APPENDIX- A

TOOL-I: INTERVIEW SCHEDULE- I

INTERVIEW SCHEDULE (FOR SCHOOL HEAD TEACHER AND VILLAGE HEADPERSON) FOR STUDYING THE DIFFERENT FORUMS OF COMMUNITY PARTICIPATION IN SCHOOL PROCESSES OF NORTH EASTERN STATES

To

The

..................................................
..................................................

Dear Sir/ Madam,

I (Rashmi Rekha Duwarah) would like to inform you that I am a PhD scholar in the Department of Education, Assam University, Silchar. I am working on a PhD topic titled, “Community Involvement in School Processes and its Pedagogical Effect on Educational Attainment of Elementary Schools in North Eastern States” under the supervision of Dr. Tapan Kumar Basantia, Assistant Professor, Deptt. of Education, Assam University, Silchar. One of the aspects of my PhD project is to study/assess the different forums of community participation in school processes of north eastern states. And, for studying/ knowing the different forums of community participation in school processes of north eastern states, I want to have an interview session with you, since you are an important working member of school processes of north eastern states. The data which will be generated from this interview session would be used for present research purposes but not for any other purposes. Please co-operate me to make this interview session successful.

Your kind help in this regard would be highly meaningful for my PhD project. Please feel free while responding in this interview session.

Yours’ Sincerely

Rashmi Rekha Duwarah
PhD Scholar
Deptt. of Education
Assam University, Silchar
# TOOL-I: INTERVIEW SCHEDULE-I

INTERVIEW SCHEDULE (FOR SCHOOL HEAD TEACHER AND VILLAGE HEADPERSON) FOR STUDYING THE DIFFERENT FORUMS OF COMMUNITY PARTICIPATION IN SCHOOL PROCESSES OF NORTH EASTERN STATES

## INSTITUTIONAL AND PERSONAL DATA OF THE RESPONDENT:

### A. INSTITUTIONAL DATA OF THE RESPONDENT

1. Name of the school :  
2. District and State of the school :  
3. Rural-Urban Base of the school : (Rural/Urban)  
4. Management of the school : (Govt./Private)  
5. Heading authority of the school : (Male Principal/Female-Principal)  
6. Staffing position of the school : (a) No of students-  
   (b) No of teachers-

### B. PERSONAL DATA OF THE RESPONDENT

1. Name of the respondent :  
2. Category of the respondent : (Head Teacher/Village Headperson)  
3. Designation of the respondent :  
4. Age :  
5. Sex :  
6. Professional/Teaching Experience:  
7. Educational Qualification :  
8. Monthly Income (approximately) :  

## Section-A: Composition and Organization of VEC, PTA and MTA

1. State the year(s) from which VEC, PTA and MTA are formally organized in your school –
   
   **VEC:**  
   **PTA:**  
   **MTA:**  

2. Who are the members of VEC, PTA and MTA?
   
   **VEC:**  
   **PTA:**  
   **MTA:**  

3. How many times in a year VEC, PTA and MTA meetings are held?
VEC: 
PTA: 
MTA: 

(4) State in detail the timings of the VEC, PTA and MTA meetings –
VEC: 
PTA: 
MTA: 

(5) What are the different facilities (for example, sitting arrangement) available for VEC, PTA and MTA meetings –
VEC: 
PTA: 
MTA: 

Section-B: Participation and Discussion in VEC, PTA and MTA
(1) What is the participation level of the members in the VEC, PTA and MTA meetings–
VEC: 
PTA: 
MTA: 

(2) State how far regularly and sincerity is maintained in VEC, PTA and MTA meetings?
VEC: 
PTA: 
MTA: 

(3) State priority issues/ areas which are discussed in VEC, PTA and MTA meetings?
VEC: 
PTA: 
MTA: 

Section-C: Community Participation Forums other than VEC, PTA and MTA
(1) What are the formal/ informal forums or means for Community Participation (except VEC, PTA and MTA) found in school
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(2) State in detail the objectives of such forums or means
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APPENDIX- B

TOOL-II: INTERVIEW SCHEDULE- II

INTERVIEW SCHEDULE (FOR VILLAGE EDUCATION COMMITTEE CHAIRPERSON AND MEMBERS) FOR ASSESSING PEDAGOGICAL EFFECT OF VILLAGE EDUCATION COMMITTEE ON EDUCATIONAL ATTAINMENT OF ELEMENTARY SCHOOLS

To
The

Dear Sir/ Madam,

I (Rashmi Rekha Duwarah) would like to inform you that I am a PhD scholar, in the Department of Education, Assam University, Silchar. I am working on a PhD topic titled, “Community Involvement in School Processes and its Pedagogical Effect on Educational Attainment of Elementary Schools in North Eastern States” under the supervision of Dr. Tapan Kumar Basantia, Assistant Professor, Department of Education, Assam University, Silchar. One of the aspects of my PhD project is to study/ assess the pedagogical effect of Village Education Committee on educational attainment of elementary schools of north eastern states. And for studying / assessing the pedagogical effect of Village Education Committee on educational attainment of elementary schools of north eastern states, I want to have an interview session with you since you are an important working member of VEC of elementary schools of north eastern states. The data which will be generated from this interview session would be used for my present research purposes but not for any other purposes. Please co-operate me to make this interview session successful.

Your kind help in this regard would be highly meaningful for my PhD project. Please feel free while responding in this interview session.

Yours’ Sincerely

Rashmi Rekha Duwarah
PhD Scholar,
Deptt. of Education,
Assam University, Silchar.
TOOL-II: INTERVIEW SCHEDULE-II

INTERVIEW SCHEDULE (FOR VILLAGE EDUCATION COMMITTE CHAIR-PERSO AND MEMBERS) FOR ASSESSING PEDAGOGICAL EFFECT OF VILLAGE EDUCATION COMMITTEE ON EDUCATIONAL ATTAINMENT OF ELEMENTARY SCHOOLS

<table>
<thead>
<tr>
<th>INSTITUTIONAL AND PERSONAL DATA OF THE RESPONDENT:</th>
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<td>6. Professional / Teaching Experience:</td>
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<tr>
<td>7. Educational Qualification</td>
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<tr>
<td>8. Monthly Income (approximately)</td>
</tr>
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(1) VEC makes effort to admit each school age child of the village community in school.

Yes No

(2) VEC takes care to increase the enrollment level in school.

Yes No

(3) VEC convinces the community members to send their children to school.

Yes No

(4) VEC organizes exhibitions, films and many other programmes to motivate the community people to send their children to school.

Yes No
(5) VEC familiarizes the community people about the different programmes launched by the government and non-governmental agencies for promotion of enrolment in school.

Yes No

(6) VEC takes part in all types of enrolment drives (i.e., School Chalo Abhiyan) for the children in school.

Yes No

(7) VEC makes survey on school age children and on the basis of survey it makes family wise and child wise plan for their enrollment in school.

Yes No

(8) VEC solves problems and issues which affect the enrollment of children in school.

Yes No

(9) VEC secures the regular attendance of each and every child in the school.

Yes No

(10) VEC frames rules and regulations for the better retention of children in the school.

Yes No

(11) VEC conducts meeting with community people/parents for better retention of their children in the school.

Yes No

(12) VEC contacts the parents of such children (for the purpose of retention of such children in school) who do not go to school regularly or left the school before completing the primary education.

Yes No

(13) VEC takes care to distribute/ provide mid-day meal and other such things to children properly for their better retention in the school.

Yes No

(14) VEC tries to solve all the issues/ problems relating to irregular attendance of children in school.

Yes No

(15) VEC makes effort to keep each and every child in school till he/she completes the primary education.

Yes No

(16) VEC does effort for the better result of each and every child in the school both in
scholastic areas (i.e., math, language, science etc.) and co-scholastic areas (i.e., health and hygiene, art and craft, work experience etc.).

(17) VEC takes steps to distribute scholarships, stipend and other such incentives properly among children in respect of facilitating their better achievement.

(18) VEC does effort to provide special facility to the learners who have special talents in specific areas like art, craft, singing, mathematics etc.

(19) VEC provides all sorts of academic and administrative support to the teachers for performing their roles and duties in the school.

(20) VEC secures punctuality, sincerity, honesty and commitment among teachers in performing their duties/responsibilities in school.

(21) VEC provides rewards and incentives to the teachers for their good work and efforts for the school.

(22) VEC takes steps to motivate the teachers towards teaching learning process and other activities of the school.

(23) VEC listens the suggestions made by the teachers for the school development process.

(24) VEC keeps the personal contact with the teachers in order to share with them their personal problems and challenges.

(25) VEC monitors/ checks whether the courses are completed properly in time or not.

(26) VEC monitors/ checks whether the co-curricular activities likes games, sports, debates etc. are organized properly or not.

(27) VEC monitors/ checks whether the free textbooks and related teaching learning
materials are distributed properly to the children or not.

(28) VEC makes effort to provide basic required teaching learning materials to all the school children to the maximum extent.

Yes  No

(29) VEC makes effort to make the teaching-learning process of the school child centered, joyful and qualitative.

Yes  No

(30) VEC monitors/ checks whether teaching learning aids and other supplementary materials are used in the process of teaching-learning or not.

Yes  No

(31) VEC monitors/ checks whether enrichment learning materials for the fast learners and remedial learning materials for the weak learners are provided or not.

Yes  No

(32) VEC takes care to provide special attention to the children coming from weaker section of the society like SC, ST, OBC, handicapped, women etc. in the school.

Yes  No

(33) VEC suggests/ takes steps for improving the existing system of evaluation followed in school.

Yes  No

(34) VEC monitors/ checks whether examination system conducted in the school is maintained properly or not.

Yes  No

(35) VEC makes effort to make the existing system of evaluation of the school continuous and comprehensive.

Yes  No

(36) VEC checks/ maintains whether the different records like CRC, incidental record etc. of the children are maintained properly in the school or not.

Yes  No

(37) VEC motivates the children to appear in the examination with sincerity and do well in the examination.
(38) VEC takes steps to solve the day to day management issues/ problems of the school.

(39) VEC takes steps to rectify the misconducts/ misbehavior shown by school personnel/ community persons in school.

(40) VEC invites and involves the school teachers and other school personnel in community festivals and functions.

(41) VEC takes steps to invite and involve community members in school festivals and functions.

(42) VEC takes step to establish good relationship among teachers and non-teaching staffs in the school.

(43) VEC maintains the attendance and involvement of the teachers and non-teaching staffs in such school activities.

(44) VEC formulates many committees/ groups to work for the development of the different aspects of the school.

(45) VEC monitors/ checks whether academic and non-academic calendar for the whole session of the school has been made and properly utilized.

(46) VEC takes step to inspect and supervise the different aspects of the school from time to time.

(47) VEC takes step to check/ stop all types of corruption practices of the school.
(48) VEC sincerely works for the development of existing infrastructure facility of the school which includes school building, class rooms, furniture etc.  

| Yes | No |

(49) VEC plans projects from time to time for the total/ holistic development of the school.  

| Yes | No |

(50) VEC tries to generate more fund/ aids/ grants for the school and distribute such for the overall development of the school.  

| Yes | No |

(51) VEC mobilizes the village/ community resources for the utilization in school development process.  

| Yes | No |

(52) VEC takes step to organize various international/ national/ regional/ local/ institutional related functions/ festivals in the school premise for widening the learner’s outlook and achievement.  

| Yes | No |

(53) VEC takes part in various social service related activities (which have implication for children’s education) like population education, community development programme etc.  

| Yes | No |

(54) VEC takes step to provide proper library facility to the school.  

| Yes | No |

(55) VEC takes step to provide good hygienic environment, health check-up and first aid facilities to the school children.  

| Yes | No |

(56) VEC tries to keep the school environment attractive and original.  

| Yes | No |
APPENDIX- C

TOOL-III: INTERVIEW SCHEDULE- III

INTERVIEW SCHEDULE (FOR PARENT TEACHER ASSOCIATION CHAIRPERSON AND MEMBERS) FOR ASSESSING PEDAGOGICAL EFFECT OF PARENT TEACHER ASSOCIATION ON EDUCATIONAL ATTAINMENT OF ELEMENTARY SCHOOLS

To
The

Dear Sir/ Madam,

I (Rashmi Rekha Duwarah) would like to inform you that I am a PhD scholar, in the Department of Education, Assam University, Silchar I am working on a PhD topic titled, “Community Involvement in School Processes and its Pedagogical Effect on Educational Attainment of Elementary Schools in North Eastern States” under the supervision of Dr.Tapan Kumar Basantia, Assistant Professor, Department of Education, Assam University, Silchar. One of the aspects of my PhD project is to study/ assess the pedagogical effect of Parent Teacher Association on educational attainment of elementary schools of north eastern states. And for studying/assessing the pedagogical effect of Parent Teacher Association on educational attainment of elementary schools of north eastern states, I want to have an interview session with you since you are an important working member of PTA of elementary schools of north eastern states. The data which will be generated from this interview session would be used for my present research purposes but not for any other purposes. Please co-operate me to make this interview session successful.

Your kind help in this regard would be highly meaningful for my PhD project. Please feel free while responding in this interview session.

Yours’ Sincerely
Rashmi Rekha Duwarah
PhD Scholar,
Deptt. of Education,
Assam University, Silchar.
TOOL-III: INTERVIEW SCHEDULE-III

INTERVIEW SCHEDULE (FOR PARENT TEACHER ASSOCIATION CHAIRMAN AND MEMBERS) FOR ASSESSING PEDAGOGICAL EFFECT OF PARENT TEACHER ASSOCIATION ON EDUCATIONAL ATTAINMENT OF ELEMENTARY SCHOOLS

INSTITUTIONAL AND PERSONAL DATA OF THE RESPONDENT:

A. INSTITUTIONAL DATA OF THE RESPONDENT
1. Name of the school :
2. District and State of the school :
3. Rural- Urban Base of the school : (Rural/ Urban )
4. Management of the school : (Govt./ Private)
5. Heading authority of the school : (Male Principal/ Female-Principal)
6. Staffing position of the school : (a) No of students- (b) No of teachers-

B. PERSONAL DATA OF THE RESPONDENT
1. Name of the respondent :
2. Category of the respondent : (PTA Chairperson/ Members)
3. Designation of the respondent : ……………………………
4. Age : ……………………………
5. Sex : ……………………………
6. Professional / Teaching Experience: ……………………………
7. Educational Qualification : ……………………………
8. Monthly Income (approximately) : ……………………………

(1) PTA convinces the community people/ parents to send their children to school.

Yes  No

(2) PTA does effort for achieving cent percent enrollment of community children in school.

Yes  No

(3) PTA makes survey and assessment of enrollment status of community children in School through home visits.

Yes  No
(4) PTA organizes exhibitions/melas/films/theatre to orient parents to send their children to school.

(5) PTA takes part in all types of enrolment drives (programmes relating to the enhancement of enrollment of children) of schools.

(6) PTA tries to find out the reasons for non-enrolment of children in school and accordingly takes steps for their enrolment.

(7) PTA takes steps for retention of each and every child in school till he/she completes primary education.

(8) PTA strives for achieving zero drop out in school.

(9) PTA takes steps to bring such children to school who are continuously remaining absent from school.

(10) PTA formulates rules and regulation for achieving better retention of children in school.

(11) PTA tries to find out the causes of absence of children from school and accordingly provides suggestion for removal of such absence.

(12) PTA takes care to distribute mid-day meals and other such things/materials properly to the children in school.

(13) PTA monitors/sees whether the classes are regularly held or not in the school.

(14) PTA checks whether syllabus is completed/finished properly before the examination or not.
(15) PTA checks whether organization of co-curricular activities/extra-curricular activities along with participation of children in such activities are proper in the school or not.

Yes  No

(16) PTA ensures/checks whether the opening and the closing timing of the school is proper/ right or not.

Yes  No

(17) PTA time to time monitors/ checks the progress of the children.

Yes  No

(18) PTA checks whether scholarships, stipends and other incentives are distributed the children properly or not.

Yes  No

(19) PTA checks/ sees whether enrichment and/ or diagnostic materials are provided to the learners according to their ability or not.

Yes  No

(20) PTA members visit homes of the children time to time to enquire about progress and problems of study.

Yes  No

(21) PTA checks whether teaching learning aids and supplementary materials are used or not in the teaching learning processes in respect of making teaching learning process effective.

Yes  No

(22) PTA checks whether child centered and joyful learning approach is used or not in the teaching learning process in respect of making teaching learning process effective.

Yes  No

(23) PTA checks whether individualized attention is given to each child for his/ her progress and development or not.

Yes  No
(24) PTA sees/ checks whether each child has adequate learning materials to continue/ do well in his/ her study.

(25) PTA tries to check/ eliminate gender, caste, class and other such biasness in teaching/ learning process of the school.

(26) PTA monitors/ checks whether the class works are done by the children properly or not.

(27) PTA monitors/checks whether the home works are done by the children properly or not.

(28) PTA makes effort to provide quality education to the school children.

(29) PTA tries to solve the problems which affect the education of the children.

(30) PTA suggests the parents/ guardians to provide suitable study place and study material to their children.

(31) PTA suggests parents/ guardians to make micro-planning about his/ her child’s education.

(32) PTA makes proper linkage/ maintains proper relationship with all the families whose children are studying in school.

(33) PTA checks/ rectifies the misconducts found in the children.

(34) PTA checks/ rectifies the misconducts found in the parents.

(35) PTA checks/ rectifies the misconducts found in the teachers.
(36) PTA secures the punctuality and sincerity among teachers in teaching learning process.

(37) PTA helps the teachers to develop teaching learning materials (TLM) for better development/education of the students.

(38) PTA checks whether the teachers make proper planning/lesson planning for teaching in the class or not.

(39) PTA cares to provide proper lodging, boarding and other such facilities for the teacher for the smooth running of the school.

(40) PTA tries to bring reformation in existing evaluation system followed in the school.

(41) PTA tries to implement the continuous and comprehensive evaluation system in the school in effective way.

(42) PTA makes effort to send the progress report of the children to their parents/guardians in time for their improvement.

(43) PTA helps to maintain properly the different records of the students in the school.

(44) PTA helps to maintain discipline and security in the school.

(45) PTA invites and involves the school teachers and other members of the school for the different activities of the community.

(46) PTA invites and involves the community members in the different activities and functions of the school.
(47) PTA provides all sorts of the voluntary helps (both in cash and kind) to the school for its development.

Yes No

(48) PTA discusses the school matters/ issues with the higher authorities of the school like ST, CI, DI etc.

Yes No

(49) PTA tries to improve the day to day administration and management of the school.

Yes No

(50) PTA does effort/ plans for the long term development of the school.

Yes No

(51) PTA works for the infrastructure development of the schools like development of classrooms, furniture etc.

Yes No

(52) PTA tries to generate funds/ finances for the schools and utilize such funds for the proper development of the school.

Yes No

(53) PTA takes care about library condition of the school.

Yes No

(54) PTA takes care the medical checkup, first aid and other such medical related facilities of the school.

Yes No

(55) PTA organizes the guidance and counseling services for the students.

Yes No

(56) PTA takes part in facilitating adult and social education, community education etc. which ultimately help for the education of the children.

Yes No
APPENDIX- D

TOOL-IV: INTERVIEW SCHEDULE- IV

INTERVIEW SCHEDULE (FOR MOTHER TEACHER ASSOCIATION CHAIRPERSON AND MEMBERS) FOR ASSESSING PEDAGOGICAL EFFECT OF MOTHER TEACHER ASSOCIATION ON EDUCATIONAL ATTAINMENT OF ELEMENTARY SCHOOLS

To

The

..............................................
..............................................

Dear Sir/ Madam,

I (Rashmi Rekha Duwarah) would like to inform you that I am a PhD scholar, in the Department of Education, Assam University, Silchar I am working on a PhD topic titled, “Community Involvement in School Processes and its Pedagogical Effect on Educational Attainment of Elementary Schools in North Eastern States” under the supervision of Dr. Tapan Kumar Basantia, Assistant Professor, Department of Education, Assam University, Silchar. One of the aspects of my PhD project is to study/ assess the pedagogical effect of Mother Teacher Association on educational attainment of elementary schools of north eastern states. And, for studying /assessing the pedagogical effect of Mother Teacher Association on educational attainment of elementary schools of north eastern states, I want to have an interview session with you since you are an important working member of MTA of elementary schools of north eastern states. The data which will be generated from this interview session would be used for my present research purposes but not for any other purposes. Please co-operate me to make this interview session successful.

Your kind help in this regard would be highly meaningful for my PhD project. Please feel free while responding in this interview session.

Yours’ Sincerely

Rashmi Rekha Duwarah
PhD Scholar,
Deptt. of Education,
Assam University, Silchar.
TOOL-IV: INTERVIEW SCHEDULE-IV

INTERVIEW SCHEDULE (FOR MOTHER TEACHER ASSOCIATION CHAIRMAN AND MEMBERS) FOR ASSESSING PEDAGOGICAL EFFECT OF PARENT TEACHER ASSOCIATION ON EDUCATIONAL ATTAINMENT OF ELEMENTARY SCHOOLS

INSTITUTIONAL AND PERSONAL DATA OF THE RESPONDENT:

A. INSTITUTIONAL DATA OF THE RESPONDENT
   1. Name of the school :
   2. District and State of the school :
   3. Rural- Urban Base of the school : (Rural/ Urban )
   4. Management of the school : (Govt./ Private)
   5. Heading authority of the school : (Male Principal/ Female-Principal)
   6. Staffing position of the school : (a) No of students-
                                     (b) No of teachers-

B. PERSONAL DATA OF THE RESPONDENT
   1. Name of the respondent :
   2. Category of the respondent : (MTA Chairperson/ Members)
   3. Designation of the respondent : ……………………………
   4. Age : ……………………………
   5. Sex : ……………………………
   6. Professional / Teaching Experience: ……………………………
   7. Educational Qualification : ……………………………
   8. Monthly Income (approximately) : ……………………………

(1) MTA makes the mothers/ parents aware about right to Education Act and other educational rights of the children.

   Yes   No

(2) MTA makes door to door visit/ survey for the mass enrollment of community children in school.

   Yes   No
(3) MTA mobilizes illiterate/ ignorant mothers/ parents towards education of their children.

(4) MTA motivates and mobilizes the mothers/ parents of the children of the community to send their children to school.

(5) MTA takes part in all sorts of enrollment related drives, campaigns, workshops etc. of the school.

(6) MTA tries to solve all the enrollment related problems of children in school.

(7) MTA makes effort to achieve regular attendance of children in school.

(8) MTA contacts mothers/guardians of these children who don’t attain the school regularly.

(9) MTA takes steps to retain each child in school till she/ he completes the primary education.

(10) MTA takes steps to achieve zero drop-out in school.

(11) MTA makes rules, regulations and planning for the better retention of children in school.

(12) MTA takes steps to solve all the problems related to the drop out of the children in school.

(13) MTA takes special care for the enrollment, retention and achievement of the SC, ST, OBC, Women, handicapped and other such socio-culturally backward children.
(14) MTA checks/ monitors from time to time whether different curricular activities of the school are properly done or not.

(15) MTA checks/ monitors from time to time whether different co-curricular/ extra-curricular activities like school functions, games, sports, debates etc. are properly organized in the school or not.

(16) MTA checks whether syllabus is completed properly before the examination or not.

(17) MTA monitors/ checks the academic performance of the child from time to time.

(18) MTA takes care to distribute midday meal and other such type of things to the students properly for their better retention and achievement.

(19) MTA tries to solve such issues which affect on the education/ study of the children.

(20) MTA checks/ monitors whether classes are held regularly or not.

(21) MTA takes steps to provide books and other study equipment to the children easily.

(22) MTA checks whether teaching learning processes of the school are child centric or not.

(23) MTA checks whether special provision/ care is made for the high achievers/ gifted and Low achievers/ weak students.
(24) MTA checks/ monitors whether individualized attention is given to each child in school or not.

(25) MTA checks whether teaching aids and other illustrative materials are used in teaching learning process or not.

(26) MTA checks whether scholarship, stipend and other incentives are properly distributed to the children or not.

(27) MTA trains the mothers regarding how to guide their children for their better study.

(28) MTA takes care of the homework and class work of the children.

(29) MTA takes care to develop positive attitude among children towards their study.

(30) MTA makes effort to provide quality education to the school children.

(31) MTA tries to improve the evaluation practices followed in the school.

(32) MTA takes step to introduce/ complement the continuous and comprehensive evaluation system in the school.

(33) MTA takes care to provide/ distribute prizes, awards etc. to the children according to their performance.

(34) MTA checks whether different records of children like Cumulative Record Card, Incidental Record Card etc. are properly maintained in the school.
(35) MTA takes care to provide progress card or progress report of the children to their parents/guardians in time.

Yes No

(36) MTA takes step to rectify the misbehavior/ misconduct shown by the children.

Yes No

(37) MTA takes steps to rectify the misconducts/ misbehavior shown by the parents/ school personnel/ community members.

Yes No

(38) MTA tries to achieve proper discipline in the school.

Yes No

(39) MTA takes step to achieve proper attendance and sincerity towards duty among teachers and other members of the school.

Yes No

(40) MTA takes step to invite school personnel to the different activities of the community like community festivals, community dining etc.

Yes No

(41) MTA takes steps to invite community personnel to the different activities of the school like school functions, festivals etc.

Yes No

(42) The MTA members visit the school many times (other than MTA meeting times) in order to discuss about the school problems and issues.

Yes No

(43) MTA tries to motivate the mothers for their better involvement in school process.

Yes No

(44) MTA tries to provide cash and kind help or voluntary labour to the school for the development of the school.

Yes No
APPENDIX- E

TOOL-V: INTERVIEW SCHEDULE- V

INTERVIEW SCHEDULE (FOR SCHOOL HEAD TEACHER) FOR STUDYING THE PROBLEMS FOUND IN THE WAY OF INVOLVING COMMUNITY IN SCHOOL PROCESSES OF ELEMENTARY SCHOOLS OF NORTH EASTERN STATES

To

The

……………………………………..
……………………………………..

Dear

Sir/ Madam,

I (Rashmi Rekha Duwarah) would like to inform you that I am a PhD scholar in the Department of Education, Assam University, Silchar. I am working on a PhD topic titled, “Community Involvement in School Processes and its Pedagogical Effect on Educational Attainment of Elementary Schools in North Eastern States” under the Supervision of Dr. Tapan Kumar Basantia, Assistant Professor, Deptt. of Education, Assam University, Silchar. One of the aspects of my PhD project is to study/assess the problems found in the way of involving Community in school processes of elementary schools of north eastern states. And, for studying/assessing the problems found in the way of involving Community in school processes of elementary schools of north eastern states, I want to have an interview session with you, since you are an important working member of school processes of elementary schools of north eastern states. The data which will be generated from this interview session would be used for present research purposes but not for any other purposes. Please co-operate me to make this interview session successful.

Your kind help in this regard would be highly meaningful for my PhD project. Please feel free while respond in this interview session.

Yours’ Sincerely

Rashmi Rekha Duwarah
PhD Scholar
Deptt. of Education
Assam University, Silchar.
TOOL-V: INTERVIEW SCHEDULE- V

INTERVIEW SCHEDULE (*FOR SCHOOL HEAD TEACHER*) FOR STUDYING
THE PROBLEMS FOUND IN THE WAY OF INVOLVING COMMUNITY IN
SCHOOL PROCESSES OF ELEMENTARY SCHOOLS OF NORTH EASTERN
STATE

INSTITUTIONAL AND PERSONAL DATA OF THE RESPONDENT:

A : INSTITUTIONAL DATA OF THE RESPONDENT
1. Name of the school : 
2. District and State of the school : 
3. Rural- Urban set-up of the school : (Rural/ Urban )
4. Management of the school : (Govt./ Private)
5. Heading authority of the school : (Male Principal/ Female-
   -Principal)
6. Staffing position of the school : (a) No of students-
   (b) No of teachers-

B. PERSONAL DATA OF THE RESPONDENT
1. Name of the respondent : 
2. Category of the respondent : (Head Teacher)
3. Designation of the respondent : ……………………………
4. Age : ……………………………
5. Sex : ……………………………
6. Professional/ Teaching Experience : …………………………
7. Educational Qualification : ……………………………
8. Monthly Income (approximately) : ……………………………

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<tr>
<th>SL NO.</th>
<th>ITEMS</th>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>1</td>
<td>What are the problems you face to make VEC activities in your school effective</td>
<td>Yes</td>
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<tr>
<td>2</td>
<td>What are the problems you face to make PTA activities on your school effective</td>
<td></td>
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<tr>
<td></td>
<td>What are the problems you face to MTA activities in your school effective</td>
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<td>3</td>
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<td>4</td>
<td>What are the problems you face to involve community different school activities</td>
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<tr>
<td>5</td>
<td>What are the problems you face to involve school personnel in different community activities</td>
<td></td>
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<td>6</td>
<td>What are the problems you face to mobilize Community resources like community hall, community pound etc. for school development processes</td>
<td></td>
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<tr>
<td>7</td>
<td>What are the problems you face to mobilize school resources/ personnel for community development purposes like community literacy, community learning etc.</td>
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APPENDIX- F

LIST OF THE SCHOOLS (STATE WISE) FROM WHERE DATA WERE COLLECTED FOR THE STUDY

A: LIST OF SCHOOLS FROM ASSAM

(a) Schools from Sonitpur District
1. Gohpur Collegiate M. E. School (Urban Govt. School)
2. Sankardev Sishuniketon (Urban Private School)
3. Pub Kalangpur M.E. School (Rural Govt. School)
4. Royal Valley School (Rural Private School)

(b) Schools from Jorhat District
1. Kakojan Govt. M.E. School (Urban Govt. School)
2. Bailiya Niketon (Urban Private School)
3. Gohain Gaon Madhya English School (Rural Govt. School)
4. Gohain Gaon Adarsha Sishu Niketen (Rural Private School)

(c) Schools from Sibsagar District
1. 80 Nazipukhuri M.E. School (Urban Govt. School)
2. Chandradhar Gogoi Sankardev Sishu Niketon (Urban Private School)
3. Silpa Bidyalaya M.E. School (Rural Govt. School)
4. Jatio Vidyalaya (Rural Private School)

(d) Schools from Golaghat District
1. Assam Police M. E. School (Urban Govt. School)
2. Sankardev Sishuniketon (Urban Private School)
3. Devagram Girls’ M.E. School (Rural Govt. School)
4. Deviyan Bidyalaya (Urban Private School)

B: LIST OF SCHOOLS FROM ARUNACHAL PRADESH

(a) Schools from West Kameng District
1. Lower Bhalukpung Middle School (Urban Govt. School)
2. Ruth Foundation English School (Urban Private School)
3. Govt. Secondary School (Rural Govt. School)
4. Deliphu Public English School (Rural Private School)

(b) Schools from Papumpare District
1. Govt. High School (Urban Govt. School)
2. Baliyan Private School (Urban Private School)
3. Lanka M.E. School (Rural Govt. School)
4. Lanka Private School (Rural Private School)
(c) **Schools from Lower Subansiri District**
1. Govt. High School (Urban Govt. School)
2. Abotani Academy School (Urban Private School)
3. Govt. Middle School (Rural Govt. School)
4. Vivekananda Vidyalaya (Rural Private School)

(d) **Schools from East Kameng District**
1. Seppa Seppa Govt. Middle School (Urban Govt. School)
2. New Light School (Urban Private School)
3. Bameng Middle School (Rural Govt. School)
4. Bameng Public School (Rural Private School)

C: **LIST OF SCHOOLS FROM MEGLAYALA**

(a) **Schools from Jayantia Hill District**
2. Little Star Academy (Urban Private School)
3. Hills Upper Primary School (Rural Govt. School)
4. Rose Merry Institute (Rural Private School)

(b) **Schools from Garu Hill District**
1. Mow Luite School (Urban Govt. School)
2. Holy Family English School (Urban Private School)
3. Little Star School (Rural Govt. School)
4. Little Flower Academy (Rural Private School)

(c) **Schools from Ribhoi District**
1. Rangsakona Secondary School (Urban Govt. School)
2. Don Bosco School (Urban Private School)
3. Pillangkatta Upper Primary School (Rural Govt. School)
4. Clearity Educare School (Rural Private School)

(d) **Schools from East Khasi Hill District**
1. Ariya Vidyalaya Secondary School (Urban Govt. School)
3. Jingkiengksior U. P. School (Rural Govt. School)
4. Seven Hul Secondary School (Rural Private School)

D: **LIST OF SCHOOLS FROM MIZORAM**

(a) **Schools from Kolasib District**
1. Diakkawn Middle School (Urban Govt. School)
2. Jhingdawl English School (Urban Private School)
3. Saiphai High School (Rural Govt. School)
4. St. Henry School (Rural Private School)
(b) Schools from Champhai District
1. Champhai Middle School (Urban Govt. School)
2. Grace Foundation School (Urban Private School)
3. Vaphai Middle School (Rural Govt. School)
4. Brightland English School (Rural Private School)

(c) Schools from Aizwal District
1. Govt. Middle School (Urban Govt. School)
2. Home Mission School (Urban Private School)
3. Govt. VZB Memorial Middle School (Rural Govt. School)
4. Marry Mount School (Rural Private School)

(d) Schools from Mamit District
1. Govt. Middle School (Urban Govt. School)
2. Presbyterian English School (Urban Private School)
3. Agape Middle School (Rural Govt. School)
4. St. Francis Hssisi School (Rural Private School)

E: LIST OF SCHOOLS FROM MANIPUR

(a) Schools from Imphal East District
1. Lamlong High School (Urban Govt. School)
2. Areca School (Urban Private School)
3. Wangkhei H. School (Rural Govt. School)
4. Standard English School (Rural Private School)

(b) Schools from Imphal West District
1. Praja High School (Urban Govt. School)
2. Remnant Christian School (Urban Private School)
3. Mayang Langjing High School (Rural Govt. School)
4. Popular Academy Enghish School (Rural Private School)

(c) Schools from Thoubal District
1. Irengband Middle School (Urban Govt. School)
2. Irengband Public School (Urban Private School)
3. Seron Practical H. School (Rural Govt. School)
4. Rural Public School (Rural Private School)

(d) Schools from Chandel District
1. Christian Chandel Govt. School (Urban Govt. School)
2. Oriental Private School (Urban Private School)
3. Nakham Middle School (Rural Govt. School)
4. Eemanwand Model School (Rural Private School)
F: LIST OF SCHOOLS FROM NAGALAND

(a) Schools from Dimapur District
1. Charisma Middle School (Urban Govt. School)
2. Carewell School (Urban Private School)
3. Washburn Middle School (Rural Govt. School)
4. St. Peters School (Rural Private School)

(b) Schools from Kohima District
1. Seikhazon Middle School (Urban Govt. School)
2. Khemraj Memorial School (Urban Private School)
3. Review School (Rural Govt. School)
4. Little Flower School (Rural Private School)

(c) Schools from Mon District
1. Champai Middle School (Urban Govt. School)
2. Royal Valley School (Urban Private School)
3. Trinity Middle School (Rural Govt. School)
4. Little Flower School (Rural Private School)

(d) Schools from Mokokchung District
1. Urban Middle School (Urban Govt. School)
2. Carewell School (Urban Private School)
3. Moko Middle School (Rural Govt. School)
4. Josheph English School (Rural Private School)

G: LIST OF SCHOOLS FROM SIKKIM

(a) Schools from West Sikkim District
2. Adonai Homes School (Urban Private School)
3. Govt. Secondary School (Rural Govt. School)
4. Mount Sinai English School (Rural Private School)

(b) Schools from East Sikkim District
1. West Point Secondary School (Urban Govt. School)
2. Tashi Namgyal Academy (Urban Private School)
3. Sichey Secondary School (Rural Govt. School)
4. Modern School (Rural Private School)

(c) Schools from South Sikkim District
2. Nanchi Public School (Urban Private School)
3. Govt. Secondary School (Rural Govt. School)
4. New Light Academy (Rural Private School)
(d) Schools from North Sikkim District
1. Kalzang Gytso Secondary School (Urban Govt. School)
2. Green Valley Academy (Urban Private School)
3. Kanchanjungha U.P. School (Rural Govt. School)
4. Phensung Private School (Rural Private School)

H: LIST OF SCHOOLS FROM TRIPURA

(a) Schools from West Tripura District
1. B. K. Girls’ School (Urban Govt. School)
2. Ram Krishna Asham Vidyamandir (Urban Private School)
3. Mohanpur High School (Rural Govt. School)
4. Indian National School (Rural Private School)

(b) Schools from Khowai District
1. Sukanta Smriti Vidyaniketan (Urban Govt. School)
2. Ananda Marga School (Urban Private School)
3. Jambura H. S. School (Rural Govt. School)
4. Derozeo Mission School (Rural Private School)

(c) Schools from North Tripura District
1. Rajbori Girls’ High School (Urban Govt. School)
2. Siksha Bhaven School (Urban Private School)
3. Ganganagar High School (Rural Govt. School)
4. Holy Cross Convent School (Rural Private School)

(d) Schools from Unakoti District
1. Netaji Vidyapith (Urban Govt. School)
2. Ram Krishna Siksha Pratisthan (Urban Private School)
3. Kailashahar Girls’ High School (Rural Govt. School)
4. Bimal Singha Academy (Rural Private School)