Nirmala. *Educational problems of tea garden labourers of Assam: A case study of Jorhat District*. Dissertation, DEPA, NIEPA, 1994

Keywords: EDUCATIONAL PLANNING : TEA GARDEN LABOURERS : ASSAM : JORHAT : PRIMARY EDUCATION

The objectives of the study were: (i) To identify the causes of non-enrolment and dropout of the children of tea garden labourers of Jorhat district. (ii) To study the household and outside activities of the out of school children of the age group 6-14 to know about their occupational pattern. (iii) To study the impact of total literacy campaign programme launched in Jorhat in 1992 on enrolment, attendance and retention of the children of primary schools of tea garden areas. (iv) To study the parents

attitude towards education of the children. (v) To evolve remedial solutions for increasing enrolment and participation.

Sample consisted of 10 tea gardens of Jorhat district. Multi-stage stratified sampling technique was used for selection of the sample. 11% of the tea gardens of Jorhat district were covered in the sample. Primary data were collected with the help of scheduled interviews and observations. A number of secondary data were also collected from different sources, such as Census Reports, Directorate of Education, Govt. of Assam, MHRD, GOI, Tea Board. Following tools were used for data collection: (i) Household survey proforma, (ii) Interview Schedule for dropout (iii) Interview Schedule for never enrolled, and (iv) School Information Schedule. Percentage calculations were extensively used in the treatment of data. Time series analysis was done to know the trend of enrolment, attendance, etc.

The findings of the study were: (i) 30% children of the age group (6-14) were not in school. The causes of non-enrolment and dropout of the children of tea garden labour community were their unawareness about the need of education. (ii) Present non-formal education programme seemed to be ineffective to educate the out of school children of the age group (6-14). (iii) The environment in a tea garden area was somewhat different than in an urban or a rural area. An air of confines prevailed in a tea garden. Tea garden management seemed to be very authoritative. Under such a situation, the tea garden management must be convinced and their co-operation.

194. Singh, A. K. Birendra. *Universalisation of elementary education in Manipur District: Micro level planning problems and prospects*. Dissertation, DEPA, NIEPA, 1985.

**Keywords: PRIMARY EDUCATION :
MANIPUR : MICRO LEVEL PLANNING :
UNIVERSAL EDUCATION : ELEMENTARY**

**EDUCATION : SENAPATI : TAMENGLONG :
CHANDEL**

The objectives of the study were: (i) To identify the problems relating to UEE(6-14) in the implementation stage at the micro level planning. (ii) To identify priority areas of the problems relating to UEE for evolving a workable and successful implementation programme at the micro/district level. (iii) To chalk out strategies for implementation of UEE at the micro/district level based on the general & priority areas of the problems concerned. (iv) To evolve strategies for quality improvement of elementary education at the district level based on economically viable programme suited to local situations.

Literacy percentage were lowest in Senapati and Tamenglong Dist. and Chandel district. Such regional imbalances in the literacy percentage of the children needed micro level planning for improvement during the seventh year plan (1985-90). In the aided schools the service conditions of the teachers and employees were by and large autonomous and not subject to frequent transfer and postings as one might find among the teachers and employees of the government schools.

195. Thakur, T. *The case history of the Model Primary School in Assam, SIE, Assam, 1973.*

**Keywords : PRIMARY EDUCATION : ASSAM
: MODEL SCHOOL : DIBRUGARH :
SIBSAGAR**

The main objectives of the study were to see (i) whether the expectations of the model school scheme were filled or not, (ii) whether the scheme was functioning satisfactorily, and (iii) if some general norms could be established for a model school.

Ten model schools were selected from Dibrugarh and Sibsagar districts. Schools were visited and on the spot study was made. Data were collected directly from schools on 21 points regarding

academic and physical aspects of the school. Teachers, headmasters, ex-headmasters, supervisors, etc were interviewed.

Some of the major conclusions were: (1) The schools failed to show a significant improvement in academic attainment. (2) The purpose of the original scheme had not been translated into action. The whole implementation process had various limitations. There was lack of communication and follow-up programmes. (3) The criteria to select the existing schools for conversion were not sound. (4) Two factors (teacher and locality) were mainly responsible for the total attainment of the school. The teacher stood out as the foremost factor. The teacher training programme was defective. (5) The grant was very inadequate to convert a school into a model one. A lump sum grant was given once.

196. **UNICEF. *Evaluation study to assess the efficiency and effectiveness of the national programme for nutritional support to primary education in Assam: Final report.* UNICEF, 1999.**

Keywords: PRIMARY EDUCATION : MID-DAY MEAL : INCENTIVES : EDUCATIONAL EVALUATION : NUTRITION : ASSAM : KARIMGANJ : TINSUKIA : BADARPUR : PATHARKADI : HAPYAN : KAKAPATHAR

The main objective of the study was to critically evaluate the National Programme for Nutritional Support to Primary Education with a view to formulate strategic recommendations for strengthening the existing programme on one hand and, if considered necessary to suggest alternative strategies for a more effective utilisation of resources to promote primary education. The objectives of the assessment were: (i) to study the nature of the National Programme for Nutritional Support to Primary Education currently operating in India; (ii) to critically examine the programme versus actual disbursement and utilization; (iii) to

evaluate the effectiveness of the programme against the criteria of increase and sustained increase in enrolment/attendance rates and decrease in dropout rates; (iv) to generate recommendations for strengthening the scheme or suggest alternate strategies for using these resources for the promotion of Universalization of Primary Education.

A multi-stage sampling procedure was adopted for selection of districts, blocks and villages in the state. The study was conducted in two districts in Assam, i.e. Karimganj and Tinsukia. In each of the selected district, two blocks were covered. The blocks covered in Karimganj were Badarpur and Patharkardi while in Tinsukia, Hapjan and Kakapathar blocks were covered. In all 32 villages were covered in the four sample blocks. All households in a selected village were covered for household listing. In the 32 sample villages, 5032 households were contacted. In each selected village, one primary school/school with primary section was contacted for the purpose of the study. Hence, 32 schools were covered under the study.

The impact of the programme was studied by analysing the pre- and post- programme trends of key educational indicators, viz enrolment, attendance and retention. Further, since numerous other efforts were initiated along with NPNSPE, details of these programmes as well as incentive schemes for primary class students were also collected. Free textbooks and mid-day meals were being provided in almost all the sample schools. The pre- and post- programme trends in enrolment were studied with respect to the composition and growth of enrolment. The year of implementation of MDM witnessed increased enrolment across all categories. However, in the subsequent year (1997-98), with the closure of the scheme, the growth in enrolment had declined. Only about one fifth of the students had an attendance of 80% or more during the pre- and post- programme period. The trends during the two-reference periods remained the same. In all 986 class I students were traced from 1992-93 for the pre-programme period and 1021 students enrolled in class I in 1995-96 were traced for the post-programme period. For collecting data on

dropouts, each student in class I was traced in the subsequent academic session and details with respect to each student in the subsequent year was recorded.

REMEDIAL TEACHING

197. Das, R. C. ; Barua, Avani Pran. *Effect of remedial teaching in arithmetic : A study with grade IV pupils*, SIE, Assam, 1968.

**Keywords : REMEDIAL TEACHING :
ARITHMETIC : ASSAM.**

The objective of the study was to determine the effect of remedial teaching in arithmetic in grade IV.

For the purpose of diagnosis of individual differences, F. J. Schonell's 'Diagnostic Arithmetic Tests' were adopted. The first seven series of tests were used. There were altogether 604 sums. Pre-test post-test experimental-control group design was followed. In each group, there were 30 grade IV pupils. The experimental group was given remedial teaching and the control group was taught as usual by the class teacher. Student t-test was applied to compare test-wise and total average achievement of both the groups.

The major findings of the study were that remedial teaching had definitely improved significantly the achievements in arithmetic, and that the major educational implication of the study was that remedial teaching, even for a small period compared to the total duration of working days in the year, could effect significant improvement in achievement in arithmetic.

198. Rastogi, S. *Diagnosis of weaknesses in arithmetic as related to the basic arithmetic skills and their remedial measures*. Ph.D. Edu., Gauhati Univ., 1983.

**Keywords : ARITHMETIC : REMEDIAL
TEACHING : ARUNACHAL PRADESH**

The objectives of the study were: (i) to establish a relationship between achievement in mathematics and command over basic arithmetic skills; (ii) to establish a relationship between command over basic arithmetic skills and attitude towards mathematics; (iii) to establish a relationship between achievement in mathematics and attitude towards mathematics; (iv) to establish a relationship between general intelligence and the three attributes, viz. command over basic arithmetic skills achievement in mathematics and attitude towards mathematics; (v) to develop a diagnostic test to determine specific weaknesses of students' backwardness in basic arithmetic skills; (vi) to develop a suitable programme for remedial work in basic arithmetic skills; and (vii) to investigate other causes of backwardness in mathematics and their treatment.

The design of the study was experimental in nature. A test of basic skills in arithmetic and an attitude scale to measure attitude towards mathematics were constructed and standardized. A diagnostic test of basic arithmetic skills was also constructed. Apart from these tools, Raven's Standard Progressive Matrices, a Mathematics Achievement Survey Test made by NCERT, and a course of self-help in basic arithmetic skills, which was a programme of remedial work developed to use as a treatment for the study, were used. The final sample included 406 class VIII students (230 boys and 176 girls) of nine different schools, one from each district of Arunachal Pradesh. In order to study sex differences and the effect of treatment on the two sexes, approximately equal numbers of boys and girls were included in the sample for the study.

The major findings were as follows: (1) One of the important causes of backwardness in mathematics was the poor command over basic arithmetic skills. (2) Attitudes were closely linked with achievement. (3) When command over basic arithmetic skills improved, attitude towards mathematics became more favourable and achievement in mathematics increased. (4) Basic

arithmetic skills could very quickly and conveniently be mastered through the course of self-help in basic arithmetic skills as developed during the study. (5) There were no significant sex differences either in attitude towards mathematics or achievement in mathematics. (6) The course of self-help in basic arithmetic skills was equally effective with either sex. The study provided a method and a few tools for combating stagnation, wastage and weakness in the subject. The method and tools were economical, convenient, time-saving, and did not require additional manpower or excessive demand on teachers' busy time schedule.

SCHEDULED CASTES AND SCHEDULED TRIBES EDUCATION

199. Dubey, S. M. *Study of scheduled caste and scheduled tribe college students in Assam*, Department of Sociology, Dibrugarh University, 1974. (ICSSR financed).

**Keywords: SCHEDULED CASTES
EDUCATION : SCHEDULED TRIBES :
COLLEGE STUDENTS : TRIBAL
EDUCATION : ASSAM : HIGHER
EDUCATION**

The study was undertaken to investigate the socio-economic background of the SC and ST college students of Assam and see how their education affected their aspirations and performance, their way of life, their participation in other activities, their feelings and opinion about their status, etc.

The study was conducted on a sample of 246 SC and 223 ST students, and also 129 college teachers selected on the basis of random sampling from two sets of 20 colleges each from five districts, namely, Kamrup, Darrang, Lakhimpur, Nowganj and Sibsagar as SC districts and Kamrup, Lakhimpur, Goalpara, Darrang and Sibsagar as ST districts, respectively.

Questionnaires and interview guide were the research tools used for the study.

The major findings of the study were: (i) Only 13 percent of the SC students' fathers were found to be literate. (ii) A large majority (71.5 percent SC and 71.3 percent of ST) students did not find it difficult to follow the lectures. (iii) Both the groups had high educational and occupational aspirations. (iv) There was a very low degree of teacher-taught relations; only 15.5 percent of SC and 2.6 percent of ST students approached their teachers for help. (v) Both the groups showed interest in extra curricular activities. (vi) A small percentage of SC/ST students participated in political activities. (vii) A majority of them felt that their teachers were helpful to them; they also felt that their conditions had improved. (viii) A majority of them lived in hostels. (ix) A significant number of them were exposed to mass media. (x) Majority of the teachers felt that the SC/ST students had a poor intelligence. (xi) They also maintained that the facility of 'reservation' for them was justifiable.

200. **Dubey, S. M. *Study of scheduled caste and scheduled tribe school students in Assam.* Department of Sociology and Centre for Sociological Study for the Frontier Region, Dibrugarh University, 1974. (ICSSR financed).**

**Keywords: SCHEDULED CASTES
EDUCATION : SCHEDULED TRIBES :
ASSAM : SCHOOL EDUCATION : TRIBAL
EDUCATION**

Keeping in view the egalitarian goal of the national policy, the general backwardness of the scheduled castes and scheduled tribes and role of education, the ICSSR decided to launch a nation-wide study on education among them.

The main objectives of the study were: (a) to identify difference in backwardness between the different castes and tribes; (b) to

provide some insights into the functioning of selected institutions and organisations; (c) to probe into the problems of scheduled caste and scheduled tribes teachers; (d) job opportunities; and (f) hostel facilities, etc.

Districts were selected by sampling method. Data was collected from the office of the Director of Public Instruction, Assam. The data about the schools were collected from different districts and sub-divisional offices of the inspector of schools. The students from different institutions were selected on random basis by using Tippet numbers. Data regarding the enrolment of students in the different institutions were collected from the offices of the inspector of schools in every district.

Some of its findings were: (1) 66.6 percent scheduled caste and 69.7 percent scheduled tribe respondents (to the questionnaire issued during the survey) were receiving scholarships, but only 25.2 percent scheduled caste and 21.9 percent scheduled tribe respondents felt that the amount was adequate. (2) Irrespective of their financial position, majority of the respondents aspired to obtain post-graduate degrees. (3) As regards occupational aspirations, 69.9 percent scheduled caste and 54.5 percent scheduled tribe students gave first preference to self-employment. (4) (a) 65 percent scheduled caste and 75.4 per cent scheduled tribe students participate in meetings and processions; (b) Students whose fathers had received university education or professional training were less interested in political activities; (c) Sons of fathers who were illiterate or read up to primary standard or read up to middle standard were found to be regularly participating in political activities. (d) Among the scheduled caste students, the maximum percentage that participated regularly was found to be from among those who had comfortable financial position. Among scheduled tribe students, the maximum percentage was from among those who had difficult financial position. (5) As regards the ideal persons of the respondents, national leaders were found to be the most popular. Scientists or men of literature came next. Local, caste or tribal leaders were ideal persons to a very small number of respondents. (6) As regards experience of ill treatment, 79.7

percent of scheduled caste and 65.5 percent scheduled tribe respondents had no such experience, and 19.5 percent of scheduled caste and 33.2 percent scheduled tribe students had such experience. (7) Majority of the respondents (66.7 percent of scheduled caste and 72.3 percent of scheduled tribe) felt that their status had improved but continued to be inferior to that of non-scheduled castes and tribes. Less than 25 percent thought that their status was equal to that of other castes. (8) Majority of respondents felt that the administration of the government programmes for the welfare of scheduled castes and scheduled tribes was fairly satisfactory. Majority of students expressed satisfaction on the policy of reservation of seats in educational institutions and government jobs. (9) There was undue delay in disbursement of scholarship money. (10) Traditional institutions, like family, caste, tribe, religion and normative patterns were gradually losing their grips on the minds of the students, but the modern institutions like schools, hostels, peer-groups, student unions, and political parties, were not in a position to direct the students effectively. This was creating a state, which the survey had termed as "socialisation gap".

201. **Deori, Baga Dhar.** *Challenges and problems in planning education of the Scheduled Tribes children: A study of selected primary schools in Tinsukia District, Assam.* Dissertation, DEPA, NIEPA, 1995.

**Keywords: EDUCATIONAL PLANNING :
SCHEDULED TRIBES : PRIMARY
EDUCATION : TINSUKIA : ASSAM**

The objectives of the study were to study: (i) the extent of participation, dropouts and wastage in the primary education of the ST children, and (ii) the problems in planning, administration and management in the development of education of S T children.

The study was based on a sample of five lower primary schools in which 50% and above tribal students were studying in various parts of Tinsukia. Structural questionnaire was used to collect data necessary for the study. Observation and interview was conducted to supplement the data collected through the questionnaire. The questionnaire was administered on the tribal students in classes I-IV and teachers of the selected lower primary schools. Questionnaire was also administered to selected teachers belonging to Scheduled Tribes.

The findings of study were: (i) 97% teachers and 95% tribal parents opined that superstition and rigidity hindered the schooling of the tribal children. (ii) The problem of economic hardship of the tribal parents and its adverse effect was supported by 90% tribal parents. (iii) 97% teachers and 96% tribal parents perceived the problems of the girls' education in the tribal areas. (iv) The medium of instruction was not barrier in the early schooling of tribal children. (v) Unproductive and traditional type of education system for the tribal was cause of the indifferent attitude of the tribal parents towards the present system of education. (vi) Lack of necessary facilities and equipments for teaching were the causes for lake of motivation for education among the tribals.

SCHOLARSHIP

202. Premi, Kusam K. ; Babu, A. S. ; Mohopatra, Bhaskar Chandra ; Malhotra, S. P. ; Wadia B. P. ; Passi, B. K. ; Kohandai, H. K. ; Sinha, Neelam. *Evaluative study of national rural talent search scholarship scheme*. New Delhi, NIEPA 1995.

**Keywords: RURAL TALENT SEARCH :
SCHOLARSHIP : KARANATAKA :
HARYANA : HIMACHAL PRADESH :**

**MAHARASHTRA : MADHYA PRADESH :
MEGHALAYA : ORISSA : INDIA.**

The present study was undertaken to evaluate the functioning of National Rural Talent Search Scholarship Scheme(NRTSS) which was a centrally sponsored scheme started in 1971-72. The major terms of reference of the study, as given by the Ministry, were: (i) Methods of selection of candidates followed by the state governments. (ii) Actual beneficiaries and their socio-economic background. (iii) Impact of the scheme on target as reflected in subsequent academic/general careers of the beneficiaries to the extent available. (iv) Relevance of the scheme, especially in the context of introduction of Navodaya Vidyalayas.

For collection of primary data, it was proposed to select 10 states for the study, two from each to the five zones. Secondary data were collected from 14 states and 3 union territories. The states selected for in-depth study included Jharkhand and Himachal Pradesh from the Northern Zone, Karnataka from Southern Zone, Maharashtra from the Western Zone, Madhya Pradesh from Central Zone, and Meghalaya and Orissa from the Eastern Zone. In the final sampling of districts, it was decided to cover two districts from the big states and one district from the smaller states. Primary data were also collected from scholarship awardees, institutional heads, parents and ex-beneficiaries. The scheme was introduced by most of the states in 1971-72. The states of Arunachal Pradesh and Manipur, and Union Territory of Lakshadweep did not implement that scheme at all.

Most of the states allocate 4 scholarships for general, 2 for scheduled castes, 3 for scheduled tribes and 2 for landless categories of scholars. Utilisation of scholarships was found to be below 60 percent in, Meghalaya. Utilisation by girls was found to be poorer as compared to boys in all the states. Major reasons for under utilisation were general lack of awareness of the scheme, low amount of stipend and availability of more attractive scholarships; complicated selection procedures; and non-availability of qualified candidates from the specified

categories. The educational functionaries dealing at various level were totally ignorant about the aims and objectives of the scheme. Statistics of scholars actually availing the scholarships were not readily available in many of the states. Except for Andhra Pradesh, Madhya Pradesh, Orissa and Karnataka, no other state provided for special schools for the scholarship awardees. The scholarship scheme was not being optimally utilised in most of the states. Female utilisation was lower than males in all the states. In respect of scheduled castes and scheduled tribes also, the utilisation was not in proportion to their population in most of the states. Landless category is also under-represented. Record keeping was found to be a weak point in most of the states. Neither at the state headquarters, nor at the district headquarters, the officials were aware of the extent of utilisation of these scholarships. In most of the states, the clerks who did not have any idea of the purpose of the scheme handled the administration of the scheme. The scheme was, therefore, handled mechanically. Selection test was not fair to the poor rural children. Examinations were subject-related and in most cases they tested information and knowledge rather than the innate ability. Even general knowledge and mental ability test were not introduced by all the states. Further, the tests were mostly verbal. Although the scheme provided for selection of good schools for the placement of the scholars, only a few states had identified good schools for this particular purpose. Even in these schools, the state did not provide any additional input either in terms of physical infrastructure or training of teachers to promote further the talented children. There was multiplicity of agencies involved in administering the scheme. None of the agency felt responsible for the outcome. Accountability was totally absent. Lack of awareness of scheme was common not only among the students and parents but also educational functionaries at all levels who did not know the objectives of the scheme. Procedures were found cumbersome causing delay in the disbursement of scholarships. There was no mechanism for monitoring the scheme. Hence, a lot of money was being spent without clear-cut accountability.

SCHOOL COMMUNITY RELATIONSHIP

203. Thabah, Bigglive. *A study of the relationship between the school and the community in Shillong*. M.Ed, NEHU, 1981.

Keywords : SCHOOL COMMUNITY RELATIONSHIP : PRIMARY EDUCATION : SHILLONG : MEGHALAYA

SCHOOL COMPLEX

204. Chauhan, B. K. *Study of interpersonal relations amongst the heads of school complexes and the feeder school in East District of Sikkim*. Dissertation, DEPA, NIEPA, 1984.

Keywords: INTERPERSONAL RELATIONS : HEADSHIP : SCHOOL COMPLEX : SIKKIM : FEEDER SCHOOLS : SCHOOL MANAGEMENT : ELEMENTARY EDUCATION : PRIMARY EDUCATION

The main objectives of the study were: (i) to find the interpersonal relations between the heads of feeder schools and heads of school complexes and their influences on the performance of school complexes and feeder schools; (ii) to indicate, on the basis of findings, ways and means of strengthening the school complexes in Sikkim, utilizing the facilities of school complexes for the improvement of the school, for successful implementations of the programme of Universalization of Elementary Education, work experience and SUPW; and (iii) to suggest ways and means of bridging the gap between different levels and kinds of institutions.

Questionnaire was developed to study the interpersonal relations. A grading proforma was adapted to the Sikkim conditions and then administered to the sampled subjects to assess the performance of the schools for the period 1980-84. Besides these, on the spot interviews were conducted on the sample subjects to gather firsthand information to substantiate the data collected through the questionnaires. About 1/3 of the existing school complexes were taken as sample for the investigation. All feeder schools of these complexes were studied.

Findings of the study were: (i) Interpersonal relations play a vital role in the performance of the schools. (ii) There was a direct relationship between the interpersonal relation and the performance of the school. (iii) The schools were managed well and showed much progress where there were better interpersonal relations amongst the complex organiser. (iv) In four school complexes studied, out of the 9 sampled complexes, there existed a good interpersonal relations amongst the concerned persons. (v) The interpersonal relations in three of the complexes was poor. (vi) While grading the schools, only one complex was graded as A, three were graded as B, four as C and one as D. (vii) Performance in the AISS examinations were gradually improving in three of the sampled complexes. (ix) The school complex system was successful in East district and was becoming more popular among the different communities. (x) Most of the complexes were not having adequate physical facilities. (xi) Only three complexes, out of the nine complexes studied, had proper facility of playground. (xii) There was a proper facility of playground in 30% of feeder schools studied. (xiii) 40 percent of the studied feeder schools did not have proper drinking water facilities.

SCHOOL EDUCATION

205. Sarma, S. Manisha. *School education in Manipur: A diagnostic study*. Dissertation, DEPA, NIEPA, 1985.

**Keywords: SCHOOL EDUCATION :
SECONDARY EDUCATION : MANIPUR**

The main objectives of the study were: (i) To study the geographical and economic conditions in the state so as to get a general idea of the life of the people. (ii) To take a historical retrospect as regards the educational development and progress during monarchy, colonial rule and post independence periods and to find out the educational facilities that they obtain in Manipur and to assess the progress made so far. (iii) To make a few observations as regards the educational progress based on the facts and figures presented herein. (iv) To make suggestions with a view to improving the educational facilities. (v) To serve as a reference material for further study and research. (vi) To acquaint those interested in the educational development in respect of school education of Manipur with the historical background covering its transition from the extremely backward state to a fairly advancing one educationally.

For the study of the historical growth of education, present position of education, and educational facilities, all the official records, documents, data related literatures available with the libraries of the Education Directorate, Government of Manipur and NIEPA, New Delhi, were consulted. Some information was collected by issuing structured questionnaires to the retired principals, educationists, historians, who were supposed to have intimate knowledge of the educational system of the past and the present Manipur.

The Department of Education had 2340 govt. schools, 13070 teachers and 239954 students. Details are : Higher Secondary Schools 8, teachers 245 and students 5971; High Schools 194, teachers 2817 and students 61184; Junior High Schools 284, teachers 2817 and students 45174. There were 601 aided

institutions with 933 teachers and 55716 students as on 31/7/84. The Secondary Education in Manipur was controlled by two agencies: (i) The Board of Secondary Education, Manipur, exercising academic control, and (ii) The Department of Education, Government of Manipur having the administrative control. A large number of elementary schools were under private management and some under government management. Instruction is free in all these schools. Compulsory schools under hill districts had been placed under the control of the Autonomous Hill District Councils. The District Education Officers in the hill districts and the Zonal Inspectors of Schools in the Zones of Imphal District were responsible, respectively for the elementary schools in the districts or for the Zones of the Imphal District. But the duties relating to supervision and control of primary schools were performed by the Deputy Inspectors assisted by the Assistant Inspectors of Schools. In Manipur, there were 1747 villages where population was less than 500. At present, there are 159 single-teacher schools in Manipur. In order to provide education to the school dropouts and non-starters, 385 non-formal education centres have been run at suitable places especially in the hill areas with 444 instructors.

SCHOOL ENVIRONMENT

206. Sarma, Mukul Kumar. *A critical survey of the environmental factors in the education of the secondary school students*, Ph.D. Edu., Gauhati Univ., 1978.

Keywords: JORHAT : ASSAM : SECONDARY SCHOOLS : SCHOOL ENVIRONMENT : SECONDARY EDUCATION

The objective of the study was to find out main important environmental factors that had a bearing on education and suggest ways and means to improve them.

Data were collected from about 1,000 students of four single sex schools of the town of Jorhat, Assam. Most of the students

belonged to higher classes of the secondary schools. The main study was carried out with 237 students (131 boys and 106 girls) of Class IX. Two questionnaires for students, a teacher description scale and a home description scale were used. Interview, observation and case study methods were also employed. School records were studied to find out various correlates of achievement. A Moreno-type socio-metric technique was employed to measure the degree of acceptance of each student in relation to his or her peers in the classroom. Homes of students were visited and data on home description scale were collected by adopting the interview method. Besides observation of classroom teaching, a large number of teachers were interviewed individually. Academic raw scores were converted into standard score; and socio-metric scores were converted into comparable forms. '

The study revealed that: (i) There was positive significant relation between academic achievement and socio-economic status. (ii) Readability coefficient achievement scores ranged from 0.50 to 0.87. (iii) Reliability co-efficient of the socio-metric scores ranged from 0.5 to 0.87. (iv) Choice process was completely stable. Choice pattern was quite reliable. (v) Academic achievement was partly responsible for popularity. (vi) As many as 17 different reasons for liking their classmates, with varying emphasis, were identified, the pattern of emphasis varying for boys and girls. There were 19 causes for disliking the classmates. (vii) There was a positive correlation between academic progress of students in school and their parents' education. (viii) Absence from school due to illness, poverty, social celebrations, school phobia, heavy household duties, truancy, cultural deprivation, family size, ordinal position of the child in relation to other siblings in the family, inadequacies in terms of competence, comprehension, awareness and earnestness on the part of a section of teachers and absence of adequate school facilities, affected school attainments. (ix) Ordinal position of the child influenced various personality aspects. (x) The cultural tone of the family, favourable parental attitude towards

education and wellbeing of the children played a more vital role in academic achievement than the material condition at home.

SCHOOL LIBRARIES

- 207. Lalrinpuii. *Study in planning and management of libraries in government and public higher secondary/ secondary schools of Aizawl District, Mizoram.* New Delhi, NIEPA, 1997.**

**Keywords: SECONDARY SCHOOLS :
AIZAWL : MIZORAM : SCHOOL
LIBRARIES : LIBRARY MANAGEMENT :
LIBRARY PLANNING**

This study was undertaken to study the planning and management of school libraries in Aizawl District. The objectives of the study were: (i) To analyse the existing libraries in terms of their adequacy, utilization and usefulness. (ii) To identify major issues and problems in planning and management of school libraries. (iii) To study the existing system in acquisition, processing of library books and other printing materials. (iv) To study the role of school libraries in teaching-learning process. (v) To suggest a model school library. The scope of the study was delimited to the government and public secondary/higher secondary schools of Aizawl District.

The sample study consisted of 7 Government Higher Secondary Schools, 4 Public Higher Secondary Schools and 27 Government and 9 Public Secondary Schools of Aizawl District. Data were collected with the help of separate questionnaires for the (a) Heads of institutions, (b) teacher (c) librarian/teacher-librarian, and (d) student.

The findings were: (i) 100% government secondary schools and government higher secondary schools are having libraries but 90% of Government Secondary Schools and 70% of Government

Higher Secondary Schools do not have the knowledge that they have libraries. It indicates that most of the school libraries are not within the reach of the pupils. (2) Only 14% have Government Higher Secondary Schools have separate room with no reading space and 14% combined library and reading room. All the students have no separate reading room. Most of the school libraries are either housed in the Principal's room, office room or staff room. The study also reveals that collections of library materials are not only inadequate but also unsuitable to cater to the need of the users. Non-availability of separate room for library and inadequate collection of materials results in ineffective use of library on the part of the students as well as the teachers, which further affects the quality of teaching and learning. (3) All the schools have neither full time librarians nor the teacher-librarians are given orientation or training on library technique. 100% schools use ordinary register for accessioning of books. From the observation made by the investigator, systematic accessioning of books is not done. Classification and cataloguing of books are not done due to lack of trained staff to do the job. If the books are not accessioned, classified and catalogued, the books cannot be arranged systematically and effective library service cannot be provided. (4) Only 11% of Government Secondary Schools and 21% of Government Higher Secondary Schools encourage students to use library while 72% teachers of Government Secondary Schools and 35% of Government Higher Secondary Schools find school library useful for their teaching. It reveals that while teachers use library, the students are hardly encouraged to use the library. It also clearly indicates that school libraries are not fully utilised by the students.

The teachers are assigned the charge of library that have neither spare time nor the knowledge of library technique. The school libraries suffer a great deal due to lack of trained staff.

SCHOOL MANAGEMENT

208. Chakrabarty, Parijat. *Management of high schools in Shillong*. Unpublished Project Work, 1989.

Keywords: SCHOOL MANAGEMENT : HIGH SCHOOLS : PRINCIPALS : SECONDARY EDUCATION : SHILLONG : MEGHALAYA

209. Khonglam, N. M. B. *A study on problems of heads of primary schools in Shillong*. M.Ed., NEHU, 1982.

Keywords: SCHOOL MANAGEMENT : PRIMARY SCHOOLS : PRINCIPALS : PRIMARY EDUCATION : SHILLONG : MEGHALAYA

SCHOOL UPGRADATION

210. Borah, H. R. *Effectiveness of the scheme of upgradation of primary and middle schools in Kohima District of Nagaland*. Dissertation, DEPA, NIEPA, 1982.

Keywords: PRIMARY EDUCATION : KOHIMA : NAGALAND : PRIMARY SCHOOLS : MIDDLE SCHOOLS : SCHOOL UPGRADATION

The main objectives of the study were: (i) to find out, if the scheme had really helped in reducing dropout and stagnation

rates; (ii) to find out whether the scheme had contributed for increasing enrolment at the age of 8+ and 12+; (iii) study the effectiveness of teaching of the present teachers, particularly the under qualified teachers teaching in the upgraded classes (iv) reflect the attitude of the teachers about the scheme in relation to increased workload and content areas of instructions; and (v) compare the conditions of upgradation with that of other states and recommend norms to be adopted for future implementation of the scheme

The schools listed in the scope were taken as the universe for the study. School-wise data of pre-upgradation and post-upgradation period in respect of enrolment, dropout, stagnation, examination results, teachers position, inspection and supervision, teacher training orientation were collected through a form administered to the headmasters of the sample schools. A questionnaire was administered to the teachers teaching some major subjects on the problems faced by them in teaching the subjects in the upgraded classes and their feelings about the scheme in respect of workload and content courses. Interviews were held with the headmasters of the schools and inspecting officers about the attitude of the teachers, their competence and about qualitative and quantitative improvement aspects. Personal discussions were also held with the village elders to know their reaction about the scheme.

Findings of the study are: (i) Dropout and stagnation rates at the primary school class had been decreased by 50% during the upgradation period. There was increasing trend of the gross enrolment ratio over time, from 76% to 85%.(ii) As the enrolment of the upgraded schools was not the true representative of the enrolment of the corresponding age group of the catchments area of the schools, only the slight change of 25% in the dropout and stagnation rate at class VI stage over years from 1977-78 to 1981-82 cannot be used as a yardstick of effectiveness of the scheme.

SCIENCE EDUCATION

211. **Bhattacharya, P.** *A critical study of science education in Assam and Meghalaya schools.* Ph.D. Edu., Gauhati Univ., 1979.

Keywords: SCIENCE EDUCATION : ASSAM : MEGHALAYA : SECONDARY EDUCATION.

The investigation was an endeavour to determine the position as to where Assam and Meghalaya stood in science education and also to find how they could go forward more effectively and more vigorously. Ten different categories of sample were drawn, viz (i) school science teachers of Assam; (ii) school science teachers of Meghalaya; (iii) heads of schools of both Assam and Meghalaya; (iv) education officers, scientists, teacher educators and retired persons; (v) trained teachers, teacher trainees and untrained teachers; (vi) schools for field study; (vii) college teachers of Meghalaya; (viii) Meghalaya colleges teaching science; (ix) examination results in arts and science subjects in four big colleges in Shillong; and (x) tribal and non-tribal college students in Meghalaya. Questionnaires, interview schedule, rating scale, checklist observation schedule, Flander's Interaction Analysis Category System (FIACS), Kuppuswamy's Socio-Economic Status (SES) Scale (Urban), etc. were used.

The major findings of the study were: (1) Assam and Meghalaya respectively had 70.65 per cent and 86.85 per cent of teachers eligible to teach science in secondary classes. (2) The average teaching experience of science teachers in Assam and Meghalaya stood at 6.04 and 8.57 years respectively. (3) All the teachers qualified to teach science taught other subjects as well. (4) The economic condition of science teachers was poor. Private tuition was the most common source. (5) About 54 per cent and 46 per cent of the teachers of Assam and Meghalaya were prepared to give up teaching for other better jobs. The headmaster's job was also not very attractive. (6) The Bengali,

Assamese, tribal and other teachers did not differ significantly in teacher effectiveness. The trainees and trained teachers and the married and unmarried teachers ranked about the same in teacher effectiveness but the untrained did very badly. (7) On Flander's tool, the married teachers became the obvious choice. (8) Science was more popular among the non-tribals in the pre-university courses. The wastage of tribals and non-tribals in science education differed significantly. The tribal students' attitude towards science education was influenced by their general aspiration level and also affected their enrolment in science. (9) Science education in schools and colleges in Assam and Meghalaya had defects. Assam and Meghalaya together had laboratories in 79.96 per cent schools. The position of Meghalaya was better. (10) The number of books in the school library varied from 200 to 2,500 and the average came to 1240 books. The schools had hardly any freedom for purchasing books. Most of the schools did not subscribe to science journals. None of the schools had a trained librarian.

212. Darchingpui. *Study of science achievement, science attitude and problem solving ability among secondary school students in Aizawl.* Ph.D., Edu. North-Eastern Hill Univ., 1989.

**Keywords: SCIENCE EDUCATION :
SECONDARY EDUCATION : AIZAWL :
MIZORAM**

Objectives of the study were: (i) to study the science achievement, attitude towards science and problem solving ability of high school students; (ii) to find the inter-relationships of science achievement, attitude towards science vis-à-vis problem solving ability; and (iii) to examine the relative effect of sex, socio-economic status, parental education, parental occupation, family facility, and type of school on science achievement, science attitude and problem solving ability.

The study sample comprised 812 students of Class IX selected

randomly after giving weightage to outside factors, such as location and typology of school attended. The tools used to collect the data were the science test developed by the investigator, the Science Attitude Scale developed by Grewal, and Problem Solving Ability Test developed by the investigator.

Major Findings were: (i) The study indicated significant relationships between scores on scientific attitude and achievement in science. (ii) Significant sex differences in achievement in science and problem-solving ability existed. (iii) High socio-economic status, family facility and type of school attended favoured achievement in sciences, scientific attitudes and problem-solving ability.

213. Deka, K. R. *Investigation into the status of science education in the independent middle schools of Kamrup District of Assam.* Dissertation, DEPA, NIEPA, 1996.

**Keywords: SCIENCE EDUCATION :
SECONDARY SCHOOLS : KAMRUP :
ASSAM**

The objectives of the study were: (i) To study science curriculum with a view to assessing its link with the children's environment. (ii) To evaluate the standard of science teaching with 5 independent middle schools along with 5 secondary schools in which the same textbooks were taught for the age group of 13+ years. (iii) To investigate how far science kits (science apparatus) and teaching aids were used, including laboratory facilities in the two groups of schools. (iv) To make a comparative evaluation of the annual examination of the sample science students for the two sets of schools in class VII.

A questionnaire was developed on the basis of science curriculum to assess its link with the children's environment. Environment and life centred topics were selected to design the questionnaire for students of class VII along with science

equipment used for this particular stage of science teaching in the school. These items were developed only for the urban students as the study was conducted purely on urban area schools. Another questionnaire was developed on the basis of school facilities and methods of science teaching for the science teachers. Besides these two sets of questionnaires, interviews and classroom teaching observations had been conducted.

Major findings were: (i) There was a single science teacher in each independent middle school of Kamrup district without having any professional qualification. (ii) 40% of independent middle schools had been provided with a science kit. Other 60% schools were without science kit. (iii) The student achievement in science subject of independent middle school was very poor. It was revealed that 47% of students studying in independent middle schools secured just marginal pass marks. (iv) There was no regular provision of science grants to the independent middle schools of Kamrup districts. (v) Lack of teachers handbooks on science hampered in imparting the science concepts to the students. (vi) The attitude of headmasters of independent middle schools towards improvement of science education was annoying.

214. Hijam, Yaima Singh. *Investigation into the problems of elementary science in Bishnupur District, Manipur at the middle stage (i.e. classes VI-VIII)*. Dissertation, DEPA, NIEPA, 1985.

**Keywords: SECONDARY EDUCATION :
BISHNUPUR : MANIPUR : SCIENCE
EDUCATION**

The objectives of the investigation in science education in the elementary middle stage in Bishnupur District were: (i) to identify the most pressing problems of science education of elementary middle stage in Bishnupur District; (ii) to highlight the impacts in the teaching of science in elementary middle schools; and (iii) to suggest necessary remedies and measures for

the eradication of the problems.

Attempt was made to cover all aspects of science education at elementary middle school stage in Bishnupur District. On certain items, information were collected from census data while in some cases it was on sample basis. Data was collected from the institutions, science supervisors, pupils and parents, District Statistics Office, District Headquarter Offices, etc. In all 360 students of each of VIII-VII and VI class from government and private, rural and urban schools, and boys and girls of elementary middle and secondary schools in Bishnupur District were included in the sample. The students were asked for reacting their experience in connection with the science education. Thirty-one (31) science teachers who were teaching science at the elementary middle stage in different categories of schools were part of the sample.

Major findings were: Teachers and supervisors were not oriented and trained according to the new curriculum. Major shortcomings were the lack of pre-plan, follow-up action and the monitoring of the implementation of the new curriculum for necessary corrective measures. The necessary kits and science equipments of the integrated science of the middle stage had not yet been provided.

215. Rana, D. P. S. *Investigation into the use of science teaching equipment in middle schools of North District in Sikkim.* Dissertation, DEPA, NIEPA, 1989.

**Keywords: SCIENCE TEACHING :
EQUIPMENTS : SECONDARY EDUCATION :
SIKKIM : SCIENCE EDUCATION**

The objectives of the study were: (i) To analyse the present position regarding science equipment in junior high schools. (ii) To analyse the problems regarding the use of science equipment. (iii) To find out the effectiveness of the use of science

equipment. (iv) To suggest methods solutions to overcome the problems being faced regarding the use of science equipment.

All types of schools related with the study were covered in North District of Sikkim. All the persons related with science education were requested to react and give their views and constructive suggestions. Secondary data were collected from the District Education Office, school office, State Institute of Education Office and Census Office. The major samples of the study were the students of classes VII, VIII, and IX of the North District of Sikkim. All the questionnaires and interview schedules were prepared in English as the medium of instruction in the schools from class I onwards is English. In case of students of the junior high schools, the contents of the questions were explained in their mother tongue and the responses were recorded.

The findings of the study were : (i) Science equipment as teaching aids plays a vital role in teaching learning process. (ii) Separate room or even an almirah to store equipment was not provided in Junior High Schools. (iii) The significance of laboratory facilities were neglected in secondary schools. (iv) Training of science teachers into the use of science equipment was not provided to the teachers. (v) Number of science teachers required were not available in schools. (vi) Funds to replace consumable equipment were not provided regularly and in time. (vii) Standard quality of science equipment according to the content of science text book were not supplied to the schools.

SECONDARY EDUCATION

216. Baruah, Hiranmayee, *A critical study on the administration of the secondary schools of Assam in post-independence period (1947-1977)*, Ph.D. Edu., Gauhati Univ., 1983.

**Keywords: SCHOOL ADMINISTRATION :
SECONDARY EDUCATION : ASSAM**

The main purpose of the study was to investigate the conditions of educational administration of secondary schools of Assam in post-independence period and to find out its defects and drawbacks, if any, and to suggest measures for its improvement.

Government reports, records, etc. were critically studied. Schedules and questionnaires were prepared and used for interviewing officials and collecting data from inspectors of schools of 10 districts of Assam and heads of secondary schools regarding the condition of internal administration of the secondary schools. The secondary-level administrative set-up at the directorate, inspectorate and institutional levels, development of the system of educational administration, internal administration of secondary schools, academic administration of the secondary education as well as the defects, drawbacks and the problems of the secondary school administration in Assam in the post-independence period were critically studied. Some measures for improvement were suggested.

The study revealed: (1) In Assam educational administration was a legacy of British rule. While education had expanded a great deal, the administration procedures and methods had remained more or less unchanged. The administrative machinery was engulfed in a bureaucratic covering. (2) The type of administration was by and large traditional, and even after three decades of independence, the aim was still conservative, preserving what was existing rather than developing new ideas and practices, consistent with the changing needs of a developing society. (3) Though educational administration had assumed a special importance in the post-independence era it was handicapped by tradition. (4) The conditions of secondary schools were not satisfactory. Quantitative expansion during the post-independence period had resulted in a comparative neglect of the qualitative aspect of education. There were various defects and drawbacks in the administration of the secondary schools. One of the main defects was the concentration of powers and authority in the heads of the administrative hierarchy of the education department. (5) The heads of the secondary schools did not possess powers and authority as administrators. (6) Besides,

there were some other anomalies. There was a need for reforming secondary education and its administration. Maximum authority should be delegated to the lower unit. New, dynamic, creative ways of administration were called for to meet the challenges. A developmental administration has to be true to its task.

The significant educational implication was that the suggested measures in terms of the findings would provide a clear and scientific administrative machinery of secondary schools and contribute to planning and improving the standard of administration and education at the secondary stage in Assam.

217. Das, L. *Development of secondary education in Assam from 1874 to 1947 and its impact on the Social Development, Ph.D., Education, Gauhati Univ., 1973.*

**Keywords: SECONDARY EDUCATION :
EDUCATIONAL DEVELOPMENT :
HISTORY OF EDUCATION : ASSAM**

The main objective of the investigation was to study in depth the progress of secondary education in Assam from 1874 to 1947.

For the collection of data all available primary and secondary sources were used. Original documents, records, reports and manuscripts served as useful source materials.

The period of study started from 1874, when Assam became a separate province. During the period under study the indigenous system of education like Pathshalas and Madrasahs continued. But the British government reiterated its policy that western education was to be promoted in place of oriental learning. Hence three types of agencies grew up for the spread of education in Assam, viz., the department of education, the local authorities and the missionaries. After the Dispatch of 1854, the Government of Assam undertook the responsibility of creating a properly articulated system from the primary to the secondary

stage of education. The organisation of the department of education, institution of grant-in-aid system and establishment of high schools in sub-divisional headquarters were steps to discharge this responsibility. The study revealed that (i) the condition of the secondary education under review was far from satisfactory; (ii) the salary, social status, tenure of service of teachers were in bad shape and their treatment by the management, in many cases, was inconsistent with their dignity; (iii) the professional level of teachers was, in most of the cases, below standard; (iv) the buildings, particularly of private institutions, were in deplorable conditions and the standard of the school programmes like physical education, moral training, debates, games, sports, publication of school magazines, etc., was generally low; (v) the missionaries were responsible for the spread of education among girls and started a network of female schools all over the State and maintained a high standard of efficiency in their institutions and they were pioneers in organising the training of female teachers; and (vi) the percentage of success in government schools for boys in 1932 was 88.2, in aided schools 55.2, in unaided schools 78.8 and the girls schools 71.4. The study concluded that education acted as an agent of social change, paved the way for technological advancement and revolutionised every aspect of life in Assam.

218. Deshamukhya, Makhan Lal. *Vocationalization of secondary curriculum in Assam*, Ph.D. Edu., Gauhati Univ., 1984.

**Keywords : VOCATIONAL EDUCATION :
ASSAM : SECONDARY EDUCATION :
CURRICULUM**

The major objectives of the study were: (i) to devise means to give the student such education and training as would make it possible for him to play the role of a useful citizen; (ii) to work out methods to provide comprehensive scope in vocational and technological studies which would ultimately fit the candidate to

various professions; and (iii) to study the problem of educated unemployment in Assam in particular and the needs of the society.

Documentary analysis was undertaken and the related literature was consulted. Unstructured interviews and informal discussions with officers of the departments of education, educational administrators and policy makers of various states and union territories in general and Assam in particular were carried out. A questionnaire was used mainly to determine the attitude of parents, administrators, social workers, teachers, etc. towards vocationalization of secondary curriculum in Assam. Personal visits of factories, farms, industries, etc. of different states was made to study the level of educational qualifications of teachers required to run them.

The major findings of the study were: (1) The declared national pattern (10+2+3) should be accepted with minor modifications, taking into consideration the peculiar problems of the region or locality. (2) The types of vocational streams cannot be the same everywhere. On the other hand, in view of the objectives of the secondary curriculum, vocational streams should be developed on the basis of the raw materials available in the locality and their future potentialities leading to some vocations. (3) The secondary curriculum should prepare the pupils to become individually competent. After middle-school level, 80 percent of the stress should be on vocational/technical education depending on the aptitude of the pupils of the state/country. However, this may create accommodation and financial problems for the school authority/ government. This should be reduced step by step by providing theoretical coaching in the school compound and practical work in local farms, factories, industries, workshops, etc., depending on local resources and aptitudes of the pupils at the initial stage. Subsequently, schools may be developed by setting up laboratories, workshops, etc. (4) Phase-wise teachers if not found locally, may be recruited from outside the state/region and provided with necessary orientation to suit the new curriculum.

219. Devi, B. *The changes in secondary education in Assam from 1964 to 1974 and their influence on higher education in the State*, Ph.D. Edu. Gauhati Univ., 1987.

**Keywords: SECONDARY EDUCATION :
HIGHER EDUCATION : ASSAM**

The main aim of the study was to see how the change brought about in the level of secondary education in Assam during 1964 to 1974 influenced higher education in the state. The study was expected to bring to light some of the deficiencies of secondary education in Assam as a result of introducing reforms at that level which had led to the deterioration in the quality of higher education of a general nature.

Field work and library work were done. Both primary and secondary sources data were used. Personal interviews with selected persons were undertaken. Two sets of questionnaires were used—one for students to get a picture of their vocational aspirations; the other consisting of two parts, was addressed to such persons as had a direct share in implementing the change in schools and had personal experience of the effect of such changes. A number of higher secondary and multi purpose schools, both in rural and urban areas, where the new scheme of secondary education was implemented, were visited. A few secondary schools in different localities were also visited to administer the questionnaire. A sample survey was conducted to study the aspirations of secondary school pupils of Assam for different occupations in society. The sample included 100 male and 50 female pupils belonging to Xth year of secondary stage.

The major conclusions were: (1) A number of significant changes have been introduced in secondary education of Assam. (2) The changes were comprehensive and covered all aspects. (3) In spite of various changes introduced at the secondary stage regarding its structure, administration, teaching, curriculum and evaluation the overall context of the new emphasis on improving

the quality of higher education, the quality of general higher education was, in general, deteriorating. (4) The numerical expansion of educational institutions adversely affected quality at all levels. (5) Overcrowding in higher educational institutions of a general nature was still alarming, jeopardizing the educational sphere. (6) The quality of secondary education did not improve, as the reforms introduced could not be implemented fully and in the desired manner to promote individual capacities and social efficiencies of adolescents. (7) Wastage in higher education was still alarming. (8) The changes were much needed and well intended. But for lack of will, means and conscious efforts on the part of all who were vitally concerned with the process, the schemes did not fully succeed. One reform had been replaced by another just like conducting some experiment in a laboratory.

220. Jala, Josephene. *An investigation into the development of secondary education in Meghalaya since independence*, Ph.D. Edu., NEHU, 1987.

**Keywords: EDUCATIONAL DEVELOPMENT
: SECONDARY EDUCATION : MEGHALAYA**

The objectives of the research were: (i) to study the development of secondary education in Meghalaya since independence in historical perspective; (ii) to critically examine the role played by missionaries in the development, administration and control of secondary education in Meghalaya; (iii) to study the contributions of the government and private enterprise in the development of secondary education in Meghalaya; (iv) to study problems connected with secondary schools in Meghalaya; and (v) to suggest measures for future development of secondary schools education in Meghalaya.

The historical method was followed. Both primary and secondary sources were used. A sample of 100 headmasters and 150 teachers from 100 schools was covered. The stratified random sampling technique was used to select schools. A

questionnaire was used for data collection. Frequency and percentage calculations were utilized to analyse data.

Some of the major findings were: (1) The type of oral and traditional education of the Khasis and Jaintias imparted in the past greatly differed from the modern and contemporary education system. (2) There was no formal education in Meghalaya till about the end of 19th century. (3) Christian missionaries were the first to start modern education in the Khasi, Jaintia and Garo Hills. All through the British period, some kind of grant-in-aid to private schools was given. (4) Expansion in secondary education in Meghalaya between 1972 and 1984 showed encouraging trends. (5) Educational development in Meghalaya was faced with a number of problems. Development of education was not uniform in various districts and rural and urban areas. (6) A majority of teachers thought that the secondary curriculum was not suitable for the needs and demands of students and suggested that it should be related to life. They stressed the need of qualified teachers. (7) Most of the teachers stated that the standard of secondary education was same as before. They observed that lack of funds for education, high enrolment with overcrowded classes, appointment of unqualified teachers and existing unsatisfactory service conditions as the main problems of secondary education. They reported that poverty of parents, lack of facilities, unfavourable conditions at home and lack of interest and good schools were the main reasons for poor enrolment in schools. They felt that science and mathematics continued to be most difficult subjects for students and the majority of teachers were in favour of retention of English as the medium of instruction. (8) The majority of headmasters observed that provision of vocational training existed only in very few schools and the facilities were available only to a small percentage of pupils. Most of them reported that they had facilities for football, badminton, basketball and table tennis in their schools; very few schools have provision for NCC, scouts and guides training. Parents were described as cooperative and sympathetic towards the school system and its functioning. The majority of

headmasters believed that development of personality and improvement of vocational efficiency should receive importance as objectives of secondary education.

- 221. James, Langstieh. *A study to identify the causes of the inadequate qualitative progress of high school students of Meghalaya*. Shillong, State Council of Educational Research and Training, 1989.**

**Keywords: SECONDARY EDUCATION :
EXAMINATION RESULT : MEGHALAYA**

Objectives of the study were: (i) to identify the probable causes leading to poor attainment of students in the HSLC examination, (ii) to formulate principles to help students regarding regular study, (iii) to help them to learn to raise questions when in doubt about the lessons, and (iv) to help them to learn to pay more attention in the class.

A total number of 2,110 students of Classes IX and X selected randomly from the high schools located in the Khasi and Jaintia Hills formed the sample. The data were gathered with the help of a questionnaire. The statistical techniques employed included frequency distribution and percentage index.

Major findings were: The study revealed certain facts related to poor performance in the majority of the schools covered in the investigation. Some of these pertained to: (i) inadequate time devoted to teaching, (ii) non-completion of homework by pupils, (iii) failure to provide individual attention to students, (iv) poor performance of students both at the school as well as in the HSLC examination conducted by the Meghalaya Board of School Education.

- 222. Kanwar, L. N. *A study of socialisation practices at home and school and development of personal achievement motivation among secondary school***

pupils in Assam. Ph.D., Edu. Dibrugarh Univ., 1989.

**Keywords: STUDENT MOTIVATION :
SECONDARY EDUCATION : ASSAM :
HOME : SCHOOL**

Main objectives of the study were : (i) to survey the strength of personal achievement motivation (Ach) among tribal and non-tribal high school boys and girls classified on different cultural and economic factors and belonging to urban and rural areas; (ii) to compare the socialisation processes at home of secondary school pupils with their levels of personal achievement; (iii) to compare the socialisation processes in different secondary schools with personal achievement; and (iv) to study the relevance of personal achievement, its socio-cultural and economic factors like race, area of residence, socio-economic factors and school variables.

The sample was drawn from 19 higher secondary and secondary schools. The total number of pupils in the sample was 380. The researcher took both boys and girls of Class IX drawn from different racial backgrounds, SES, schools under different types of management and formal rural and urban areas. The tools used included a set of six TAT pictures adopted by Mehta, a Questionnaire on Pupil's Perception of School Climate and School Socialisation Practices, an Interview Schedule on Family Socialisation Practices, and a Socio-Economic Status Scale. The results were analysed using mean, SDs and 't' tests.

Major findings were: (1) There was no significant difference in the levels of personal achievement of boys and girls. (2) The mean difference between personal n-Ach scores of tribal and non-tribal children was not statistically significant. (3) There were significant differences in the mean personal n-Ach scores between urban and rural subjects. (4) The mean personal need-achievement scores of the pupils from government, provincialised and missionary schools were found to be higher than those of the pupils from ad hoc private schools. (5) The

high-SES group boys were significantly higher than the low-SES group boys on personal need-achievement motivation. But girls did not show any significant difference. (6) The higher personal need achievement was positively related to earlier socialisation at home level. (7) Boys and girls belonging to high status groups on each dimension showed a higher level of personal achievement-motivation than their respective counterparts of the low-status groups. The children from ad hoc schools appeared to have a lower level of personal n-Ach when compared with pupils from government and provincialised schools. Differences on personal n-achievement levels were found between the high group with middle SES and the low group with middle SES on the factor use of reward and punishment (URP). (8) Comparison of high and low groups sub-divided on the basis of sex, area of residence, SES, racial background and type of school management on each of the factors of school socialisation revealed significant mean differences between certain sub-groups on their levels of personal-ach. Significant mean differences were found between high-group boys and low-group boys; high-group girls and lowgroup girls; rural high-group children from government provincialised missionary schools and low- group children from ad hoc schools on the factor individual achievement orientation (IAO); high-group boys and low-group boys, high-group girls and low-group girls, high-group urban and low-group urban; high-group with high SES and high-group with low SES high-group tribal and low-group tribals, children from government, provincialised, missionary schools and children from ad hoc school on factor-group achievement orientation (GAO) and high group girls and low group girls; high group urban and low group urban: children from government, provincialised, missionary schools and children from ad hoc schools on the factor overall energy strength.

- 223. Roy, Uma. *A study of the educational problems of high school students in West Garo Hills District in relation to the organisational climate of schools.* Department of Education, Shillong, NEHU, 2000.**

**Keywords: HIGH SCHOOLS :
EDUCATIONAL PROBLEMS : SECONDARY
SCHOOLS : GARO HILLS DISTRICT :
SHILLONG : MEGHALAYA**

224. **Sharma, A.K.** *A critical study of the achievement in mathematics by pupils of secondary schools with particular reference to the State of Assam.* Ph.D. Edu. Gauhati Univ., 1978.

**Keywords: MATHEMATICS TEACHING :
SECONDARY EDUCATION : SECONDARY
SCHOOLS : ASSAM : ACHIEVEMENT**

The main objective of the study was to find out and assess the achievement in learning school mathematics and the possible reasons for the low achievement of the same. The study was confined to the areas of arithmetic and algebra of school mathematics.

A battery of sequential achievement tests in mathematics was constructed for Classes V to X. The items for each test were prepared from each topic of the respective syllabus covering such aspects as knowledge, understanding, skill and application. The draft tests were tried out. Based on the difficulty value and discriminating index of each item, 254 items (41,42,43,48, 46 and 34 items for Classes V, VI, VII, VIII, IX and X, respectively) were selected in the final achievement tests. The reliability and validity coefficients of the tests were computed. The sample included 1295 pupils (210, 186, 178, 312, 263 and 146 from Classes V, VI, VII, VIII, IX and X, respectively) from 10 schools. The mathematics teachers of these schools were interviewed with the help of a questionnaire. An analysis of syllabus, textbooks, exercise books, school records and board's records was also done

The major findings of the study were: (i) The reliability coefficients of the achievement test battery obtained by the

method of rational equivalence ranged from 0.66 to 0.75. (ii) The validity coefficients varied from 0.43 to 0.90 when correlated with the scores obtained by the same set of pupils in the school annual examination. (iii) The performance of the boys was better than that of the girls. (iv) The pupils of Classes V, VI and VII showed better results in the sub-classes of knowledge and skill than of understanding and application. (v) The major defects were the lack of drilling and knowledge on fundamentals and the inability to transform verbal statements into mathematical statements. (vi) The pupils of Classes VIII, IX and X were better in knowledge and skill than in understanding and application. (vii) The inadequate learning of the basic operations of elementary arithmetic at the primary stage led to difficulty in learning algebra at the secondary stage. (viii) Since all the pupils acquired knowledge and skill better than understanding and application of different topics, there was undue emphasis on the mechanical learning of mathematics. (ix) The pupils in urban, rural and backward areas did not differ very significantly in their performance. However, the performance of the rural boys was better than that of boys from the urban as well as the backward areas. (x) The urban girls showed better performance in understanding and application while the rural girls did better in knowledge and skill. (xi) The pupils of Classes VIII, IX and X performed better on the topics taught earlier in a session than the topics taught during the latter part. (xii) The coefficients of correlation between the performance of the pupils on topics in arithmetic and algebra in Classes VIII, IX and X showed the existence of a significant relationship for Classes VIII and X only. (xiii) Some major factors responsible for low achievement in mathematics were the imparting of limited knowledge, blind use of rules, heavy syllabus, defective textbooks, lack of the natural urge among pupils to learn mathematics, insufficient drill work at the primary stage and absence of methodical approach of the classroom teaching.

SPORTS

225. Quite, Niangkhannsm. *A study on the attitude of Class IX students towards games and sports in high schools of Shillong*. M.A., NEHU, 1990.

**Keywords: SECONDARY SCHOOLS :
SECONDARY EDUCATION : SPORTS :
SHILLONG : MEGHALAYA**

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

226. Lalbiakchhunga, C. *Study of the organisational structure and activities of SCERT, Mizoram, Aizawl*. Dissertation, DEPA, NIEPA, 1992.

**Keywords: ORGANISATIONAL STRUCTURE
: EDUCATIONAL ADMINISTRATION :
AIZAWL : MIZORAM : STATE COUNCIL OF
EDUCATIONAL RESEARCH AND
TRAINING**

The objectives of the study were: (i) to study the organizational structure of SCERT, and (ii) to study the functioning of SCERT.

Data was collected from secondary sources.

Major findings were: SCERT Mizoram was established in 1980. It is an academic wing of the Directorate of School Education

and headed by Joint Director since 1989. With the adoption of this New Education Policy and its subsequent implementation in the state, the academic responsibility of the Council has increased considerably. It has played major role in the formulation and implementation of various educational projects, such as: (i) Operation Blackboard (CSS); (ii) Improvement of Teacher Education (CSS), this includes improving and upgrading of the three institutes-TTI, MIE and SCERT; (iii) Vocationalisation of Education (CSS); (iv) Environmental Education (CSS); (v) Fifth All India Educational Survey. For better and efficient functioning institute have 12 units. The institute is responsible for qualitative improvement of school education, teacher education and non-formal education at state level.

The function of the SCERT, Mizoram are: (i) To act as an agent of change in school education and non-formal education in general and in teacher education in particular. (ii) To arrange for the in-service training of teachers and orientation of Education Officers dealing with pre-school, elementary, secondary and higher secondary education in the state. (iii) To act as a nodal agency for all kinds of educational programmes and schemes which aim at bringing about qualitative improvement of education at the school level. (iv) To give technical guidance and programme support to the District Institute of Education and Training. (v) To develop curricula, instructional materials, textbooks, teachers' handbooks etc. for use in the educational institution and for teachers of pre-school, elementary, secondary and higher secondary stages of education in the state. (vi) To conduct studies and investigations on various educational problems. (vii) To undertake specific educational projects at all levels of education and perform such other functions as may be entrusted to it by the government from time to time. (viii) To act as a clearing house for new ideas and practices. (ix) To develop teaching aids, educational films, tape slides, etc. for school education and teacher education. (x) To serve as a liaison body between the SCERT and the State Education Department. (xi) To serve as advisory body to State Government on matters relating

to quality improvement of school education (xii) To act as advisory body in planning, management and implementation of all educational programmes within the ambit of school education and teacher education.

STUDENT ACHIEVEMENT

227. Deka, Hem Chandra. *Achievement motivation and creativity in stars and isolates*. Gauhati, Gauhati Univ., 1993.

**Keywords : STUDENT ACHIEVEMENT :
MOTIVATION : CREATIVITY : HIGHER
EDUCATION : ASSAM**

228. Gokulnathan, P. P. *A study of achievement related motivation (n-Achievement and Anxiety) and educational achievement among secondary school pupils*. Ph.D. Edu., Dirugarh Univ., 1972.

**Keywords: STUDENT ACHIEVEMENT :
SECONDARY EDUCATION : TRIBAL
STUDENTS : ASSAM : EDUCATIONAL
PSYCHOLOGY : DIBRUGARH : LAKIMPUR :
SIBSAGAR**

This is a comparative study of tribal and non-tribal students to study their n-Achievement with reference to racial, socio-cultural, educational and economic background.

The tribals included in study were from Kachari, Miri and Meeh tribes of the early Mongoloid race. The non-tribal people were mostly non-Mongoloids or Vans of Hindu religion. They formed socially and educationally advanced sections. A total of 294 boys and 89 girls drawn from 14 secondary schools of Dibrugarh,

Lakhimpur and Sibsagar districts constituted the sample. The method of sampling followed was stratified random sampling. TAT and the Mehta's Achievement Value and Anxiety Inventory (AVAI) were used to assess the achievement motivation and anxiety, respectively. Performance at the SSLC/HSLC examination and test examination served as the index of educational achievement. Form A of the Kuppuswamy's SES Scale was used for classifying students on the basis of their socio-economic status. F ratio and t test were used to study the mean differences.

Among the salient findings were the following: (i) The tribal pupils obtain significantly higher n-Achievement scores than the non-tribal pupils. (ii) The girls have an overall significantly higher n-Achievement than the boys. (iii) The tribal boys in the rural and urban samples exhibit more or less the same level of achievement motivation. The non-tribals in the rural sample show significantly greater n-Achievement level than their counterparts. The tribal and non-tribal boys in the rural sample do not show significant difference in their n-Achievement levels, but their urban counterparts show a significant difference. The rural tribal boys show a tendency for greater n-Achievement than the urban non-tribal boys although the difference is not significant. The tribal boys thus, irrespective of the area of their residence, possess a higher level of n-Achievement than the non-tribals. (iv) n-Achievement levels of the tribal boys with middle and low SES are comparatively higher and not significantly different from n-Achievement of non-tribal urban boys with high SES. Moreover, the mean n-Achievement of tribal boys with middle and low SES is significantly greater than the mean score of non-tribal urban boys with low SES. (v) Tribal boys of fathers of low educational level do not differ from non-tribal boys of fathers with high and middle educational levels; the three educational status groups (high, middle and low) within either the tribal or the non-tribal group do not show any significant differences in their mean n-Achievement; both the middle and low educational status tribal boys have greater mean n-Achievement than the tribal boys with fathers of low educational level. (vi) In both tribal and non-tribal

groups the mean n-Achievement scores become lower when moved from higher to lower income groups. The drop in the mean is more prominent in the case of the non-tribal boys. Father's income appears to be related, in some way to n-Achievement scores in non-tribal sections, but it is not so in tribal sections. Tribal boys from each of the income groups show considerably greater n-Achievement, and in many cases, their achievement motivation level far exceeds that of non-tribal boys from the upper middle or group II, lower middle or group III and the lower or group IV income groups. None of the three income groups of tribal boys differ significantly from the income group I of non-tribal boys. Group II tribal boys, however, show significantly greater mean n-Achievement score than the non-tribal groups III and IV. Group III tribal boys show significantly greater n-Achievement level than the three non-tribal income groups, II III and IV. (vii) There was no urban tribal boy in the sample with father doing professional work; it consisted mostly of skilled or unskilled workers' families. They do not show difference in their levels of n-Achievement. Within the non-tribals, the professional group of boys shows significantly greater n-Achievement than boys of the semi-skilled or unskilled workers. The tribals compared with the non-tribals show greater n-Achievement in each occupational group.

229. **Homchaudhuri, S.,** *An analytical study of correlates of academic performance of college students (Tribal) of Mizoram.* Ph.D. Edu., M S University of Baroda, 1980.

**Keywords: HIGHER EDUCATION : MIZORAM
: TRIBAL STUDENTS : STUDENT
PERFORMANCE : STUDENT ACHIEVEMENT**

The investigation aimed at surveying the levels of self-concept, anxiety, family influence and socio-economic status and studying the relationship of these factors with academic performance. The effect of the above-mentioned variables on academic performance

was also studied. It was also attempted to study the nature of perception of self, home, institution, studies, community and country of tribal students with high and low academic performance.

The sample for the study was drawn from all the five colleges of Mizoram. In all, 459 pre-university second year students were selected (349 boys and 110 girls). In order to collect the required data, students in each college were given the tests together in two sessions. To make the self-perception inquiry, 'Who Am I?' and other five descriptive tools developed by the investigator were administered. Socio-economic status and family influence scales were also developed to measure the socio-economic status and students' perception of the influence of family along three dimensions, namely, democratic, lukewarm and authoritarian. To measure anxiety Sinha's Anxiety Scale was used. The data were computerised and means, standard deviations, correlations and t-ratios were computed and multiple regression analysis was carried out.

The major findings of the study were: (i) Self-concept emerged as the most significant correlate of academic performance. (ii) There was no significant difference between the girls and the boys with regard to self-concept. (iii) Socio-economic status also came out as a significant correlate of academic performance. (iv) Anxiety had low positive significant relationship with academic performance. (v) The high achievers were significantly more anxious than the low achievers. (vi) The high achievers found the emotional atmosphere of their homes to their liking. (vii) The low achievers found an absence of good environment at home. (viii) The high achievers showed quite a high level of expectation with regard to their performance in the examination. (ix) Their analysis of the performance was quite objective. (x) The low achievers showed an abnormally high level of expectation and great judgment discrepancy with regard to performance. (xi) A substantial proportion of high achievers did not like the manner in which the classes were taken; they thought the college should provide better teaching. (xii) Quite a sizeable proportion of the low achievers were critical of physical facilities and students'

conduct. (xiii) The high achievers showed their liking for a number of values upheld in the community. (xiv) The low achievers showed their likes and dislikes for different aspects of community to a much less extent than the high achievers. (xv) The high achievers observed the marks of democracy in the life of the nation more deeply than the low achievers.

230. Jangira, N. K. ; Yadav, D. D. *Learning achievement of primary school children in reading and mathematics: Baseline assessment study of four districts of Assam, India.* New Delhi, NCERT, 1994.

Keywords: READING : STUDENT ACHIEVEMENT : PRIMARY EDUCATION : MATHEMATICS : ASSAM

The major objective of the Baseline Assessment Study was to assess the level of learning of class III curriculum in mathematics and language of students who have passed class III and were then studying in class IV.

An analysis of factors which contribute towards the school and home background, development and factors which contribute towards explaining difference in achievement, was carried out. Class II students were assessed on the basis of class I numeric and literacy skills. Dropout students were also assessed on simple literacy and numeracy skills.

Multi-level sampling design was used in the study. 2-3 blocks comprising about one-fifth blocks in each district were selected randomly. One urban area was selected at random from the list of urban areas identified in the 1991 census. At the second level 35-45 schools were selected. Rural and urban schools to be selected were decided in proportion to the rural-urban population in the district in accordance with the 1991 census. Tests used for the assessment of learning achievement of class IV and class II students included: (i) NCERT class IV Language Achievement

Test (LAT), (ii) NCERT Mathematics Achievement Class IV Test (MAT), (iii) NCERT Class II Test, (iv) Literacy and Numeracy Test for Dropouts.

Findings of the study are: (i) Low learning achievement is the common feature while it is the lowest in Karbi-Anglong. Considerable number of students in class IV was at zero level and many more could not achieve even the minimum level. (ii) The students in class II could read letter better than words. Word reading seemed to be emphasised along with discrimination of letters and matras. Textbooks uses 'word' approach students seem to memories words without developing sufficient discrimination between letters and matras. (iii) Major tools of learning-teaching in the classroom is textbook. Even most of the students reported no opportunity for loud reading from the textbooks. Low reading achievement indicates ineffective use of textbooks in the classroom. (iv) Majority of dropouts were girls and children belonging to SC. Girls achievement was also lower than that of boys in mathematics. In rural areas achievement levels were lower. (v) Most of the dropouts were repeaters; even class IV students had good number of repeaters. There were also students who repeated classes twice. (vi) Many of the teachers were in the school due to compulsory transfer or personal adjustment which indicates low level of motivation and job satisfaction. The transfer and posting policy needs review and rationalisation to reduce dissatisfaction about teachers. (vii) Large number of schools does not have basic facilities of building, toilets, drinking water and teaching aids; special school wise plans needs to be drawn. (viii) It also implies that emphasis to ensure return from investment in DPEP in these districts should be on effective teacher development activities and decentralised supervision and support with peer coaching. (ix) The monitoring of the numbers only should be broadened to include qualitative indicators like learning achievement, repetetion as dropouts through field studies. To measure the extent of dropouts, households survey is needed since records are not reliable. Similar, studies should be used for monitoring. (x) Despite low achievement levels in all the districts,

district specific interventions could be worked out for reducing dropouts and improving attendance.

231. **Liegise, Buno.** *Institutional climate, creativity, achievement motivation and academic of high school students in Nagaland.* New Delhi, JNU, 1997

**Keywords : STUDENT ACHIEVEMENT :
SECONDARY EDUCATION : CREATIVITY :
HIGH SCHOOL STUDENTS : NAGALAND**

232. **Misra, Deo Dutta.** *A critical study of testing the effectiveness of new instructional method in attaining better achievement in mathematics at the secondary level in Arunachal Pradesh.* Gauhati, Gauhati Univ., 1998.

**Keywords : MATHEMATICS : STUDENT
ACHIEVEMENT : SECONDARY EDUCATION
: ARUNACHAL PRADESH**

233. **Rangad A. S.** *Study on the achievement in English of Khasi boys and girls of Class X in some High schools of Shillong.* M. Ed., NEHU, 1983.

**Keywords : SECONDARY EDUCATION :
STUDENT ACHIEVEMENT : ENGLISH :
KHASI : SHILLONG : MEGHALAYA**

234. **Rawat, Poonam.** *SES, study habits and achievement of high school students of Shillong.* M. Phil, NEHU, 1984.

Keywords : HIGH SCHOOLS : SECONDARY EDUCATION : STUDENT ACHIEVEMENT : SHILLONG : MEGHALAYA

235. Sarma, Ajit Kumar. *A critical study of the achievement in mathematics by pupils of secondary schools with particular reference to the state of Assam.* Gauhati, Gauhati University, 1981.

Keywords: STUDENT ACHIEVEMENT : MATHEMATICS : SECONDARY EDUCATION : ASSAM

STUDENT ACTIVITIES

236. Dasgupta, Aparna. *An investigation into the organisation of student activities and their relationship with personality characteristics of secondary pupils in Nagaland.* Ph.D. Education, North Eastern Hill University, 1986.

Keywords: SECONDARY EDUCATION : STUDENT ACTIVITIES : NAGALAND

The objectives of the study were: (i) to study the organizational set-up of student activities in the high schools of Nagaland, (ii) to find out the existence of any relationship between participation in activities and the personality characteristics of students, and (iii) to make suggestions for the reorganization of student activities in the high schools of Nagaland.

Relevant data based on existing rules were collected. A questionnaire on participation in student activities was developed and used along with Cattell's High School Personality

Questionnaire (HSPQ). A group of 841 (580 boys and 261 girls) standard X pupils was drawn from a stratified random sample of 33 high schools of seven districts in Nagaland. In-depth observation was made in three schools. Students were classified into highly, moderately and lowly motivated and F-values were computed to establish the relationship among the groups with regard to personality factors. Critical ratios were calculated for significant factors to ascertain difference among each of the three groups.

The major findings were: (1) Students who were highly as well as moderately motivated towards student activities scored significantly higher than the lowly motivated on the Reserved-Outgoing trait. (2) Students who were moderately as well as lowly motivated towards student activities scored significantly higher than the highly motivated on 'Less Intelligent-More Intelligent' and 'Vigorous-Doubting' traits. (3) Students who were highly motivated towards student activities scored significantly higher than the moderately as well as lowly motivated on 'Affected by Feelings-Emotionally Stable' (among the latter the moderately motivated scored significantly higher than the lowly motivated) and Shy Venturesome traits. (4) Students who were highly as well as lowly motivated towards student activities scored significantly higher than the moderately motivated on the 'Sober-Happy-go-lucky' trait. (5) There was no significant difference among students who were highly, moderately and lowly motivated towards student activities on the Phlegmatic-Excitable, Obedient-Assertive, Expedient-Conscientious, Tough-Minded, Tender-Minded, Placid-Apprehensive, Group-Dependent-Self-Sufficient, Undisciplined-Self-Conflict-Controlled, and Relaxed-Tense traits.

STUDENT ATTITUDES

237. Chakrabarty, Sanghamitra. *A study of the attitude of standard IX high school students in Shillong towards Hindi*, M.A., NEHU, 1989.

Keywords: HIGH SCHOOLS : STUDENT ATTITUDES : SECONDARY EDUCATION : SHILLONG : MEGHALAYA

STUDENT MOVEMENTS

238. **Bora, S. A.** *Study of the student movement in Assam since 1916 (1916-47)*. Ph.D. Hist., Gauhati Univ., 1985.

Keywords: ASSAM : EDUCATIONAL DEVELOPMENT : STUDENT MOVEMENTS

The main aim of the study was to examine the role of the students of Assam as an organized community in bringing about cultural, educational and social changes in the province of Assam as well as their role in the freedom struggle during the period 1916 to 1947.

The broadest range of primary sources and secondary works available in the relevant regional languages and in English were utilized. A number of personalities and student leaders were interviewed. In dealing with the period an attempt was made to maintain a chronological narrative. However, certain issues requiring a theoretical approach seemed to be interwoven with the chronological approach. The chapterization of the work was based mainly on the important events of the freedom struggle.

Some of the major findings were: (1) The student movement of Assam began at a time when a student movement as such was yet to take shape on an all-India scale. (2) The year 1916 saw the birth of the Assam Chhatra Sanmilan through which students carried on their various activities during the period of the national movement. (3) Though the students of Assam had played an important role and sacrificed much for the motherland, and had taken the lead in bringing about regeneration of the Assamese people economically, culturally and politically, their services had not been given due recognition. (4) In addition to the mainstream of the national movement among the student

community, other important trends were visible. Muslim sentiments were evident as early as 1918 with the beginning of the Assam Muslim Students' Conference which came into being for the welfare of the Muslim students only. Unfortunately, Muslim League activities won the popular support of a large section of the Muslim students of Assam after 1937. These students kept aloof from the independence movement and pressed for Muslim rights. (5) The contribution of the students of Assam in achievement of freedom was very significant in Assam's in achieving freedom was very significant as Assam's contribution towards the national movement.

STUDENT SOCIALIZATION

239. Pakyntein, Jessica. *An investigation of reasons determining the choice of friends in groups of Class VIII students in Shillong*. M.A., NEHU, 1989.

Keywords: HIGH SCHOOLS : SECONDARY EDUCATION : STUDENT SOCIALIZATION : SHILLONG : MEGHALAYA

STUDENTS PROBLEM

240. Rothanga, L. H. *A study of the problems of non-resident Mizo University students in Shillong*. M.A., NEHU, 1984.

Keywords : NON RESIDENT STUDENTS : STUDENTS PROBLEM : MIZO : UNIVERSITY STUDENTS : HIGHER EDUCATION : SHILLONG : MEGHALAYA

STUDY HABITS

241. Namdeo, N. P. *A study of relationship between creativity and study habits of secondary school students*. Imphal, Manipur Univ., 1996.

Keywords : CREATIVITY : SECONDARY SCHOOL STUDENTS : SECONDARY EDUCATION : STUDY HABITS : IMPHAL : MANIPUR

TEA GARDEN LABOURERS

242. Dutta, M. L. *Education and employment of the tea garden labourers of Assam with special reference to the District of Sibsagar*, Ph.D. Edu., Gauhati Univ., 1985.

Keywords: EMPLOYMENT : ASSAM : TEA GARDEN LABOURERS : PRIMARY EDUCATION

The main objective of the research was to study the problems of education and employment, their interdependence in relation to the tea garden labourers of Assam.

The normative survey method was adopted. Both primary and secondary sources were used to study several aspects pertaining to education and employment of the tea plantation labourers. Twenty-three tea gardens (six from Golaghat, nine from Jorhat and eight from Sibsagar) were selected randomly with some stratification. From each garden, 25 labour households were randomly selected and interviewed. Garden school headmasters and authorities and 130 randomly selected unemployed persons and 77 students in gardens were also interviewed. Five schedules (for headmasters of tea garden schools, heads of the tea garden labour families, tea garden authorities, school-going children of tea labourers beyond the primary stage and unemployed persons of the labourer community) were prepared and used. Data were

also collected from census handbooks, records, etc. Both qualitative and quantitative analyses were done.

The major findings were: (1) The tea garden labourers were in very backward condition educationally, economically and socially. They were far away from the socio-cultural main stream of the state mainly due to their socio-cultural isolation, economic backwardness and exploitation by garden owners. (2) Education was in a very neglected state in the tea plantations. (3) There was inadequacy of educational facilities beyond the primary stage within the gardens. This impeded the spread of education beyond that stage among labourers. (4) Tea garden schools lacked all essential facilities and academic side too was very much neglected. The schools were very unattractive. The system had failed to achieve the goal of primary education. Several reasons like indifference and negligence of parents, teachers, garden and state authorities, were mainly responsible for this state of affairs. (5) The working and living conditions of labourers were very poor. The unemployment problem was increasing among labourers due to factors like population growth, lack of education, effect of technological change, mobility, limited scope for alternative employment, retirement and termination, strikes, economic weakness of the gardens. Employment avenues outside the gardens were limited for various reasons. (6) 73.04 per cent of the respondents expressed unwillingness to undergo training for any new occupation due to lack of education, limited aspirations and lack of mobility.

243. **Sarma, Nirmala, *A study of the problems of non-enrolment and non-retention of the children of tea garden labourers with special reference to the district of Sibsagar (undivided)*. Jorhat, State Institute of Education, 1992.**

**Keywords: ENROLMENT : RETENTION :
TEA GARDEN LABOURERS : PRIMARY
EDUCATION : SIBSAGAR : ASSAM**

Objectives of the study were: (i) to identify the causes of non-enrolment and drop-out, (ii) to study the levels of education for children aspired by their parents, (iii) to study the parents' choice of occupation for their children, (iv) to study the problems faced by teachers in teaching the tea garden labour children, (v) to study the condition of the schools in the tea garden area, and (vi) to find remedial measures for ensuring primary education to all the children of the tea garden labour community.

A school information schedule was prepared and used to gather information regarding the various aspects of the schools.

The major findings were: (1) The four important causes of non-retention and non-enrolment of the tea garden labourers' children (arranged in order of importance) were: (a) involvement of the children in domestic or non-domestic work; (b) parents' unawareness of the importance of education; (c) home environment not congenial for education; (d) parents' inability to provide materials needed in school. The first cause got priority, both from parents and guardians. But, according to teachers, difference in the language spoken at home and at school was the second important cause of their educational backwardness. (2) Irregular attendance of pupils caused the maximum problem for the teachers in teaching the labour children. Guardians' non-cooperation or unawareness in the context of the teacher-guardian relationship was another problem faced by the headmaster in running the schools. (3) The guardians of the tea garden labour children could not express specifically about the level of education they wanted for their children. Thirty-one per cent wanted that the child should proceed as he could. Twenty-nine per cent wanted education up to the matric level. (4) The highest percentage of responses of the parents (49%) wanted their children to take up a service outside the garden in which they resided. Clerical jobs in the garden was the second highest response (22%). (5) The overall condition of the school was far from satisfactory. Eighty per cent schools consisted of a single hall with no separation wall between the classes. No school had an adequate number of desks and benches. Schools had no teaching aids, charts, etc. Sixty per cent of the schools had no

provision for drinking water, while 90% had no latrines and urinals.

TEACHER EDUCATION

244. **Bordoloi, Ajanta Dutta.** *A critical evaluation of teacher-education in Assam at the primary level during the post-independence period with special reference to the curriculum and in-service training.* Ph.D., Edu. Gauhati Univ., 1990.

**Keywords: TEACHER EDUCATION :
PRIMARY TEACHER : ASSAM**

Objectives were: (i) to trace the historical development of primary teacher education in Assam, (ii) to find out the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it, (iii) to find out the major drawbacks of the present curriculum, (iv) to analyse the problems which are faced by the trainees and teacher-educators, and (v) to make suitable recommendations for solving the same.

In the present evaluative research, questionnaire, interview and observation were used as tools. A sample survey of 27 primary schools was conducted. Information was collected from old records, documents, books, magazines, periodicals, school annual reports, office registers, office files, newspapers, reports of different committees and commissions, curriculum and syllabi of basic training centre and the B.T. course of Gauhati University and Dibrugarh University. Information was also collected from interviews and from questionnaires circulated to the principals, basic training centres, headmasters/headmistresses, teacher-educators and teacher-trainees.

Major findings were: (1) That despite the existence of training centres to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality

entrants in these institutes were not up to to mark. (2) They also suffered from lack of adequate physical and educational facility. (3) Organisation and evaluation of practice teaching were not scientific. Supervision practice-teaching was not satisfactory. (4) The B.Ed. curriculum was found to be too heavy one academic year. The curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. (5) Trained teachers did not get the chance to apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each class of secondary school was found to be heavy and teachers were expected to complete their courses.

245. **Chowdhury, Jhuma, *The contribution of post-graduate training college, Shillong, towards the development of secondary teacher education—A case study.* M.A., NEHU, 1990.**

**Keywords: SECONDARY EDUCATION :
TEACHER EDUCATION : SHILLONG :
MEGHALAYA**

246. **Das, R. C. *Effectiveness of teacher-training in reducing educational wastage.* Jorhat, State Institute of Education, 1979.**

**Keywords: TEACHER EDUCATION :
EDUCATIONAL WASTAGE : JORHAT :
ASSAM : DROPOUT : SIBSAGAR**

The main aim of the study was to find out the impact of teacher training on educational wastage and stagnation in primary schools.

A field survey was conducted. 743 schools from representative rural district were covered. Amongst them the number of single, two-teacher and multiple-teacher schools were 247 (179 schools had trained teachers), 284 (171 schools had both teachers trained

and 102 schools had one trained teacher), and 212 (132 schools had a majority trained, 58 schools had a majority untrained and 22 schools had an equal number of trained and untrained teachers), respectively. The extent and rate (class wise and total) of wastage and stagnation at the primary level of education in single-teacher schools with trained and untrained teachers, two-teacher schools with both trained, both untrained and one trained teacher, and multiple-teacher schools with majority trained, and a majority untrained teachers, were studied separately. The values of criterion variables between single-teacher, two-teacher and multiple-teacher schools were compared.

The major findings were: (1) The training of teachers at the primary level had no significant contribution towards reduction of wastage and stagnation in schools with multiple-class teaching. Training of teachers had no significant impact on the system of education at the primary stage. (2) In the case of multiple-teacher schools, where majority of teachers were trained, the impact of training did contribute effectively towards checking wastage. (3) The rate of stagnation in multiple-teacher schools with a majority of trained teachers was 60.7 per cent against 56.50 per cent for schools with a majority of untrained teachers. (4) The rate of stagnation of the schools with one trained and one untrained teacher was the lowest among the three categories of two teacher schools.

247. Mizoram State Council of Educational Research and Training, Aizawl. *Teacher education in Mizoram: Current status, issues and future projections.* New Delhi, NCTE, 1999.

**Keywords: TEACHER EDUCATION :
MIZORAM**

The study was undertaken with the following objectives: (i) To find out the growth, development and present status of teacher education system in the state of Mizoram (ii) To study the structure, mechanism of management, infrastructural facilities,

admission requirements, courses offered and modes of their transaction in College of Teacher Education (CTE), District Institutes of Education and Training (DIETs), and Mizoram Hindi Teacher Training Institute (MHTTI) in the State. (iii) To identify strengths, problems and current issues in teacher education. (iv) To identify the reforms needed to revamp the teacher education programmes in the light of the emerging changes in school education. (v) To assess the extent of manpower required for different categories of teachers and teacher educators in the state. (vi) To help planners and policy makers to do future planning and reconstruction of teacher education in the state.

The study was confined to pre-service and in-service education of elementary and secondary teachers and teacher educators. The study covered all teacher training institutions in the state that run the programmes of teacher education for the qualitative improvement of teachers. The study probed into the strengths, weaknesses, problems and issues of Teacher Education system.

The normative survey method was adopted for the study. Data related to teacher education institutions were collected through a questionnaire, circulated to all the institutions. Follow up personal visits were made to collect the required information. The State Council of Educational Research and Training (SCERT) and Mizoram Board of Secondary Education (MBSE) are involved in certain in-service training programmes; relevant data were collected from them. A few selected retired personnel were interviewed regarding their perceptions of different aspects of teacher education.

Findings of the study were: The College of Teacher Education (CTE) is quite adequately staffed. Against 13 sanctioned posts, 12 are in place. Both the DIETs are inadequately staffed. In Aizawl DIET, eight senior positions are yet to be filled in. There is no Vice Principal and no senior lecturer out of a sanctioned strength of seven in position. The institute is running with less than 75 per cent of its sanctioned strength. The DIET at Lunglei, besides the principal, the academic staff is virtually non-existent,

with more than 65 per cent of faculty positions yet to be filled in. While there is at least one faculty member to teach English, Mathematics and Home Science and Methodology papers, there is none with proper specialisation to take care of papers like Physical Science, Life Science and Geography. During the last five years 752 trainees were enrolled in the College of Teacher Education (CTE) out of which 630 successfully completed B.Ed. During 1992-96 period, 1266 trainees were enrolled in both the DIETs and 1020 passed, pass percentage being 80.57. The two DIETs, in Aizawl and Lunglei have not yet attained functional autonomy (academic, administrative and financial). They have very limited capacity to play the role of district level nodal agencies. DIET, Aizawl organised 16 programmes for 487 participants during the last five years. These programmes were in addition to the regular pre-service and in-service teacher education courses of the Institute.

248. Saikia, S. *Teacher education: A study of the problems with special reference to Assam (at secondary level)*, D.Phil. Edu., Gauhati Univ., 1971.

Keywords: TEACHER EDUCATION : ASSAM

The study attempted at finding out the causes for the ineffectiveness of the teacher training programmes (at the secondary level) in Assam, and to suggest some remedial measures.

Fifty untrained and one hundred trained teachers were investigated along with 134 candidates studying in the B.T. Department of the Gauhati University with regard to (i) the participation in their training programmes; (ii) the effectiveness of supervision programmes; and (iii) the relationship between the theoretical and the practical part of training to find out how teaching practices could be improved. A study of the syllabi of the teacher training colleges in Assam affiliated to the Gauhati University was also made.

The study revealed that none of the trained teachers prepared lesson plans of their work. Though as a group, the trained teachers were found to be somewhat methodical in their teaching, their teaching methods differed from what was taught during their training. The observed discrepancy was attributed to (i) the training course itself, and (ii) the conditions under which a trained teacher had to work in a school. Compared to the educational system of England, the relationship between the training institutes and practice teaching schools in India seemed strained. In India, the syllabus of study was not relevant to the actual needs. The practical side of training was not given due care. The physical and material conditions in the teacher training institutes in India were not conducive to curricular work of the student teachers. The wastage in teacher training colleges in India varied between 10 and 40 percent, whereas the same in England was practically nil because of wise selection procedure and proper evaluation in the course of training. It was also found that the neglect of practice in teaching was due to non-availability of schools for practice teaching and meager supervision and guidance. Making student teachers study a variety of subjects within one academic year affected their training rather harmfully. The high percentage of untrained teachers was partly due to the rapid growth of secondary schools in the state. The author further suggests some changes for qualitative improvement of the training programme. Some of them are: (i) revision of the syllabus; (ii) admission by selection; (iii) change in the method of teaching and evaluation; (iv) reorganization of practice teaching; (v) involvement of university departments of education in teacher training of the state; (vi) introduction of regional language as the medium of instruction in training colleges; and (vii) creation of academic boards and staff-student consultative committees.

This report is an auxiliary study undertaken by the author as a part of an aspect of his broader investigation on the problem of educational wastage in the district of Sibsagar. This study was conducted in all the three varieties of schools, i.e. single-teacher schools, two-teacher schools and multiple-teacher schools. Out

of the 743 schools from the representative rural district covered under the field-survey, 247 were single-teacher schools, 284 were two-teacher schools and the rest 212 were multiple-teacher schools. Out of 247 one-teacher schools, 179 had trained teachers and 68 schools with untrained teachers. And out of 284 two-teacher schools, 171 had both trained, 11 schools with both untrained, 102 schools with one trained and one untrained teacher. In case of multiple-teacher schools, there were 132 schools with majority of trained teachers, 58 schools with majority of un-trained teachers, and 22 schools with equal number of trained and untrained teachers.

TEACHER PROBLEMS

249. **Lalsangliani.** *An investigation into the socio-economic and academic problems of high school teachers of Champhai sub-division, Mizoram.* Ph.D., Edu. North-Eastern Hill Univ., 1991.

**Keywords: TEACHER PROBLEMS :
SECONDARY EDUCATION : HIGH
SCHOOLS : CHAMPHAI : MIZORAM**

Objectives of the study were: (i) to find out the socio-economic and academic problems faced by high school teachers in the Champhai sub-division of Mizoram, (ii) to identify factors responsible for the socio-economic and academic problems of high school teachers, and (iii) to offer suggestions for minimising the socio-economic and academic problems of high school teachers.

The sample consisting of 25 high schools with 25 headmasters and 105 teachers was selected from a population of teachers in 38 high schools. The tools used were an interview schedule and a questionnaire. The collected data were treated with percentages.

Major findings were: (1) The working conditions, including salary benefits and terminal service benefits, available to private

deficit and ad hoc high schools were different from those enjoyed by government school teachers. (2) The private school teachers felt more insecure as a result. (3) The training facilities available to teachers were reported inadequate. (4) Headmasters of high schools faced problems of finance and shortage of teachers besides several facilities.

TEACHER STATUS

250. Dkhar, H. M. *A study of status and service conditions of primary school teachers in Shillong* M.Ed., NEHU, 1983.

Keywords: TEACHER STATUS : TEACHER SERVICE CONDITIONS : PRIMARY SCHOOLS : PRIMARY EDUCATION : SHILLONG : MEGHALAYA

251. Dkhar, Ruby. *A study of status and service conditions of the teachers of North-Eastern Hill University*, M.A., NEHU, 1984.

Keywords: TEACHER SERVICE CONDITIONS : HIGHER EDUCATION : TEACHER STATUS : NORTH EASTERN HILL UNIVERSITY : MEGHALAYA

252. Prasad, Bechu. *A study of status and service conditions of secondary schools teachers in Shillong*. M.Ed., NEHU, 1983.

Keywords: TEACHER STATUS : SECONDARY EDUCATION : TEACHER SERVICE CONDITIONS : SHILLONG : MEGHALAYA

253. Blah, H. Mary Dora, *A study of status and service conditions of college teachers in Shillong*, M. Ed, NEHU, 1982.

**Keywords: COLLEGE TEACHER :
TEACHERS : TEACHER STATUS : HIGHER
EDUCATION : SHILLONG : MEGHALAYA**

254. Nongrum, Medalin. *A study of job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads/principals*. Ph.D., Edu. North-Eastern Hill Univ., 1992.

**Keywords: JOB SATISFACTION :
SECONDARY EDUCATION : TEACHER :
PRINCIPAL : SECONDARY SCHOOL
TEACHER EDUCATIONAL LEADERSHIP :
SHILLONG : MEGHALAYA**

Objectives of the study were: (i) to assess the job satisfaction of secondary school teachers in Shillong and to find the relationship of job satisfaction to factors like gender differences, level of education, religious affiliation and work experience, (ii) to study the leadership characteristics of principals or the needs of schools as perceived by teachers, and (iii) to investigate if there is any association between job satisfaction of teachers and their perception of leadership characteristics of heads/ principals of schools.

A representative sample of 20 schools out of a total of 49 schools in Shillong was chosen, keeping in view the location of the school, the management pattern, the type of organisation, etc. A job satisfaction scale (for teachers) was prepared as per the standard scaling technique. A rating scale to assess the leadership characteristics of heads of schools, as perceived by

the teachers working under them, was also prepared. Critical ratio and chi-square test were used to analyse the data.

Major findings were: (1) The type of management appeared to be associated with teachers' job satisfaction, the government school teachers showing significantly more satisfaction. (2) No significant differences were found in job satisfaction between male and female teachers, between teachers from different religious backgrounds and between teachers with different lengths of experience. (3) Educational qualifications appeared to be positively associated to job satisfaction. (4) Teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives.

255. Thakur, T., *Who is a good teacher? (A study based on the opinion of senior pupils)*, SIE, . Assam, 1976.

**Keywords: TEACHER : TEACHING :
TEACHER EVALUATION : TEACHER
EDUCATION : ASSAM**

The main purpose of the study was to analyse the characteristics of a good teacher as perceived by his pupils.

The study was designed taking into consideration that there was a socio-cultural difference in the opinion of pupils so far as the traits of a teacher were concerned. In all, 400 senior students (201 boys and 199 girls) of seven different secondary schools of Jorhat town were selected. The sample included boys, girls, from coeducational, private, government aided, government schools and schools with better academic standard, better co-curricular activities and having pupils from different walks of life. Each school was personally visited and the pupils were asked to write down the positive as well as the negative traits of the teacher who taught them all years in the school. An unstructured

opinionnaire was used. No teacher was, present during investigation.

The major findings were: (1) Most of the pupils were from economically deprived homes. (2) The outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. The pupils were in favour of strict discipline and strict administration. The pupils loved to get regular assignments and wanted that the teachers corrected assignments regularly. A teacher who did not let down pupils was loved by all. A teacher who could identify himself with his pupils found his class teaching very easy. (3) The negative traits were partiality, favoritism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter. (4) Some differences were noticed with regard to the responses received from boys and girls.

256. Thakur, T. *Working conditions of the married women teachers in the primary schools of Assam with special reference to Sibsagar District, Ph.D.Edu., Gauhati Univ., 1978 .*

Keywords: WOMEN TEACHER : PRIMARY SCHOOLS : PRIMARY EDUCATION : ASSAM : SIBSAGAR

The major objectives of the study were to find out (i) why married women joined a primary school; (ii) whether they were satisfied with their jobs; (iii) how far they could play a dual role successfully, that is, the role of a school teacher and the role of a wife and a mother; and (iv) what were the academic, social and economic problems and difficulties faced by them in their professional career which affected their working conditions?

In all, 500 married women primary school teachers were selected from Sibsagar district in Assam, that is, roughly 61.5 per cent of

the total population. The sample represented 24 clusters classified according to residence, qualifications, age, family patterns and marital status. In all, 25 teachers were selected for case study from these clusters. Data were collected with the help of two questionnaires (one for teachers and the other for headteachers), one opinionnaire (for sub-inspectors of schools), and two interview schedules. Information was also gathered from various other sources, like published literature. Teachers were contacted personally to collect data.

The study revealed: (i) The group of teachers under study joined the teaching profession mainly for two reasons, economic and academic. (ii) They were satisfied with their jobs because of three main reasons, academic, social and economic. (iii) They were able to play their dual role successfully. (iv) They encountered many problems and difficulties in performing their role of a working wife mainly in the academic, economic and social areas.

TEACHER TRAINING

257. **Bora, Sri Tarun.** *Primary teachers' training: A comparative study of DIETs & BTCs in Assam.* Dissertation, DEPA, NIEPA, 1997.

**Keywords: TEACHER TRAINING :
TEACHER EDUCATION : PRIMARY
EDUCATION : ASSAM**

The objectives of the study were: (i) To compare the state policy on teacher Training Guidelines for both DIETs and BTCs. (ii) To compare the infra-structural facilities, such as physical, manpower etc. available in DIET and BTCs. (iii) To compare the process of training in these two types of institutions in terms of curricular and co-curricular activities. (iv) Compare the quality of output in terms of result in BTC Final Examination.

Various documents and office orders were studied to collect information about guidelines and state policy on teacher

education. Questionnaire was designed to collect information about infrastructural facilities. For study and analysis of result of DIETs & BTCs, in the BTC final examinations of last five years had been taken into consideration. The study was focused on the assessment of training programme in terms of policy, planning and management for the primary school teachers conducted by DIETs and BTCs. To fulfill the above objectives two DIETs. (i) DIET, Nagaon, and (ii) DIET, Kamrup and two BTCs-(i) BTC, Nalbari, and (ii) BTC, Raha were selected in near proximity.

The findings of the study were: (i) The minimum academic qualification for the post of a primary school teacher prescribed by the State Govt. is 10 years of schooling without pre-service professional qualification. (ii) None of the institutes is running any pre-service teacher training programme in the state. (iii) The old type of practice teaching following the Herbarium steps had been followed which can be said as outdated. (iv) The practice teaching school attached to the training institutions are not well equipped with teaching learning materials.

258. Kakati, Manab. *Study of the problem of untrained teacher in Kamrup District, Assam.* Dissertation, DEPA, NIEPA, 1995.

**Keywords: TEACHER TRAINING :
PRIMARY EDUCATION : TEACHER
EDUCATION : UNTRAINED TEACHER :
KAMRUP : ASSAM**

The objectives of the study were: (i) To find out the magnitude of the problem of untrained teachers and their educational backgrounds. (ii) To identify their training needs in the context of their teaching experience and in-service training received. (iii) To develop a plan of upgrading the academic and professional skills of untrained teachers.

A sample survey was designed to administer a questionnaire among the selected school and administer other tools in the selected schools of the district.

The primary teachers and officers were interviewed for the study.

It was found that though much emphasis has been laid on teacher training, the training and experiences, teachers were also not found to be adopted in any scientific procedures to make the teaching learning situation effective and interesting except in few school. The overall condition of primary schools of greater Guwahati was far from satisfactory. Most of the schools did not have minimum facilities. Even blackboards had been not made available in some schools of Hajo, Rani and Rampur block. If it was there it was not in working condition. About 35% of primary school's education of the entire 4 blocks was hampered by the lack of minimum facilities necessary for an effective school. Lack of pre-primary section in majority of the Govt. managed schools made the parents to send their children to private schools.

TEACHING AIDS

259. Educational Technology Cell. *Survey of teaching aids in the English-medium schools of Meghalaya.* Shillong, State Council of Educational Research and Training, 1988.

Keywords: TEACHING AIDS : SECONDARY EDUCATION : ENGLISH MEDIUM SCHOOLS : MEGHALAYA

Objectives of the study were: (i) to find out from the schools of Meghalaya the extent to which teaching aids are utilised by their teachers, and (ii) to offer suggestions regarding the use of teaching aids for various purposes in the schools in the State.

The sample consisted of 298 heads of schools and 546 teachers selected at random from both the rural and urban areas of the five districts of Meghalaya. Two sets of questionnaires in English were prepared for use with the heads of schools and the teachers, respectively. Percentages were used to treat the data.

Major findings were: (1) Many of the teachers represented in the study were either Matric-pass or with an even lower educational qualification. Graduates and postgraduates together formed only about 40% of the teachers. (2) The percentage of schools having proper teaching aids was 25.84% and of schools receiving financial aid was found to be only 23.49%. (3) The type of teaching aids available in schools included pictures, charts, maps, globes, radio sets and science equipment. (4) The percentage of teachers trained for the preparation of teaching aids by the NCERT and the SCERT was below 10%. (5) As many as 44.51% of teachers reported that they used teaching aids regularly. (6) Almost all the teachers reported no difficulty in finding locally available materials for use in the preparation of aids. (7) Only 33.15% of teachers reported that they used the locally available materials. (8) Most of the teachers in the sample felt that teaching aids were a must in subjects like science, social studies, etc. (9) The majority of the teachers reported that the training received by them, helped them in the preparation and use of teaching aids. (10) Among the suggestions given by the respondents were the need to orient teachers in the art of preparation and use of teaching aids, the need to have facilities in schools for the safe and proper storage of expensive teaching aids; the need to provide funds for purchase of aids, etc.

260. Ahmed, Hanifa Ena. *Teaching creativity and its effect on non-verbal creative thinking of girls in Class VII.* M.Ed., NEHU, 1981.

**Keywords: CREATIVITY : GIRLS
EDUCATION : SECONDARY EDUCATION :
TEACHING : MEGHALAYA**

261. **Debi, Meena Kumari.** *Developing and testing the effectiveness of programmed learning material in the syllabus of principles of education in the B.T. course of Gauhati University.* Ph.D., Phil. Gauhati Univ., 1989.

**Keywords: GAUHATI UNIVERSITY :
TEACHER EDUCATION : TEACHING :
LEARNING MATERIAL : ASSAM**

Objectives of the study were: (i) to construct and standardize a criterion test in the principles of education for B.T. students; (ii) to construct, develop and validate programmed material in the 'Principles of Education', and (iii) to test the effectiveness of the programmed learning material (PLM) over the traditional method of class teaching.

The B.T. course students of Gauhati University comprised the sample of the try-out. A criterion test was developed and used. Programmed materials were developed and validated and effectiveness was utilised using inferential statistics.

Major findings were: (1) The PLM was found to be effective compared to the traditional method of teaching, in achievement in 'Principles of Education' in sub-tests 1.2, and 3. (2) PLM was found to be effective for both the higher-level and the lower-level objectives when compared with the class-teaching method. (3) There was a significant difference between the post-test scores of the experimental group and those of the control group.

262. **Dev, Satyaki Kumar.** *A critical study of the methods of teaching in the secondary schools of Nagaland,* Ph.D. Edu., Gauhati Univ., 1979.

**Keywords: TEACHING : SECONDARY
SCHOOLS : SECONDARY EDUCATION :
NAGALAND**

The major objectives of the investigation were: (i) to study methods of teaching school mathematics in Nagaland; and (ii) to evolve an effective instructional programme in mathematics, especially for the schools in Nagaland.

An attempt was made to evaluate classroom teaching in mathematics. Keeping in view the principles of teaching mathematics, twenty-one classroom-teaching activities were conceptualized. After analysing the opinions of ten experts regarding the efficiency of these activities, they were employed in measuring classroom teaching effectiveness. Data were collected through structured interview, questionnaire, observation, inventory and tests. The Pupil Attitude Inventory, Mathematics Teaching Competence Scale, headmaster's rating scale for teacher behaviour and Minnesota Teacher Attitude Inventory were employed to collect data. For measuring effectiveness of existing mathematics syllabi and for investigating learning facilities and departmental supervision, Pupil's Maturity Test and Arithmetic and Teaching Learning Facility Schedule were used. The study was based on the observation of a stratified random sample of twenty schools (eight urban and twelve rural) selected from three districts of Nagaland, viz., Kohima, Mokokchung and Tucnsang. In all, 49 teachers and 1,877 pupils from Classes III to VI were included in the final sample.

The study revealed: (i) Teachers were more interested in lecture method. They had a negative attitude towards reflective type questioning. (ii) A large number of teachers could not maintain logical succession of steps and 40 per cent of the teachers could neither do sums correctly nor explain through correct and economic procedures. (iii) Teachers were poor in questioning skills mainly because they were weak in subject matter. (iv) The percentage of teachers having positive attitude towards making the lesson objective was the highest and it was the lowest towards ensuring assimilation. (v) About 82 per cent teachers did not ensure whether the students understood the concept or not. (vi) In all, 65 per cent teachers did not strive to evoke non-coercive participation from students. (vii) About 61 per cent teachers

could not effectively guide pupils' ideas towards objectives of the lesson. (viii) About 61 percent teachers followed what had been said in textbooks. (ix) The majority of the teachers did not have creative ability. (x) The inter correlations of teaching behaviours were quite substantial, (xi) The factorial study of teaching behaviour revealed that the teaching behaviour for pre-learning activities had a high impact on in-learning process. In all, three learning modules, viz pre-learning in learning and post-learning. (xii) The teaching behaviour appeared to have a functional relationship with teaching experience. (xiii) Teachers who took college courses in mathematics (pre-degree or degree) seemed to be more efficient in teaching mathematics than matriculate and under-graduate teachers. (xiv) Teaching success depended partly on the teacher's personal feelings towards the profession. (xv) The existing mathematics syllabi were unscientific. (xvi) The mathematics textbooks were defective. (xvii) The teaching-learning facilities were inadequate in a majority of the schools. (xviii) The teacher behaviour and the achievement of the pupils were interrelated.

263. Syiem, Deilina. *Preparation of a handbook of teaching skills in life sciences for teachers' at secondary level*. M.Ed., NEHU, 1982.

**Keywords: TEACHER : SCIENCE TEACHING
: SECONDARY SCHOOL : MEGHALAYA**

TECHNICAL EDUCATION

264. Barooah, T. N. *Development of polytechnic education in Assam and its impact on socio-economic growth*, Ph.D. Edu., Gauhati Univ., 1986.

**Keywords : VOCATIONAL EDUCATION :
ASSAM : TECHNICAL EDUCATION**

The major objectives of the study were: (i) to examine the development of technician education in Assam before and after independence; (ii) to identify the causes of the comparatively slow growth of polytechnic education in Assam; (iii) to review the selection procedure for admission of students, their perception of joining the courses and the employment opportunities of pass-outs; (iv) to ascertain the level of job satisfaction of polytechnic teachers; (v) to assess the administrative behaviour of the departmental and institutional heads; and (vi) to evaluate the impact of polytechnic education in the society in general and its impact on socio-economic growth of the pass-outs in particular.

Six, out of seven polytechnics in Assam were covered. The Teacher's Job-Satisfaction Inventory, questionnaires for principals, pass-outs, employers, and students undergoing studies, etc. and the Socio-Economic Status Scale for parents and pass-outs were used. The reliability and validity of the various tools were tested. Data were collected from various sources. Personal contacts, unstructured interviews, discussions, and observations were also used. The study covered the period from 1948 to 1978.

Some of the major conclusions were: (1) There was some development of polytechnic education, quantitative and qualitative expansion, but the performance dimension of the system was not up to the mark. (2) Polytechnics in Assam were not successful in the context of their social relevance; neither could they create an impact on the urban population, nor was their impact on socio-economic growth perceptible. (3) The working of the polytechnic system failed to tell a success story. But with all the blemishes, like defective selection procedure, unsatisfied teachers, outmoded syllabus, students with rural background, poor administration, inept handling of examinations, the polytechnics were successful in providing a steady flow of middle-level technical manpower to the state's industries. (4) The rate of growth of polytechnics was far below the demand of the region. (5) There was no correlation between industry and polytechnics, resulting in a huge wastage. (6) Not

much attention was given to student welfare activities. (7) Proper utilization of physical facilities, which were adequate in most polytechnics, was grossly inadequate (8) Barring a short spell, the employment position of pass-outs was quite encouraging. (9) Most students' parental SES was low. There was no appreciable growth in SES of the employed pass-outs, compared to their parents at the time they came for study.

TELEVISION

265. **Sungoh, Sherwin M.** *A survey of the educational and vocational aspirations of the Doordarshan-viewing pre-university students in Shillong.* M.Phil., Edu. North-Eastern Hill Univ., 1988.

**Keywords: EDUCATIONAL ASPIRATION :
TELEVISION : STUDENTS : SHILLONG :
MEGHALAYA : VOCATIONAL ASPIRATION**

Objectives of the study were: (i) to find out the educational aspirations of those pre-university students of Shillong who were exposed differentially to television programmes; (ii) to find out the vocational aspirations of those pre-university students of Shillong who were exposed differentially to television programmes; and (iii) to find out the correlations between the educational and vocational aspirations of the viewers, between their educational aspirations and socio-economic scores, and their vocational aspirations and socio-economic status scores.

A representative sample of 300 pre-university students was drawn, which represented males and females, tribals and non-tribals, different SES backgrounds, and students from the arts, science and commerce streams of colleges located in Shillong. The instruments used in the study included the Educational Aspirations Scale by Sharma and Gupta, the Occupational Aspirations Scale by Grewal, the Socio-economic Status Scale (urban) by Kuppuswami, and a Personal Information Blank.

Descriptive statistical techniques, apart from correlation and 't' test were used for the purpose of analysing the data.

Major findings were: (1) Female students, rare viewers of TV, and commerce stream students showed significantly higher educational aspirations as compared to their respective counterparts. (2) Male viewers and science students had significantly higher vocational aspirations as compared to their respective counterparts. (3) There was a high negative correlation between the educational and the vocational aspirations of students. (4) Socio-economic status was positively related to the educational aspirations of students.

TEXTBOOKS

266. **Pariat, Elizabeth R.** *An evaluation of Khasi textbooks of primary schools in Shillong.* M.A., NEHU, 1988.

**Keywords: PRIMARY EDUCATION :
TEXTBOOK : KHASI : SHILLONG :
MEGHALAYA**

TRAINING NEEDS

267. **Deka, Ucharan.** *Training needs assessment of heads of middle schools in the district of Nagaon, Assam.* Dissertation, DEPA, NIEPA, 1994.

**Keywords: HEADSHIP : EDUCATIONAL
ADMINISTRATION : MIDDLE SCHOOLS :
NAGAON : ASSAM : TRAINING NEEDS :
PRINCIPALS**

The objectives of the study were: (a) to identify the training needs of headmasters of middle schools, and (b) to prepare

ground for planning data based, systematic, realistic and efficacious programme for headmasters.

Headmasters were interviewed to find out their training needs. The second part of the tool used in data collection was observation by the investigator, as a supplement to interview. Forty headmasters of middle schools out of total 426 middle schools in the district of Nagaon, were selected. The study represented middle schools heads population, covering urban and rural, and both the sexes of three educational sub-division, viz, Nagaon, Kalibor and Hojai. To analyse the data and to establish the relationship between the various dimensions of the tasks, viz, criticality and time spent on the task and its relationship to training need, Roadwell's (1986) Modified Quarant Analysis method was used in the study. Key areas for training were identified by locating the various tasks in four quadrants, based on the ranking for criticality and time as given by role occupant and perceived by the role senders. Administrative personnels of the district, viz. DEEO one D I and one BEEO and one S I were cosulted. They were given the list of items of the activities, which need training.

Findings of the study were: (i) A sizable number of heads explained their difficulties and expressed the lack of proper skills in handling financial aspect. (ii) During first quarter of every academic session, the Headmaster has to spend a considerable amount of time for getting information and collecting free textbooks from Block Office. Therefore, time management was another area that needs training. (iii) Few Administrative Officers disclosed that the Headmaster should get training in the subjects which they deal with in class because they had studied these subjects long back and most of them do not try to be up-to-date with the content. The Headmasters themseleves also felt training needs on academic aspects.(iv) Inter-personnel relationship/personnel management was another area for training of Heads of schools. (v) It was found that due to lack of proper supervisory skills, Headmaster's supervision in the schools was of poor quality.(vi) The school library was poorly managed. There was no proper timetable for opening, issuing and

collecting books. The Headmasters themselves felt that they should get training on library management.(vii) Most of the Headmasters gave a very low profile about budgeting, annual calendar, maintenance of school campus, etc. Due to lack of knowledge of institutional planning by the Headmasters, the schools yielded little benefit from whatever the resources were available in the schools. (viii) Few heads maintained some old records while most of them took little care for preserving records even of the previous years.

268. Konwar, B. C. *Identification of training needs for heads of middle schools, Sonitpur, Assam.* Dissertation, DEPA, NIEPA, 1990.

Keywords: HEADMASTERS : MIDDLE SCHOOLS : SECONDARY EDUCATION : ASSAM : SONITPUR : TRAINING NEEDS

The objectives of the study were: (i) To identify the training needs of heads of middle schools of Sonitpur District. (ii) To suggest scientifically designed training programmes for heads of middle schools in training institutions, like DIET , normal schools, SCERT, etc in the state. (iii) To provide illustrations of a scientific approach to executive development.

The investigator prepared a detailed list of various themes of management where training was most likely to be needed by the heads of educational institutions. A brief on each theme were incorporated in the questionnaire so as to enable the teachers to understand the question properly. The data for the study was collected from 50 heads of middle schools of Sonitpur District on random selection. The whole district has been divided into 7 (seven) educational blocks incharge of a Block Elementary Education Officer. A batch of 7 teachers was contacted at each Block Elementary Education Office for collection of data. Before filling up the questionnaire, the teachers were explained properly the aim of the study and the meaning of each theme in the questionnaire.

The findings of the study have been discussed below: (i) Discipline should invariably be the most important component of any training programme intended for the heads of middle schools. (ii) Controlling is indeed a very important training need for heads of middle schools to achieve high academic standards. (iii) The rank order of this theme in the study shows how genuinely the Heads of Middle schools feel training need in maintenance of school records. (iv) Heads of Middle Schools have rightly identified 'Management of Time' as an important training need. (v) Training on Financial management to all Heads of Middle schools to avoid financial irregularities and speedy implementation of planned schemes in schools. (vi) Training and development of staff (vii) Motivation (viii) Leadership (ix) Decision Making (x) Performance Appraisal (xi) Human Relations.

269. Tariang, Panbor. *Identification of training needs of the headmaster of the secondary schools in East Khasi Hills District of Meghalaya*, Dissertation, DEPA, NIEPA, 1990.

**Keywords: TRAINING NEEDS :
HEADMASTERS : SECONDARY SCHOOLS :
SECONDARY EDUCATION: EAST KHASI
HILLS : MEGHALAYA**

The main objectives of study were: (1) to identify the training needs of headmasters of secondary schools; (2) to design a training curriculum based on the identified training needs; (3) to suggest areas of cooperation between SCERT and DIET in training of primary schools heads.

The investigator interviewed the headmasters, teachers, students and office staff of the schools and the sub-inspectors of schools. The interview was done through the unstructured interview schedule in which they were asked to list the activities of the headmasters. The activities were then analysed and grouped into tasks. The tasks identified were then again presented to the

headmasters and they were asked to rank these in order of importance and time spent and also to rank them separately in order of training needs.

Findings: The headmasters identified the areas as the most important areas for training. Many of them expressed their difficulties in their lack of skills in maintaining of account and especially in financial matters and dealing with the government. It proved successful for the development of these schools having a fund called the welfare fund of the students, in which the students subscribed in a very meager amount and the fund had been a great help to the needy students for buying books and uniforms. In dealing with parents some headmasters during interview, found many difficulties concerning examination results in the schools. The parents tried to persuade the headmasters to get their children promoted, truancy forgiven. Rough dealings of the teachers lead to misunderstanding and conflict with the community, thus it lowered the status of the headmasters and the schools. Through interview, the investigator came to know a few wrong decisions like denial of admission to the failed students, expulsion of students from school which could spoil the students career, and could lead to growth of dropouts thereby effecting the society. Most of the headmasters, spent maximum time for official letters and on accounts, so they were left with little time to supervise the school. They also spent much time in meetings. Some students complained about the poor management of the library and absence of proper timings for them to go to the library. Issuing of books to them also created problems for them.

TRIBAL EDUCATION

270. Buam, Berylda Hedi Pati. *A study on the influence of education on select social attitudes of Khasis in Shillong*. M.A., NEHU, 1984.

**Keywords: KHASIS : TRIBAL EDUCATION :
SHILLONG : MEGHALAYA**

271. **Chand, J.** *A comparative study of various Naga tribal pupils in relation to their self-perception, socio-economic status, vocational and educational aspirations and academic achievement*, Ph.D. Edu., NEHU, 1985.

**Keywords: TRIBAL EDUCATION :
VOCATIONAL EDUCATION :
EDUCATIONAL ACHIEVEMENT : ANGAMI
: AO : SEMA : NAGALAND SOCIO-
ECONOMIC DEVELOPMENT:**

The objectives of the study were: (i) to find out the differences in the self-perception of pupils belonging to the Angami, Ao and Sema tribes; (ii) to find out the differences in self-perception among pupils belonging to high, and low socio-economic status of the Angami, Ao and Sema tribes; (iii) to study the reasons for vocational choices of the pupils of Naga tribes and also the differences regarding vocational choices and reasons among the high, middle and low socio-economic status pupils of these tribes; and (iv) to study the academic aspirations of the pupils of the three tribes of different socio-economic status.

To study the academic achievements of high, middle and low socio-economic status pupils of these tribes, a sample of 674 pupils (353 boys and 321 girls) of class IX from 10 high schools of three districts was randomly drawn. Due representation was given to sex and location (urban and rural) of schools in the sample. The tools used were the Deo-Jogawar Self-Concept Inventory, a modified version of Kuppaswamy's Socio-Economic Status Scale, and Kamat's Educational Aspiration Scale. In addition, the investigator developed three instruments, viz., a Vocational Aspiration Scale, a Vocational Prestige Value Scale and an Achievement Test in general science and mathematics for pupils of class IX. Student t-test was used to test the various hypotheses formulated on the basis of the objectives.

Some of the major findings of the study were: (1) While the Sema pupils were found to be significantly different from the

Angami and Ao students in respect of self-perception, the pupils belonging to the Angami and Ao tribes appeared similar. (2) The boys belonging to Angami and Sema tribes were found to be significantly different from the girls of the same tribes but no such difference was found between Ao boys and girls on self perception. (3) Self-perception of Sema boys was significantly different from those of Angami and Ao boys. (4) The girls belonging to the three tribes were found similar on self-perception. (5) The Angami and Ao pupils belonging to high, middle and low SES groups were not found to differ significantly on self-perception but Sema pupils belonging to the low SES group were found significantly different from Sema pupils in high and middle SES levels as regards self-perception. (6) While Sema pupils were found to be significantly different from Ao pupils as regards their vocational choices, they were found similar to the Angami pupils. Also, Angami and Ao pupils appeared similar on the same variable. (7) Boys belonging to the Angami and Sema tribes were found to have significantly different vocational choices than girls in the respective tribes, whereas no such difference was noticed between the boys and girls of Ao tribes. (8) The vocational choices of Sema boys were found to be significantly different from those of boys belonging to the Angami and Ao tribes. (9) The vocational choices of girls belonging to the three tribes were not found to differ significantly from one another. (10) SES did not influence the vocational choices of Angami and Ao pupils belonging to high, middle and low SES groups but influenced those of Sema pupils. (11) While the educational aspirations of Ao pupils were found to be significantly different from those of Sema pupils, they were found similar to those of the Angami pupils. However, Angami and Sema pupils appeared similar on the same variable. (12) The educational aspirations of boys belonging to the Angami, Ao and Sema tribes differed significantly from those of girls in the respective tribes. (13) Boys belonging to the three tribes were found to have similar educational aspirations. (14) The educational aspirations of girls belonging to the Angami and Ao tribes were found to differ significantly from those of girls in the Sema tribe, whereas Angami and Ao girls appeared similar on this

variable. (15) While Angami pupils in the high SES group were significantly different from those belonging to the low SES group on educational aspirations, they were found to be similar to pupils at the middle SES level. The educational aspirations of Ao pupils belonging to the high SES group were found to be significantly different from those of pupils at middle and low SES levels. But Sema pupils belonging to high, middle and low SES groups were not found to differ significantly on educational aspirations. (16) The academic achievements of the Angami pupils was significantly different from those of Ao and Sema pupils, whereas pupils belonging to the Ao and Sema tribes were not found to differ significantly as far as academic achievement was concerned. (17) The academic achievement of boys belonging to the three tribes was significantly different from that of girls in the respective tribes. (18) The academic achievement of Angami boys was significantly different from that of the boys of the Ao and Sema tribes, whereas the boys belonging to the Ao and Sema tribes were found to be similar on the same variable. (19) The girls belonging to three tribes were not found to differ significantly on academic achievement as such. (20) The academic achievement of Angami pupils belonging to the high and middle SES groups was found similar. But the academic achievement of Angami pupils belonging to the low SES group was found to be significantly lower than that of Angami pupils at high as well as middle SES levels. While, the academic achievement of Ao pupils belonging to the high SES group was found to be significantly higher than the academic achievement of those at the low SES level, no significant difference was found when compared with those in the middle SES group. Further, the Sema pupils belonging to high, middle and low SES groups were not found to differ significantly on academic achievement. (21) Out of 61 different vocations preferred by Angami pupils, seven were found to belong to high, 52 to average and two to low social prestige categories. Likewise, out of 67 different vocations chosen by Ao pupils, eight, 54 and five vocations were found to have high, average and low prestige values respectively. Again, out of 60 different vocations preferred by Sema pupils, eight belonged to high, 49 to average

and three to low prestige value. (22) There were differences in the preference vocations according to SES.

272. Choudhury, Minati. *Education for tribal people in Assam*. Journal of North-East India Council for Social Science Research. Vol. XXIV, No.2, 2000. pp 48-53.

Keywords: TRIBAL EDUCATION : GOLPARA : KHARA : KOTHAKUTHI : PURANIBHITA : ASSAM

A study was made in a few villages of Dudhnoi Circle of the Golpara district of Assam to project the picture of literate persons among the tribals of that area. A survey schedule was used to collect information on literate persons of tribal people in the surveyed villages of Khara Part-I, Khara Part-II, Kothakuthi Part-I, Kothakuthi Part-II, Kothakuthi Part-III and Puranibhita.

It was found that the literacy rate among the tribal people in Golpara district is not satisfactory as compared to the total literacy rates of the district. There are 221 primary schools in Dudhnoi area. Though the growth of literacy in the area of Dudhnoi locality among the tribals has been increasing fast since independence, yet it is found that enrollment position among them is not satisfactory. The isolation has not only kept them aloof from the mainstream of the national culture and civilization, but has developed in them an inertia, apathy and aversion towards modern values and milieus, including education. Their living conditions are appalling and have not reached sustenance level. A few of the tribal people are food growers and children are also making a substantial contribution to the economic activities of the household. Freeship, free supply of reading and writing materials, award of scholarships, free mid-day meals and uniforms, free boarding and lodging at residential schools, have not proved fully effective. They do not have higher aspiration and stronger motivation; they dropout earlier and stagnate longer. Parents of tribal children themselves

are devoid of schooling and their aspiration level is very low to motivate their children and show favourable attitude towards their education. Most of the context and language used in the text books are found beyond their reach and goes over their heads. The method of teaching followed in schools is not effective and interesting to tribal children. The present examination system is not often suitable for assessing the academic achievement of tribal students. Language difficulty is a great hindrance of education for tribal people. The state or regional language and the medium of instructions pose a great problem to the students of tribal population.

- 273. Daswani, C. J. *Tribal study: District Primary Education*. New Delhi, National Council of Educational Research and Training, Department of Non-Formal Education and Education of Scheduled Castes and Scheduled Tribes, 1994.**

Keywords: TRIBAL EDUCATION : PRIMARY EDUCATION : DISTRICT PRIMARY EDUCATION PROGRAMME : ASSAM : KARNATAKA : KERALA : MADHYA PRADESH : MAHARASHTRA : ORISSA : TAMIL NADU

The objectives of the study were: (i) to carry out a sample survey of the educational infrastructure and facilities available in the tribal area (with a view of identifying gaps if any in the available infrastructure and facilities); and (ii) to find the status of teachers in tribal areas including their availability, background, qualifications, training, punctuality and problems; (iii) status of curriculum in operation and the teaching-learning materials being used with special reference to use of the tribal language in the writing of teaching-learning materials as well as in the classroom transaction; (iv) status of monitoring and evaluation of primary education, including administrative structures; (v) status of school enrolment and school dropout with special reference to

factors affecting enrolment and dropout of tribal girls; (vi) status on convergence of various departments providing services and facilities in tribal areas; and (vii) status of community participation in the educational programmes and management of schools.

The study was conducted in the DPEP districts in seven states, viz. Assam, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Tamil Nadu. The study was carried out in two districts in each of the states. In the case of Maharashtra, it was decided by the State Government to confine this study to only one district. In the case of Madhya Pradesh, four districts were selected for the present study. The study was conducted in one block in each of the selected 15 districts on the basis of highest tribal population.

The sample for the study was collected from 10 villages in each of the selected blocks. The total number of children covered in each location was 23 girls and three boys from the primary school; three girls and three boys from the NFE centre; six non-enrolled children (3 girls and 3 boys) and two school dropouts (one girl and one boy). In locations without an NFE center, the 6 children (to be selected from NFE centres) were selected from the school instead, making the total number of children from the primary school 12. In villages without a primary school, 12 children were selected from the NFE centre. All the teachers of the selected primary schools, with a maximum of 5 per school, and one instructor from the NFE centre were selected for the study. A sample of 5 pairs of parents (making the total number of 10 parents) was also selected. Two male and three female members of the concerned community were also to be selected for collecting the data. In this manner, the maximum number of persons covered per village was 41. A set of eight instruments was prepared for collecting a benchmark data from the field. Each instrument was divided into two parts: Part I and Part II. Part I was further divided into two sections, viz., Section A consisting of items for collecting quantitative data, and Section B consisting of items meant for collecting qualitative data. Part I, as a whole, consisted items which had to be answered by the

respondents directly. Part II of the questionnaire was designed to be filled in by the investigator with the help of documents/information available in that location. In each village a focused group discussion was also organised by the field investigator where issues related to the objectives were discussed with the members of the community. In addition to the survey conducted with the help of the eight instruments, each state was asked to write a status report on the education of the tribal children in the state.

The first of these indicators of course is the issue of language. All the tribes seem to be torn between the tribal mother tongue and the regional state language. While there is a deep-seated desire on the part of the tribal communities to identify with the tribal language, most communities are aware of the obvious socio-economic significance of the regional standard language.

The other important indicator common to all state survey reports is that of awareness about the relevance of school education for tribal children. The overwhelming opinion is that relevant schooling for the tribal children and specially for the tribal girl child is needed. The search for a viable alternative, which is in consonance with the aspirations of the parents and the children seems to have been initiated in the various states. In this context most tribal communities investigated have asked for a curriculum which is linked to the economic activities in the local context.

It is clear that some of the basic infrastructural facilities, such as school buildings, teaching-learning materials, equipment under the Operation Blackboard as well as the incentives provided by some of the states for tribal children do not reach the user population as efficiently as it should.

There is widespread understanding about the role of the school teacher in providing relevant education for the tribal children. Most of the communities prefer the appointment of local teachers who can communicate with the children in the local language. There is also a demand for adequate number of teachers for the schools. Awareness of the relevance of non-

formal education is another indicator. Even in states where there is no widespread non-formal education programme, the tribal parents are aware of the advantages of such an alternative. The survey reports from the various states can at best be seen as sample studies since the data has been collected from a very limited number of villages in the tribal areas. However, one can generalize from the findings and plan at the district level. At the same time, there is a need for carrying out quick surveys and research studies in order to validate some of the findings, as well as to acquire a better understanding of the educational needs of these tribal communities.

274. Dutta, Sumanash. *Proximate determinants of household demand for children's quality: An empirical analysis*. Agartala, Directorate of Higher Education, 1999.

**Keywords: EDUCATIONAL QUALITY :
ATTAINMENT : TRIBAL EDUCATION :
TRIPURA : TRIPURI TRIBE**

The present study was undertaken to find out the proximate determinants of household's aspiration regarding children's quality in the context of a developing tribal society of Tripura. The child quality is formally represented here by "schooling" which is measured in terms of schooling years, which parents expect their child to complete.

The data for the present study were generated through a household survey by administering pre-tested structured questionnaires to randomly selected 254 Tripuri households residing within a radius of 14km of a town of the West Tripura district. Out of the 19 scheduled tribes of Tripura, the Tripuri tribe is numerically, educationally as well as economically more advanced than the other tribes of the state. The basic reason for choosing the West Tripura district for conducting final survey for the present study was that this district houses the majority of Tripuris (63.75 per cent of the total population of Tripuris living

in the state as per the 1981 census). They also constitute 86.39% of the total tribal population of West Tripura district (as per the 1981 census report). Further, this district is also considered as the most advanced district of the state, having a better infrastructure as compared to the other districts.

During the survey, it was found that household demand for a larger number of children has strong negative impact on household demand for child quality. The household's familial resources and as mother's education have positive impact on household demand for children's education. However, the size of land may determine the economic value of children in rural households. Households having larger size of land may have less demand for child quality. The algebraic sign of the coefficient of the variable ESDW vindicates this possibility. Household occupation, be it in government sector or in agriculture, has positive impact on the expected level of child's schooling. The cost of educating children and parent's desire to send children of both the sexes for higher education also have a positive impact on the expected level of children's education. The labour force participation of women, aspiration for land and income, region and place of household do not have any prominent impact on household demand for children's education.

275. Kabui, G. *Scheduled tribe high school and college students Manipur and Nagaland. Jawaharlal Nehru University, Centre of Post-Graduate Studies, 1975. (ICSSR financed).*

**Keywords: SCHEDULED TRIBES : MANIPUR
: NAGALAND : HIGHER EDUCATION :
SCHOOL EDUCATION : TRIBAL
EDUCATION**

In this study 250 high school students from classes X to XI and 99 college students from first year matric to third-year of three-year degree course were covered. Percentage of female students in schools and colleges were 27 percent and 21 percent

respectively.

The findings revealed that 46 percent fathers of school students and 69 percent of college students were educated up to VII class. Similarly, 60 percent mothers of school students; and 71 percent of college student were educated up to VII class. Their financial position was not good. 74 percent school students and 16 percent college students, parents bore their educational expenses. 95 percent college students were in arts. Twenty-two to twenty-eight percent ST school and 55 percent ST college students participates in political activities. About government programme for the ST, students were of the opinion that programmes were useful. But scholarship amount, hostel facilities were not adequate. Majority of the students had preference for government service. Students were of the opinion that reservation policies helped in getting government jobs.

276. Kakoty, S., *A study of the educational development of the Bodo Tribe during the post-independence period with particular reference to the northern region of Assam*, Ph.D. Edu., Gauhati Univ., 1982.

Keywords: TRIBAL EDUCATION : BODO : ASSAM

The main objectives of the study were: (i) to assess the existing pattern of education and the educational facilities available to the Bodo-Kacharis, (ii) to examine the differential educational attainments of the Bodo-Kacharis, and (iii) to identify the structural variables which become obstacles to education among the Bodo-Kacharis.

Necessary data and information relevant to the study were collected from various sources, viz., census reports, reports of the commissions/committees, periodicals, journals, departmental publications and other personal sources and contacts. Many places inhabited by the Bodo-Kacharis of the State were visited

and their modes of living, habits, customs, manners, attitude towards education, etc., were studied. The study was largely based on fieldwork, which was done with the help of survey method, questionnaires, case histories and interviews. The data were analysed to study the significant variation or variability, which influenced the educability.

The major findings were: (i) The Bodo-Kacharis were predominantly agricultural people. They were of Mongoloid origin. The primitive way of living had kept them away from the path of modern development through education. (ii) The unfavourable geographical conditions hampered their educability and this could be overcome by providing suitable hostels for the students near the schools in the tribal villages. (iii) The socio-economic status variables, such as occupation, number of acres of land owned, income, educational levels and social status, etc., played important roles in respect of the educability of the children. (iv) The indifferent attitude of the parents towards the education of the Bodo girls was another setback in the field of education of the tribe. (v) The prevailing school system in Assam did not satisfy the needs of the locality, particularly the needs of the Bodo-Kachari community. The present curricula, teachers, schools buildings and equipment, timetable, etc., did not, in fact, attract much the Bodo-Kachari children to make them come forward to receive formal education in schools. The incidence of dropout or wastage and absenteeism was found to be on a large scale among the students. (vi) It was found that the Bodo-Kachari parents and also their children were not motivated and had low educational aspiration. Most of the students liked to continue their study somehow, up to the matriculation level only. With regard to the technical and vocational education, the enrolment of Bodo-Kachari students was not satisfactory. (vii) Extreme poverty was the main problem of backwardness in the tribal education.

277. **Kumar, Yogesh.** *A comparative study of adjustment, attitude, interest and level of*

aspiration of the tribal and non-tribal students of the secondary level of the Lohit District in Arunachal Pradesh. Ph. D., Edu. Dibrugarh Univ., 1989.

**Keywords: TRIBAL EDUCATION :
SECONDARY EDUCATION : LOHIT :
ARUNACHAL PRADESH**

- 278. Medhi, Gopal Chandra, *Education in Jirkadam : A tribal institution, Ph.D. Edu., Gauhati Univ., 1980.***

**Keywords : TRIBAL EDUCATION : KARBI :
ASSAM**

The main objective of the study was to give an authentic picture of the Jirkedam, the dormitory institution of the Karbi tribe, from the accounts given by a cross-section of the Karbis who had either once lived there or are still having membership of the institution.

Primary information was collected through open-ended structured interviews of the organizers and members, both past and present, of the Jirkedam. The day-to-day functioning of the institution was observed along with the behaviour of the inmates at different places where the institution was found to be still running, though in a dilapidated condition. The data from secondary sources for comparison and analysis were gathered from documents, literature, etc.

Suggestions were made only with regard to some essential features that can be particularly used for educating the Karbi youth under the modern system of education.

- 279. Odyuo, Etsemo. *A study of the educational development among the Lotha Nagas in the***

Wokha District of Nagaland. Shillong, NEHU, 1994.

Keywords : EDUCATIONAL DEVELOPMENT : LOTHANAGAS : WOKHA DISTRICT : NAGALAND :TRIBAL EDUCATION

280. Rehman, A.R.M. *The Mishing tribe of Assam: Some aspects of their primary and secondary education*, 1989.

Keywords: PRIMARY EDUCATION : SECONDARY EDUCATION : MISHING : TRIBAL EDUCATION : ASSAM

Objectives of the study were: (i) to ascertain the enrolment position of children of 6-10 years age at the primary school level, (ii) to trace the reasons for students' dropout between primary and secondary standards and also between secondary and college level, and (iii) to ascertain the relationship between appointment of teachers and the teacher-student ratio in some selected primary schools.

A sample of 500 families was selected by the simple random sampling technique from nine villages of Upper Assam and the heads of each of the families were interviewed. A suitable questionnaire was used as the main tool for collecting information. The door-to-door visit technique was used to elicit the information. The results were interpreted in terms of percentages.

Major findings were: (1) Out of 1,191 children in the age-group 6-10 years in the selected villages, only 377 or 31.65% of boys and 244 or 20.49% of girls were in primary schools. (2) A high percentage of children from the selected villages were not in primary schools. As many as 590 or 47.86% (boys 244 or 18.81% and girls 346 or 29.05%) of children were not in primary schools. (3) The children from this tribe were not attending educational institutions, as expected, at different levels of schooling. Only 66.13% of the children were admitted to

primary schools. With respect to middle school education, only 18.75% of children were being sent to middle schools.

- 281. Sarkar, Sukumar. *A critical study of the impact of western education on the Ao tribe of Mokokchung District of Nagaland*, Ph.D. Edu., Gauhati Univ., 1979.**

**Keywords: TRIBAL EDUCATION : A O :
NAGALAND : MOKOKCHUNG DISTRICT**

The main objective of the study was to make a critical study of the impact of western education on the Ao tribe of Mokokchung district of Nagaland.

Data were collected by personal visits to different educational institutions and agencies, the examination of literature, field research with the help of a questionnaire, interviews with the Ao Nagas who knew or remembered the traditional social structure, personal interviews and discussion with knowledgeable Ao Nagas and visit to Naga villages. Heavy dependence was placed on open-ended interviews and the statistics obtained from various educational institutions and offices.

The study revealed that (i) The impact of western education on the Ao Naga tribe was significant and positive. There was progress and development in different fields of life. The beginning of formal education was made by missionaries who came solely with the purpose of proselytization. (ii) There was a significant positive change on the Ao Naga society. Suppression of head-hunting, the use of coin and manufactured goods, change in trade and commerce, dress, social life, social hierarchy, marriage, political role, knowledge of menstruation, measures of weight, time, system of disposal of the dead, language, culture, and the abolition of the system of tattooing were some major features. (iii) The Ao Nagas considered their progress the result of their conversion into Christianity. (iv) Christianity contributed to a great extent to bringing about total upheaval and change in the life of the Aos. The Aos believed that the acceptance of Christianity brought in a new life, the light of education had

opened the path of modernization and development in different fields—moral and material. (v) The Aos achieved spiritual richness at the cost of their physical vitality which they achieved in their old Morung system.

282. **Sikdar, Deb Prasad ; Biswas, Swapna ; Roy, N. K.** *An investigation into the problems of Kak-Barak speaking women tribal students studying in the secondary schools in Tripura.* TUI, Quarterly Research Journal on Tribal Life & Culture, Vol. III. 1997.

Keywords: TRIBAL EDUCATION : TRIBAL STUDENTS : SECONDARY SCHOOLS : KAK-BARAK LANGUAGE : TRIPURA : WOMEN EDUCATION

Objectives of the study were: (i) to find out the major causes of the problem of Kak-Barak speaking women tribal students studying through the different medium in the secondary schools in Tripura; (ii) to make necessary provisions to provide sufficient mental and physical incentives to Kak-Barak speaking women tribal students with a view to arousing motivation towards studies; (iii) to make the Government conscious for financially extending helping hand to improve the physical conditions of the schools of backward areas and to publish required numbers of textbooks, dictionaries in Kak-Barak language; (iv) to analyse the problems of Kak-Barak speaking women tribal students and to make suitable recommendations for solving the same, taking into considerations the various suggestions made by different commissions and the personnel related with the secondary schools of Tripura; and (v) to make an enquiry into the historical background of the Bengali/English/Hindi language as the medium of instruction in the educational institutions.

In this study, two types of women tribal students of secondary schools were selected which were recognized by SEBT :

(i) Women Kak-Barak speaking tribal students of urban oriented secondary schools; and (ii) Women Kak-Barak speaking tribal students of rural oriented secondary schools. Two hundred and fifty (250) Kak-Barak speaking women tribal students belonging to the class of VIII, IX and X were selected at random as the sample for this study (125 from urban area and 125 from rural area). An interview-cum-questionnaire and observation techniques prepared by Dr. Malaya Barman (5) were used for this study.

Findings of the study were: (i) Women tribal students in general felt that if Kak-Barak language and the medium of instruction were the same, then it would be highly beneficial for the students especially in case of rural ones. Tribal students of urban and rural areas had no strong clear-cut opinion about whether the Kak-Barak language as a medium of instruction helps average students to do well in the examination or not, because the better academic achievement by the tribal students of urban and rural areas depended to a great extent on admission, discipline, facilities and care provided by their schools and partly on the medium of instruction. (ii) Women tribal students both of urban and rural areas were fully aware about their cost of education and ready to spend any amount for their better education. Again, as it is true, that like different political parties, social organisations and educationists, etc, to give more importance to Bengali language, so it is quite natural for the parents to get or to receive education through Bengali medium schools. (iii) Large percentage of urban (49.0%) and rural (41.4%) Kak-Barak speaking women tribal students extensively used to read books, magazines, newspapers, writing of letter etc. On the other hand 23.5% urban and 50.3% rural students preferred their mother tongue, the Kak-Barak language for the above-mentioned purpose.

283. Srivastava, L. R. N. *Developmental needs of the tribal people*, Tribal Education Unit, New Delhi, National Council of Educational Research and Training, 1970.

**Keywords: ASSAM : TRIBAL EDUCATION :
DEVELOPMENT : BIHAR : GARO : SANTAL**

The present study aimed at identifying the developmental needs of certain tribal communities with a view to providing base material for planning and administration of welfare schemes.

Among the tribal people the largest concentration of shifting cultivators is in Assam and that of permanent cultivators is in Bihar. Therefore, Assam and Bihar were selected for the study. Since the highest percentage of shifting cultivators is among the Garo of Assam and of permanent cultivators among the Santal of Bihar, the Garo and the Santal were selected for the study. A hundred families in twelve villages, six each from the two districts in Assam and Bihar, were sampled out for intensive study. Data were collected by actual field work for a period of more than three months, with the following categories of developmental needs: (a) agricultural, (b) industrial, (c) audit needs, (d) social, medical and communicational, (e) educational, and (f) political needs. Intensive study of the problems relating to these needs and the means of their satisfaction in the context of local, social and geographical conditions was made. Interview with district and block officials, villagers and other social workers, schedules of relevant records at district and block levels, participant and non-participant observation, were the tools and techniques used.

The findings of the study revealed that: (1) The Garo, a matrilineal and matrilocal society practicing shifting cultivation, have problems different from those of the Santal who are patrilineal, patrilocal and who practice permanent cultivation. (2) In Santal Pargana, the landed property is fragmented while in Garo Hills it is not. (3) The problems of deforestation, soil erosion and low yield are more acute in Garo Hills. (4) The main crop grown in the two areas is paddy. (5) Single cropping is done in Santal Parganas while in Garo Hills, single mixed cropping is done. (6) Agricultural production in the two areas is insufficient due to nature of the soil, use of traditional tools and implements, lack of proper irrigation facilities, and non use of improved seeds

and fertilizers. (7) Proper education of the people for practicing terrace cultivation is needed. (8) People have to depend on other means of livelihood for nearly five to six months in a year. (9) Better education can lead to the betterment of the economic condition, both being complementary to each other. (10) People have become conscious of the value of education. (11) Irregular disbursement of various financial assistance defeats the very purpose of providing them. (12) In the field of political organisation, there is conflict between the traditional system and the new emergent leadership in Santal Pargana, while in Garo Hills such conflict is absent. (13) Communication is a big impediment in the development of the tribal areas. (14) The vast potentiality for fruit gardens in Garo Hills is not being properly utilised in the absence of preservation centres and processing factories. (15) Indebtedness is a serious problems in Santal Pargana, while the Garo society has not yet been infected with the moneylenders. (16) Cooperative loan giving societies have proved a failure among these tribal people. (17) Drinks have a vital role in their social system and therefore, prohibition cannot be enforced. (18) Extension of medical facilities as well as health and nutrition programmes need great attention.

284. Srivastava, L. R. N. *Utilisation of financial assistance by tribal students.* Tribal Education Unit, New Delhi, National Council of Educational Research and Training, 1970.

**Keywords: SCHEDULED TRIBES :
EDUCATIONAL FINANCE : TRIBAL
EDUCATION : FINANCIAL ASSISTANCE :
ASSAM : BIHAR : MADHYA PRADESH :
TRIPURA**

The objectives of the present study were: (i) to study the different financial assistance schemes undertaken by the state governments and union territory administrations, (ii) to study the relative usefulness of the two categories of financial assistance—

cash and kind—meant for pre-matric tribal students, (iii) to gauge the extent of utilisation of schemes of financial assistance given by the governments to the Scheduled Tribe students, and (iv) to study the factors responsible for non-utilisation or misutilisation, if any, of financial assistance.

The study hypothesized that (i) schemes of cash and kind are complementary and supplementary to each other, (ii) proper criteria for selection of students are essential prerequisites for the successful implementation of the schemes, (iii) timely disbursement of benefits minimizes, to a large extent, the possibility of misutilisation, (iv) adequacy of amount and quantum of benefits are important factors for the success of the schemes, and (v) follow-up of the schemes is essential for the success of the schemes of financial assistance of both the types.

The universe of this exploratory and diagnostic study comprised the pre-matric tribal students, the officers connected with the schemes and the heads of the educational institutions and boarding houses of the sample states of Assam, Bihar, Madhya Pradesh, and the union territory of Tripura. On the basis of stratified sampling a sample of two districts each from the sample states and one from the union territory, having the highest percentage of tribal population, all the subdivisions in the sample districts being included, was drawn. A sample of 36 blocks was further drawn from the sample subdivisions and from each sample block 20 percent of middle, high and or higher secondary schools were drawn. The system of giving weightage was followed so as to make a representative sample of pre-matric tribal students out of the universe. A total number of 660 tribal students was thus selected and interviewed from the Khasi, Garo, Munda, Oraon, Ho, Gonds, Bhil and Tripuri tribes. Interview guides schedules, questionnaires, and participant and non-participant observations were the tools and techniques used. The primary data resulted from interviewing the sample pre-matric tribal students and the officers connected with the different schemes. Relevant secondary data were collected from the official records of the sample states, districts, subdivisions, blocks and schools.

The findings of the study reveal that: (i) The cause of tribal education is to be promoted in order to help the tribal students to meet a part of the expenditure on education; (ii) All the sample states lay more emphasis on schemes providing assistance in cash; schemes in kind are also operating in Madhya Pradesh and Tripura; (iii) Majority of the officers favour the introduction of both types of schemes, but prefer the former in secondary schools and the latter in primary schools; (iv) The recipients should be given a choice in selecting the type of assistance; (v) In case of choice, one-third of the students prefer assistance in cash; (vi) Assistance given to the tribal students is inadequate; (vii) In many hostels, there is shortage of space and furniture; lack of medical care, recreational facilities, and above all, an atmosphere conducive to studies; (viii) The criterion of merit-cum-means for awarding financial assistance is in general, followed; (ix) The implementation of the criteria fixed for disbursement is being done by committees existing in different names in different states, which is only partly satisfactory and partly unsatisfactory; (x) There is a need for suitable agency for proper implementation of the criteria; (xi) Annual and quarterly receiving of instalments of assistance is more frequent; (xii) In case of delay, some students take loan, though majority of them fall back upon the family resources; (xiii) Delay in disbursement tells upon the initiative of the tribal students for education and it defeats the very purpose of financial assistance; (xiv) Delay is more at the district and state levels; (xv) Delay also leads to misutilisation of financial assistance by students, poor attendance and poor educational performance; (xvi) In the absence of prescribed rules for utilisation of the amount, it is jointly spent by students, parents and relatives; the students want to spend the amount on two major items, namely, education and clothes, yet one-fifth of them, spend it on non-educational items; (xvii) Delay and untimely disbursement, lack of follow-up and supervision, lack of awareness, poverty and backwardness are major reasons for misutilisation of financial assistance, which may be remedied by giving proper publicity and financial assistance to the schemes of education and creating awareness for education among the tribal people; (xviii) Except Assam, the

rest of the sample states do not utilise the funds; (xix) the tribal students who get assistance do better in their studies; (xx) The negative impact is that a sense of dependence on state resources is growing, resulting in large number of dropouts if the assistance is discontinued sometime; (xxi) Not even a single state has so far followed up the scheme, nor has any one of them any programme of doing so; and (xxii) government agency taking follow-up action is needed.

UNIVERSITY ADMINISTRATION

285. **Goswami, D. H.**, *University administration in North-East India*, Ph.D. Arts, Gauhati Univ., 1980.

**Keywords: UNIVERSITY ADMINISTRATION
: HIGHER EDUCATION : NORTH EAST
INDIA**

The main purpose of the research was to study the development of higher education and important aspects relating to university administration in North-East India.

Necessary data were collected from various sources, like university offices belonging to the region, the UGC, and the Education Department of the Government of Assam. Personal experience was an abiding source of information. The opinions and conclusions stemmed directly from the needs and demands of the authorities of the universities, their students, teachers and other employees.

The study revealed that, till the turn of the first half of the twentieth century, the extent and quality of education in the North-Eastern Region of India was woeful to say the least. After prolonged and back-to-the-wall endeavours, the Gauhati University was established in 1948, which was quickly followed by the setting up the Dibrugarh University, the Assam Agricultural University and then the North-Eastern Hill

University. Since latter half of the 20th century, education in this region had made rapid strides. Education had made quantitative progress but unfortunately qualitatively it was weak. However, expansion of education had inspired the society to act dispassionately, and to vote intelligent a large degree. It has further brought about respect for cultural and literary excellence, a rejection of superstition; and admiration of scholarship. Education had the intrinsic value of inculcating in the minds of the receivers the ability to perceive richness in leisure as well as in work, an understanding of the past, and of transmitting a sense of human decency and compassion to new generations and a will to preserve freedom and independence, whatever might be the cost. To a very large extent, the rapid expansion of education made it possible for the people to get out of the age-old rut of acute economic crisis. It led to better social and moral life, better food production, family planning and perceptible expansion in industries. To that extent it was able to satisfy the basic needs for a better life. But an enormous task remained for educational planners and administrators to make education really meaningful and purposeful so that higher education could become a growth industry.

286. Hrahsel, Lalitlanthangi. *A decade of growth and development of North-Eastern Hill University*. Dissertation, M. A., NEHU, 1985.

**Keywords: UNIVERSITY DEVELOPMENT :
HIGHER EDUCATION : NORTH EASTERN
HILL UNIVERSITY : MEGHALAYA**

VALUE EDUCATION

287. Banuo, Kuotsu. *A study of the values of college students in Nagaland in relation to their self-concept*. Ph.D., Edu. North-Eastern Hill Univ., 1992.

**Keywords: VALUES : COLLEGE STUDENTS :
HIGHER EDUCATION : NAGALAND :
VALUE EDUCATION**

Objectives of the study were: (i) To find out whether any differences exist in their values among arts, science and commerce college students, and also between male and female students and tribal and non-tribal students. (ii) To find out whether differences exist in their self-concept among arts, science, and commerce college students and also between male and female students as well as between tribal and non-tribal students. (iii) To find out whether any relationship exists between the values held and self-concept among college students in Nagaland.

The sample consisted of 716 college students drawn from the three colleges in Kohima Town. They represented the arts, science and commerce streams and included boys and girls from tribal and non-tribal groups. The tools used included Personal Values Questionnaire (PVQ) by Sherry and Verma and Personality Word List by Deo (1973). Statistical measures mean, SD, 't' test and correlation were used to treat the data.

Major findings were: (1) There were no significant differences in the mean value scores of arts, science and commerce college students in respect of social value, aesthetic value, economic value, knowledge value and hedonistic value, and family prestige and health value scores. (2) Both arts and commerce students showed significantly higher mean power value scores than science students. (3) Both science and commerce students showed significantly higher mean democratic value scores than their arts counterparts. (4) There was a significant difference between tribal and non-tribal students in respect of their mean scores on religious value, social value, aesthetic value, and democratic value. (5) Boys and girls differed significantly in respect of their mean scores on social value, aesthetic value, knowledge value, power value, and family prestige value. (6) No significant differences were found in the mean self-concept scores between boys and girls, tribal and non-tribals, and also

among the arts, science and commerce students. (7) There was significant positive correlation between self-concept and social as well as democratic value and a negative relationship between self-concept and power as well as family prestige values; but there was no relationship between self-concept and each of the values, religious value, aesthetic value, economic value, knowledge value hedonistic value and health value.

VILLAGE EDUCATION COMMITTEE

288. **Shilu. *Role of the Village Education Committee in planning and management of primary education: A case study of Kohima District of Nagaland.* Dissertation, DEPA, NIEPA, 1994.**

**Keywords: PRIMARY EDUCATION :
VILLAGE EDUCATION COMMITTEE :
EDUCATIONAL ADMINISTRATION :
KOHIMA : NAGALAND**

The main objectives of the study were to assess the role played by the Village Education Committee in planning and administration of primary education with a view to improving quality education. Its specific objectives were to examine the physical and human inputs in primary schools in three main areas; (i) Academic- for providing educational facilities and improving the teaching-learning process; (ii) Administrative- for inspecting and supervising of primary schools and developing co-ordination and linkages with the District Board of Education, school headmaster, teachers and Parent Teacher Associations; (iii) Financial- for utilising government funds for school improvement and raising local level funds from the parents and the public for school improvement.

The study involved the use of both primary and secondary sources of data. The secondary sources of data were collected from policy documents from the centre, state and district level educational plans and administrative notice issued to the village

education committee. The primary data were collected through questionnaires administered to members of the District Board of Education, Village Education Committee, primary school heads, teachers and parents of primary school children. The investigator also made personal observations in 10 Village Education Committees.

The study indicated that after the involvement of VEC, many of the primary schools had been considerably improved and the outcome quality was found to be better in all respects. The ignorance of parents was found to be one of the main hurdles for the VEC's to work effectively.

- 289. Tongpangshilu. *Constitution of village education committee and its responsibilities for promotion of primary education in Nagaland: A study of Mokokchung district.* Dissertation, DEPA, NIEPA, 1989.**

**Keywords: PRIMARY EDUCATION :
VILLAGE EDUCATION COMMITTEE :
NAGALAND : MOKOKCHUNG**

In 1989 Education Department of Nagaland constituted Village Education Committee's in each village of the state under state directives. Village Education Committees made the community conscious of their children's welfare, education and responsibility towards social change. Any expenditure to be incurred on school education was put up before the village annual general meeting, for discussion and for approval. It was the accepted norm by all the households of the village that they donated, supplied and subscribed even though no school children were there from that family. Village Education Committees assigned school duties to community members, which they performed without claiming any wages. VEC was responsible for all educational programmes for that they had liaison with the school complex, District Board of Education and District Planning Board.

VOCABULARY

290. Dasgupta, N. *A critical study of the vocabulary in english of the students of Class VI (usually 12+) reading in the non-english medium schools of Meghalaya and the influence of socio-economic background on the actual vocabulary.* Ph. D. Edu. Gauhati Univ., 1975.

Keywords : MAGHALAYA: NON ENGLISH TEACHING : PRIMARY EDUCATION

The major objectives of the study were: (i) to measure the gap between the expected and the actual vocabulary in English of the students of class VI (usually 12+) reading in the non-English medium schools in Meghalaya; (ii) to prepare a glossary I of English words containing the weight of each word in respect of the students of class VI; (iii) to prepare a glossary II of English words containing the difficulty value of each word, in respect of the students of class VI, reading in the non-English medium schools in Meghalaya, and (iv) to prepare two more glossaries of words (glossary III and glossary IV) containing the difficulty value of each word relating to the students of class VI hailing from the upper socio-economic group and the lower socio-economic group respectively, in order to bring into clear focus, the influence of socio-economic background on the actual vocabulary of the students. Words were collected from various sources, like textbooks, supplementary books, examination scripts, class teaching, wallpaper magazines, and word games. The final list containing 2043 words bearing frequency and range was prepared and arranged alphabetically. Checklists (vocabulary tests) were constructed and tried out. First and second checklists were administered. The final checklists were divided into two parts. About 4110 class VI boys and girls of upper and lower socio-economic groups drawn from selected urban and rural non-English medium schools of Khasi, Jaintia and Garo Hills districts of Meghalaya constituted the sample. It was district-wise stratified random sampling with proportionate

strata and control of other categories. Weight and difficulty value of each word were determined. Difficulty value of words in respect of students hailing from upper and lower socio-economic backgrounds was also estimated. The gap between the expected and actual vocabulary was measured for different groups. The actual vocabulary of students belonging to the upper and lower socio-economic groups was compared. Four glossaries of words were prepared.

Some of the major findings were: (1) Of 2043 words, 469 had the greatest weight, 1295 had minimum weight and 279 words had medium weight; 27.34 per cent words from the two checklists were known by 19 per cent students; 28.49 per cent words were known to more than 90 per cent students. The remaining 44.17 per cent words had medium difficulty value; (2) Upper socio-economic group students had a richer vocabulary than those from the lower socio-economic; (3) The major educational implication of the study is that the glossaries of words can be used for the improvement of educational and communicational practices in schools.

291. **Sarma, Nandita.** *An Investigation into the basic Assamese vocabulary of children of class VI usually eleven plus in the secondary schools of the state of Assam.* Ph.D. Edu., Gauhati. Univ., 1978.

**Keywords: SECONDARY SCHOOLS :
SECONDARY EDUCATION : VOCABULARY
: ASSAM**

The main objectives of the study were: (i) to take an account of the basic comprehension vocabulary by finding out the percentage of children who knew the meaning of words; (ii) to prepare a glossary of words with their difficulty values in respect of the students of Class VI (usually 11 +) of the secondary schools of Assam; (iii) to enable the textbooks writers to produce extra reading materials for children on scientific lines; (iv) to enable the textbooks writers to prepare graded textbooks for

bright, average and below-average children; and (v) to enable teachers, examiners, radio speakers, etc. to use such words in their dialogues, speeches, questions, explanations, etc. as are easily understood by a good percentage of children.

The study was carried out in two phases—pilot and final. The syllabi for Classes IV and V were studied and 1,327 words selected for the pilot study. Six checklists were prepared and tried out on 300 students of Class VI, selected from four secondary schools of Greater Gauhati. Out of the 1,327 words, 490 words were known to more than 70 per cent of the students.. In the final phase the content words were collected from a large number of sources. Finally, 1,986 words including 837 known to less than 70 per cent children, were selected and distributed into eight checklists. In all 1,800 students (1112 boys and 688 girls) were selected from the secondary schools of seven districts of Assam by the stratified random sampling technique. The scripts of 1,620 students (1000 boys and 620 girls) were finally analysed. The difficulty value of each word was found out. The proportion, corrected proportion and confidence intervals for each word were estimated and converted into percentages. In all, two glossaries were prepared. In glossary I the words taken from the textbooks of Classes IV and V, known to over 70 per cent children of Class VI, were arranged in alphabetical order. In glossary II the words, which were taken from the textbooks, etc. of Class VI, and textbooks of Classes IV and V but known to less than 70 per cent of the children of Class VI, were included in alphabetical order. Difficulty value and proportion value of each word were also indicated in the glossary.

The major findings of the study were: (i) The gross estimated vocabulary in Assamese for the students of Class VI studying in the secondary schools of Assam was 1,986: after deducting the clusters the net estimate of words was 1,589. (ii) Only 204 words from among the 1,986 words of the estimated vocabulary were known to more than 60 per cent of the Class VI students. (iii) The gap between the estimated vocabulary and the actual vocabulary was 1,385.

VOCATIONAL EDUCATION

292. Chakrabarty, Neena. *An investigation into the educational and vocational aspirations of high school adolescents in Shillong*. M.A., NEHU, 1983.

Keywords: SECONDARY EDUCATION :
VOCATIONAL EDUCATION : SHILLONG :
MEGHALAYA

293. Khattri, Prem Bahadur. *Problems faced by Sikkim schools in implementing the programme of vocationalisation of education at +2 stage*. Dissertation, DEPA, NIEPA, 1983.

Keywords: SECONDARY EDUCATION :
SIKKIM : VOCATIONAL EDUCATION

The objectives of the study were: (i) To identify the factors which are solely responsible for non-enrolment of children in vocational scheme and the causes for their unemployment. (ii) To study the adequacy of the present administrative system for higher secondary education in relation to the programme of vocationalisation of education in Sikkim. (iii) To indicate on the basis of the findings of the study, the ways and means of streamlining the administrative machinery. (iv) To suggest the ways and means of co-ordinating the efforts of the Education Department with other production units. (v) To suggest frame work for the decentralisation of administration so that spot-decision could be taken and full involvement of all other public and private sectors in the programme is ensured. (vi) To indicate ways and means of strengthening and streamlining, employment opportunities and self-employment of the students passed from the vocational stream. (vii) To suggest ways and means for intra and inter-departmental coordination with a view to implement

the programme of vocational education. (viii) And to suggest the ways of achieving the goals of vocational education scheme on the basis of the findings.

The numbers of institutions selected for this study were 2, 18.2 percent of the total number of institutions, located in 4 districts. Tools and techniques used in the study were: (i) Geographical map of the institution selected for study. (ii) Questionnaire to all the Heads of institutions selected for study, teachers, pupils and parents to know their attitude to this scheme. (iii) Visit and inspection report of the departmental authorities to know the role played by them. (iv) Interviewing the administrators at the departmental level to learn the problems faced by them and the role played by them in tackling the problems and to gather more details about the performance status of the scheme.

Findings were: The funds provided by the Centre since 1976 were Rs 1.14 lakhs for vocationlization. This was not at all sufficient and the state government should provide sufficient budget allocation to popularise this scheme. There was not a single trained teacher in vocational courses and so it became difficult to impart knowledge by part-time teachers only. There was acute shortage of instructional materials in any course. The society was still advocating the old British system of education, which had been unproductive. Without proper coordination and cooperation with other inter or intra departmental production units, this system might not prosper. The foremost among the shortcomings commonly observed in all the states were the lack of preparation before they implemented the vocational courses in the schools. Out of the six states which had launched vocational course, three had identified the shortcomings in curricular and were in the process of revision.

294. **Mehta, Perin H.; Bhatnagar, Asha and Jain, V. K.** *A study of the educational-vocational planning, academic achievement and selected psychological and home background variables of tribal high*

school students in and around Shillong (Meghalaya). Independent study. National Council of Educational Research and Training, 1989.

Keywords: VOCATIONAL EDUCATION : TRIBAL EDUCATION : SECONDARY EDUCATION : SHILLONG : MEGHALAYA

Objectives of the study were: (i) to acquire information about selected home-background variables, psychological characteristics, problems and needs, academic achievement, and educational and vocational planning of the tribal high school students of Meghalaya; and (ii) to study the role of selected psychological and environmental variables in the educational and vocational development of high school students to validate certain aspects of theories of vocational development which were propounded in the USA in a very different socio-economic and cultural context.

A total of 330 students of Class IX studying in 10 schools in and around Shillong instituted the sample. The main consideration in selecting the judgment sample of 10 schools was that the schools should have tribal as well as non-tribal students, and the tribal students should belong to different tribes, should be spread over different socio-economic strata, should come from urban as well as rural areas. This research was a field study of an exploratory nature. The comparative approach was adopted in this study in which different groups of tribal and non-tribal students were compared on various independent variables. The study covered tribal and non-tribal boys and girls, and rural and urban students. The data were collected with the help of a Student Information Blank, Vocational Planning Questionnaire, Centre's Job Values Card, Attitude Inventory, Personal Events Scale, Raven's Standard Progressive Matrices, Interest Inventory by R.P. Singh and Student Problems Checklist. The chi-square test, ANOVA, and partial contingency co- efficiency were used for statistical analysis.

Major findings were: (1) The investigation showed that the tribal boys and girls of Class IX in Meghalaya were older and lower on SES than their non-tribal counterparts studying in the same schools. The two groups, however, were not very different from each other in respect of various characteristics. The general socio-cultural milieu seemed to influence everyone in the State irrespective of ethnic affiliation. However, in some of the dimensions, like intelligence level, academic achievement and study habits, the tribals were slightly inferior to the non-tribals, while on others, particularly those pertaining to vocational planning, the tribals had an edge over the non-tribals. (2) Tribal girls were more independent of their parents in their job values. This may be due to a tribal practice according to which women play a more significant role in the world of work. Nevertheless, like in the rest of the world, in Meghalaya also, girls and boys were given differential treatment, with more facilities and attention being given to the boys by the parents. The interest patterns of boys and girls also confirmed that the socialisation process was different for the children of the two sexes. Girls showed poorer academic achievement and more problems in many areas as compared to the boys. Guidance and counseling services were required for the girls to solve their problems. Sex differences were, however, not found on vocational planning, which became more realistic with age among the tribal boys and girls and their family played a significant role in their vocational development. (3) Tribal first-generation learners and non-first-generation learners also showed certain similar characteristics but were different on others. However, it was found that the environmental influences played an important role in the cognitive and affective development of the children. (4) Contrary to popular belief, the study revealed that tribal rural students had an edge over their urban counterparts in various respects. They manifested a higher level of educational aspiration, academic achievement and better vocational planning than the urban students.

- 295. Passah, P. M. *Vocational education in Meghalaya. 1995.* (NIEPA sponsored study).**

**Keywords: VOCATIONAL EDUCATION :
MEGHALAYA : INDIA.**

The main objectives of the study were: (i) to find out socio-economic background of the students of vocational and technical education, and (ii) employment earning of the pass outs.

Questionnaire was designed for the collection of data. Students who passed out in 1985 and current batches admitted in 1991 and 1992 were asked to fill up the questionnaire. Data were collected from 111 students in the Don Bosco Technical School, 99 in the ITI and 97 in the Shillong Polytechnic.

It was found that whoever qualified from the technical/vocational schools/institutes in the State had been able to get absorbed in Government and Semi-Government jobs and services. The diploma/certificate holders in vocational courses/trades were not well-paid and looked down upon for future promotions in the States. There was a need to identify district-wise both the vocational skills in demand and the shortage categories of skills. A further research on the evaluation of the demand for vocational skills in different districts was therefore, called for so as to assess the scope and need of vocational courses in each district. There was a need for separate department or directorate for the successful implementation and efficient administration.

- 296. Singh, Heigrujam Ibotombi. *A study of the vocational preferences of high creative and low creative high school tribal pupils in Kohima and Mokokchung districts, Nagaland. Ph.D., Edu. North-Eastern Hill Univ, 1991.***

**Keywords: VOCATIONAL EDUCATION :
TRIBAL EDUCATION : AE : ANGAMI :
KOHIMA : NAGALAND**

Objectives of the study were: (i) to identify the high creative and low creative among the high school tribal students in Kohima and Mokokchung districts; (ii) to compare the vocational preferences between the high creative and low creative among the Ae and Angami pupils; and (iii) to suggest ways to identify creative talent among Naga tribal students and to provide educational and vocational guidance to them.

From 3,390 pupils, an initial representative sample of 1,000 students of class IX from the Ae and Angami communities was used to generate a final sample of 320 pupils, 160 highcreative and 160 low creative pupils. The tools used were a Battery of Verbal and Non-verbal Tests of Creative Thinking, called the Nagaland Tests of Creative Thinking (NTCT), Vocational Prestige Scale, Personal Information Proforma, and an unstructured interview. Mean, SD, and 't' test were used for the analysis of data.

Major findings were: (1) There was no significant difference between the Ae and Angami tribal high school pupils, both in their levels of creative thinking and their preference for prestigious vocations. (2) High creative pupils from both the tribal groups generally showed a preference for prestigious vocations. (3) No significant difference was found between boys and girls, as well as, between rural and urban pupils in their levels of creative thinking.

297. **Sungoh, Sherwin May.** *Educational and vocational aspiration of girls studying in pre-university classes in Shillong.* M. A., NEHU, 1984.

**Keywords: VOCATIONAL EDUCATION :
SECONDARY EDUCATION : GIRLS
EDUCATION : SHILLONG : MEGHALAYA**

298. Sungoh, Sherwin, M. *A study of vocational education and attitude towards vocationalisation of education in East Khasi Hills*. Ph.D., Edu. North-Eastern Hill Univ., 1991.

**Keywords: VOCATIONAL EDUCATION :
MEGHALAYA : EAST KHASI HILLS**

Objectives of the study were: (i) to study the status of vocational education including problems of vocationalisation of education in the East Khasi Hills District; (ii) to survey the attitude of pre-university students in the East Khasi Hills District towards vocationalisation of education; and (iii) to suggest measures for effective implementation of vocational education in the district.

The population consisted of 4,100 pre-university students studying in 14 colleges, out of which a representative sample of 1,100 students was chosen using the stratified random sampling technique. An attitude scale to measure the attitude towards vocationalisation of education was constructed using the Likert method. The split-half and test-retest reliability coefficients, and content and criterion validity as well as percentile norms were calculated and reported. Mean, SD and 't' test were used to find the significance of mean differences between the various groups

Major findings were: There was no significant difference in the attitude towards vocationalisation of education between pre-university male and female students, rural and urban students, commerce and science students; but the difference was significant between tribal and non-tribal students; commerce and arts students, and arts and science students.

299. **Zohmingthanga. *Report on the action research in work education of Mizoram, 1992.* Aizawl, District Institute of Education & Training, 1992.**

**Keywords: VOCATIONAL EDUCATION :
AIZAWL : MIZORAM**

The main objectives of this action research were to find out the present condition of schools in respect of work education and also the reason for not conducting practical class in many elementary schools. This research tried to find out the following: (i) Different types of tools for conducting practical class in school. (ii) Items of activities performed in school for the past years. (iii) Selection of items for work education recommended by Mizoram Board of School Education (1991-93), in the schools of Mizoram. (iv) Identification of facilities for work education like craft teacher, work shed and grant. (v) Identifying the problem in work education tools and disposal of work education products.

The questionnaire was administered to the Headmaster, Headteacher, craft teacher, and teachers for data collection. Schools were visited and interviews was conducted for the identification of their problem. Their works had been examined and advice given to the needy one. For high school, separate questionnaire was developed. Students of PSTE, DIET, and Aizawl were selected for the study. Questionnaire was distributed to them. 80 questionnaires had been received from elementary stage and 20 for high school stage. Out of 100 questionnaires, 50 questionnaires were selected for examination.

The teacher pupil ratio was 1:18 in the elementary schools in Aizawl and Lunglei Districts, in urban primary school was 1:19 and rural primary school 1:21. Urban middle school ratio was 1:20 and rural primary school ratio was 1:15. In primary schools work shed and craft teachers were not provided. In primary schools work education class was conducted in classroom mostly and also in appropriate place in school campus. In middle schools, four schools were provided with work sheds. Other

schools conducted work education class in classroom and also in appropriate place in school campus. Most of the middle schools had craft teachers and only three school were without craft teachers. Most of craft teachers were trained in DIET, Aizawl. Two craft teachers were untrained.

WOMEN EDUCATION

300. Barua, A. P. *Married women's education: an analysis*, SIE, Assam, 1978.

Keywords : WOMEN EDUCATION : ASSAM

The objectives of the study were: (i) to find out the level of educational attainment among married women; (ii) to find out the causes of women going in for higher education after marriage; (iii) to study whether they wished to earn independently on the basis of their education and to contribute to their family income and to see whether there was any impact of their husband's income and status on their willingness to work; (iv) to elicit their opinion as to what type of female education would best suit married woman to fit her to engage in a gainful occupation; (v) to study the attitude of married women to further education; and (vi) to find out how married women utilized their education.

A representative sample of married educated women from urban, rural and suburban areas, which was also representative of various occupations and communities, was drawn. For the purpose of a pilot study, 35 per cent of the cases from the total respondents were randomly selected.

The major findings were: (1) The range of educational qualifications among the married women varied from matriculations to M.Sc., M.A., and B T. Some of them had added to their educational qualifications after marriage. (2) In all 60 per cent of the women were willing to have further general education even though they were married and 16 per cent of them did not show willingness to earn. (3) Women's willingness to serve may

be grouped under purely teaching jobs, any occupation including teaching, any occupation other than teaching, and independent work or profession. (4) Most of the respondents were found to appreciate the usefulness of the present education system which seemed to exert sufficient impact on their cognitive growth. A majority of them pleaded for a few significant changes in girl's education. (5) Some respondents possessed vocational training in typewriting, tailoring, wool work, etc. and they preferred employment in their area next to teaching. They manifested their keen interest in an independent profession. (6) Undergraduates showed a favourable attitude towards general higher education. (7) In all, 90 per cent of the respondents were mothers having school-going children. Some of them were acting as home-tutors of their own children. (8) Women's education had hardly made any significant impact on their day-to-day life, both social and economic.

301. Das, Rosy. *Women's education in Assam in the post-independence period (1947-1971) and its impact on the social life of the state*, Ph.D. Edu., Gauhati Univ., 1979.

Keywords: WOMEN EDUCATION: ASSAM

The major objective was to study the growth and development of women's education at various levels in the State of Assam during the period 1947-71 and its impact on the social life of the State.

Data were obtained mainly through personal enquiries, case studies, interviews, informal discussions, and a study of documents, literature, etc. Special emphasis was given on studying institutions, enrolment, co-education, curricula, teachers, the mode of administration, expenditure, scholarships, examination results starting from the primary level to the university level of general, professional and technical education. An attempt was also made to represent the annual growth rates in the enrolment, whenever possible. The various problems faced in the progress of women's education in the State and the impact of

the women's education on the social life of the State was also studied.

The study revealed that: (i) There was an increasing trend or positive rate of growth during the period of the present study. (ii) Compared to the increase in the number of men's colleges, the women's colleges, did not increase proportionately. (iii) The trend of professional and technical institutions at the school level was at variance till the middle fifties, but after that there was an increase. (iv) There was a wide gap between the educational opportunities and facilities available to men in comparison to women. (v) Women's education brought about positive changes in the economic, cultural, political and religious spheres of the social life in the State. (vi) The enrolment increased at all levels. A high positive relationship was observed between the expenditure on education, particularly higher education, and the enrolment. (vii) A greater percentage of women was attending co-educational institutions. (viii) The majority of the women studied male-oriented curriculum. (ix) The number of women teachers at various stages of education increased, yet the number of teachers was not at par with the increase in the enrolment. (x) The shortage of women teachers affected the healthy growth of women's education. (xi) The mode of administration was more or less satisfactory. (xii) The total direct expenditure on women's education increased during the period of study. (xiii) The pass percentage at the high and higher secondary school leaving certificate examinations deteriorated, but in the professional and technical courses, the results were encouraging in most of the years. However, the general output was best at the post-graduate level.

302. Lakhar, B. *The progress of women's education in Assam from 1874 to 1970*, Ph.D.Edu., Gauhati Univ., 1976.

Keywords: WOMEN EDUCATION : ASSAM

The purpose of the study was to trace the history and development of women's education in Assam during the period 1874-1970.

The original primary sources from the record office of the Assam Secretariat were used for data collection.

The major findings were: (i) Separate schools for girls were opened after the advent of the British and the missionaries. The missionaries were the first to start schools for girls in Assam. As a result of the recommendations of the Dispatch of 1854, schools for girls were given liberal grants-in-aid. (ii) In order to provide facilities for girls in different regions where there were no girls' schools, special schools known as Zennana classes were started at Sylhet, but the experiment was given up in 1933 with the non-cooperation movement. Consequent to the raising of the marriage age for girls, the development of girls' education received an impetus. (iii) In the beginning, few girls attended schools. Teachers were given rewards for securing enrolment of girls. Fees were compulsory for girls in primary schools but in upper primary and middle schools, fees were abolished. (iv) The gradual increase in the rate of enrolment of girls in colleges led to the opening of high schools and colleges for them. The percentage of girls, however, remained low in educational institutions. According to the 1961 Census, the percentage of male literates was only 16 and that of females was much lower. (v) In the earlier years, the curriculum for boys and girls was the same but after 1882, a separate curriculum and a separate examination for girls were introduced in Sylhet. Again from 1936, common curriculum and common examination were brought in. (vi) The removal of age-limit and the granting of liberal scholarships were further measures taken by the government to encourage girls' education. (vii) The missionaries took a lead in the training of teachers. Training classes, were opened at Nowgong and Silchar for vernacular teachers. High school teachers were deputed to Calcutta for training. In course of time, St. Mary's College started B.T. and L.T. classes and the Gauhati University started the department of teacher training. (viii) For supervision, in 1908, the first Inspectress for girls'

schools was appointed, assisted by Assistant Inspectresses. The post of Inspectress was later abolished and the post of a Deputy Director of Public Instruction (Women) was created.

303. **Poddar, Satyadeo.** *Female education in the tribal society of Tripura : past and present : A case study of Jamatia community.* TUI, Quarterly Research Journal on Tribal Life & Culture. Vol. VII, No. 2. April-June 1999, pp 67-78.

Keywords: WOMEN EDUCATION : TRIBAL EDUCATION : JAMATIA : TRIPURA

The main objective of this study was to assess the general educational condition among the Jamatia community in general and women of this community in particular. Their participation in the primary education, nature of its development was also assessed. The factors that prohibit the Jamatia women to avail the fruits of higher education were analytical parts of this study. By comparing the past education of Jamatias with the present one, the educational transition among the female population of this community was highlighted.

This was a historical-cum-sociological study. Hence all the available archival source materials, government records, reports and books were consulted and by adopting field survey method which constituted interviews, questionnaires and data analysis, the whole problem of the study was analysed scientifically and rationally by counter checking it with contemporary sources. The study was confined to the area of Shilghati village in Matabari Block of Udaipur Sub-Division of Tripura. This village was taken as a sample for analysis because it was a Jamatia dominated village from numerical point of view. 100 families as a sample were selected at random for studying the educational scenario of Jamatia women. A questionnaire, having 25 questions, was designed to survey various family heads (male and female). Shilghati High School (Primary Unit) was selected for evaluating the participation of female Jamatia population in

the primary section. For this, the Annual Statement of School Attendance Register from 1991 to 1995 was studied.

Findings of the study were: (i) From literacy point of view, the Jamatia women too, like others, were lagging behind the male population, from nation to village level. (ii) From 1991 to 1995, there had been a decreasing trend of female strength in primary section. In 1991, the total Jamatia girls enrolled in Primary Unit was 141 it came down to 127 in 1992 and the downward trend remained with the passage of time. Same scenario was observed in the boys' attendance in the school. (iii) The percentage of illiterate population, among Jamatia community, male or female, was very meagre which indicated the keen educational interest of the parents. It was observed that girls were at par with boys in educational achievement in the primary section. (iv) Out of 100 respondents, 90% respondents opted mother tongue as the medium of instruction in the Primary Unit of the school. 5% opted English as a medium of instruction and rest gave a mix response. (v) Most of the respondents were unwilling to send their daughters to the boarding schools, reasons being the insecurity for the girls, gender problem and less hygienic food. (vi) 90% of respondents expressed that their daughters were very much fond of modern dresses, 60% traditional ornaments and 40% modern ornaments. (vii) 92% respondents said that their family income was not sufficient enough to bear the burden of educational expenditure for their sons and daughters. (viii) All respondents expressed similar views that the family customs and traditions did not impede the educational growth of the state. (ix) Out of 13 teachers of Primary School of Shilghati, 11 teachers belonged to Jamatia community. Out of 11 teachers, 8 teachers were female which speaks of appreciable participation of female in the primary education of Tripura

WORKING MOTHERS

304. **Goswami, Minakshi.** *Achievement motivation and anxiety among the children of working and non-*

working mothers studying in secondary schools of Shillong. Dibrugarh, Dept. of Education, Dibrugarh University, 1985.

Keywords: MOTIVATION : SECONDARY EDUCATION : SHILLONG : MEGHALAYA : STUDENT ACHIEVEMENT : STUDENT ANXIETY : EDUCATIONAL PSYCHOLOGY : WORKING MOTHERS : NON-WORKING MOTHERS

The objectives of the study were to (i) assess the levels of achievement motivation and anxiety among the children of working and non-working mothers of Shillong, the capital of Meghalaya, and (ii) to study the levels of achievement motivation and anxiety of the working and non-working mothers' children by sex.

Students of IX standard of 10 randomly selected secondary schools of Shillong, capital city of Meghalaya, were the basic unit for data collection for the study. The selected schools represented students from different socio-economic status of the area. The data generated from study were analysed using the achievement motivation scale of Rao, 1974, and the achievement value and anxiety inventory of Mehta, 1969.

In the study it was noted that children of working mothers were more achievement oriented than those of non-working mothers. The main reasons for this may be as follows: Firstly, most of the working mothers were educated and so they could provide the best guidance to their children. Secondly, working mothers were more economically and socially independent. Thirdly, working mothers were more experienced and efficient to give psychological guidance to their children. After analyzing the anxiety of the working and non-working mothers' children, girls of working mothers showed the highest anxiety. This may be associated with three reasons. Firstly, girls of working mothers had to share part of their mothers' responsibility. Secondly, the girls of working mothers did not receive required attention,

guidance and care during their formative period from their mothers as they were engaged in jobs. Thirdly, they became over-burdened because at the same time, they had to study as well as to carry out part of their mothers' responsibility.

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