CHAPTER- SEVEN

SUMMARY, CONCLUSION AND SUGGESTIONS

7.1 FINDINGS FROM THE SECONDARY DATA

1. The educational infrastructure, particularly at the elementary level, has expanded considerably, with nearly 2,127 schools serving the children of Nagaland. Here, educational institution at the elementary level comprises of Primary Schools (Class Pre-Primary to Class 4) and Middle Schools (Class 5 to Class 8). There has been substantial expansion of Government owned Primary and Middle Schools in the State. It is found that there were 1,416 Primary Schools in 1996-97 in the entire State of Nagaland and the number has increased substantially to 1,662 in 2007-08. The increase is found to be more rapid after 2005-06. This is due to the result of a policy of Government of providing a Government owned Primary School to all the recognized villages and urban areas. The number of Middle schools in the year 1996-97 was 425 nos. and in 2007-08 it was 465 nos. So, the substantial increase in the number of educational institution was in Primary Schools.

2. The share of Government owned Primary Schools among the elementary level schools in the State of Nagaland from 1996-97 and 2007-08 in terms of percentage ranges from 86% to 93%. That means the majority of Primary schools are owned by the Government in the State. Regarding share of Government Middle Schools in the State of Nagaland during the period of study from 1996-97 and 2007-08 there is a completely different picture where we have observed that about 55% Middle schools in the state are owned by Government and remaining 45% Middle schools owned by the Private authorities.

3. The trends in enrolment in elementary education comprises of enrolment in Government Primary schools and enrolment in Government Middle Schools. In the year 1996-97, it is found that enrolment in Primary schools was 1, 34,624 and in the year 2007-08 it increased to 3, 16,789.
Throughout the period from 1998-99 to 2007-08 we found that there is a constant increase in the enrolment in Primary schools except during 2001-02 and 2005-06. Regarding enrolment in Middle schools, in the year 1996-97 the enrolment was 88,770 and it increased to 1, 31,225 in the year 2007-08.

4. There is an increasing trend in the enrolment of boys in Primary schools during the study period of 1996-97 to 2007-08. In the year 1996-97 enrolment of boys in Primary schools was 68,079 which increased to 1, 66,224 during the year 2007-08. In the year 1996-97 enrolment of girls in Primary schools was 67,545 which increased to 1, 50,565 during the year 2007-08. Regarding girls’ enrolment in Primary schools there was fluctuations in the enrolment during the period under study. But the status of girls’ enrolment in middle school is just reverse compared to primary schools. There is an increasing trend in the enrolment of girl students throughout the period of study except in the year 1997-98 where enrolment slightly declined to 43,135 from 43503 in the previous year. During the entire period of study we have observed that in both the Government Primary and Middle schools the number of boys’ enrolled was always more than the number of girls’ enrolled. Absolute quantum or total number of enrolment at Primary level is higher than that of Middle school as it is expected because all students must be admitted to primary schools before they reach to the middle schools. So, we found that in all the years from 1996-97 to 2007-08, enrolment in Primary school is higher than that of enrolment in Middle schools.

5. The number of teachers has increased from 6,775 in 1996-97 to 7,956 in 2007-08 in the Government Primary Schools. In the Government Middle schools the number of teachers has increased from 4,752 in 1996-97 to 5,804 in 2007-08. In case of Government Middle School, we have observed that during the entire period of study, there is a gradual increase in the number of teachers except in the year 2007-08. The study reveals that over time the number of female teachers has also increased
impressively but their share remained lower than their counterparts’ male teachers.

6. The state has a very healthy Pupil-Teacher Ratio (PTR). It is found that the average PTR in Government Primary School is 1:16 and in Middle Schools it is 1:11. And so the average Pupil-Teacher Ratio in respect of Government Elementary Schools in Nagaland is 1:14 which means that one teacher is available for 14 students in the teaching-learning process.

7. One of the major issues in education is the medium of teaching. It is found that Nagaland faces a unique complexity in the sense that it has many languages and dialects in spite of a relatively small population. For instance, the Konyak tribe in Mon district is reported to have as many as 29 dialects. For the sake of uniformity, English is being encouraged as the medium of instruction at the primary levels across the state.

8. As per the annual reports available from the State Mission Authority, SSA, Nagaland, the class pattern of Elementary Education System in the state of Nagaland is slightly different from Central Pattern. The class-structure of education system of Nagaland is as follows:
   a) All Government Primary School in the state has one-year Pre-Primary (PP) class attached to it with prescribed curriculum. In other states this sector is covered under the Integrated Child Development Scheme (ICDS).
   b) A Middle School has Class 5 to 8 with or without Primary Section.
   c) A High School has Class 9 to 10 with Middle section attached.
   d) A Higher Secondary School is with Class 11 to 12 with High School section attached.

In a recent directive issued by the Government of Nagaland on school education, Nagaland is also going to follow the National pattern of Primary Stage from Classes 1 to 5 instead of Classes 1 to 4. In case of Upper-primary Stage or Middle School, the Classes will be from Class 6 to 8 instead of Class 5 to 8. From the academic year 2010-11 onwards the
Government High School and Government Higher Secondary School are trying to detach Class 5 from the Government High School and Government Higher Secondary School, and Class 5 will come under the purview of Primary Stage.

9. Public expenditure keeps on increasing over the years and so there is an increasing trend in Public expenditure on elementary level educational institutions in the State of Nagaland during the period of study from 1996-97 to 2007-08. For the entire period of our study it is observed that expenditure incurred on Primary school education is much higher than expenditure incurred on Middle school education. Out of the total public expenditure on the different educational institutions the lions share goes to the Primary school education over the years. During the study period from the year 1996-97 to 2007-08 the share of government expenditure ranges between 41% and 65% in respect of Primary schools. The share of government expenditure on Middle Schools ranges from 26% to 35%, out of total public expenditure. Regarding share of High schools it is observed that 16% to 25% of public expenditure is spent on High school education. The priority of the state Government on spending in the field of school education is Primary School education because the major share is spent on Primary education. Next to it is the Middle School education and least priority is given to High school education among the total sanction of the public expenditure on school education. Thus, the State government is spending more on elementary education and it has become the priority sector because of the implementation of compulsory elementary education in the form of Universalization of Elementary Education (UEE).

10. The value of estimated coefficient of per capita expenditure at elementary level is positive and found statistically significant. The value of adjusted R² (0.78) is satisfactory and F-statistics is highly significant. It indicates that the impact of educational expenditure on economic development is positive. With the increase in the quantum of expenditure on education, there is an increase in economic development.
11. The Sarva Shiksha Abhiyan (SSA) Program which aims to achieve Universalization of Elementary Education, was initiated in the year 2003 in the State. Since then the state has successfully carried out many activities under the various interventions of SSA. It aimed at achieving universal primary education by 2007 and universal elementary education by 2010. Achieving universalization means achieving universal access, universal enrolment, universal retention and universal quality of education. At present the entire primary and the middle schools i.e. the entire elementary education is under the coverage of SSA. We have found some of the notable achievements or positive outcomes of the implementation of SSA programmes in the State of Nagaland. These are - mainstreaming out of school children, training of teachers and supervision, civil works, computer aided learning, Early Childhood Care and Education, distribution of notebooks for elementary school students, girls education, Inclusive Education for Disabled (IED), schooling facility in difficult locations, grants to VECs/WECs.

12. The literacy rate in the state of Nagaland was mere 0.14% during 1901, which increased to 17.91% during 1961. In the year 1963 Nagaland got its Statehood and after that there has been rapid increase in the literacy rate to 61.65% in 1991 then to 67.11% in 2001 and further increased to 80.11% in the year 2011. Female literacy rate, which was 13% in 1961, steadily increased to 39.9% in 1981 and to 61.92% in 2001 and further increased to 76.69% during 2011. There is an increase of 15.23% in the female literacy rates from 2001 Census. Among the various districts, Mokokchung and Wokha had the highest literacy rates of 84.27% and 81.28% respectively. These districts also achieved female literacy levels of more than 75% during 2001. In the 1991 census, the male literacy rate was found to be 67.62% which increased to 71.16% during 2001 census and it further increased to 83.29% during 2011 census. Mon and Tuensang ranked the least with literacy rates of 42.25% and 51.30% respectively. The male literacy rate has been consistently higher than the female literacy rates in all the districts. Over the last four decades, we
have found that there has been a difference of 10% or more in the literacy accomplishments of men and women in all the districts. These differentials are linked with the lower levels of enrolment of girls in comparison to boys. When we compared the increase in literacy rate sex-wise we have found that among all the districts the increase is more in respect of females than in males. Among districts we found that in Phek district there was highest increase in the literacy rate to the tune of 9.77%, making the literacy rate 72.36% for the district in 2001 from 65.59% in 1991.

7.2 FINDINGS FROM THE PRIMARY DATA

1. From the field survey of 16 sample schools for the year 2006 to 2010 it is observed that the enrolment in both the Primary and Middle Schools has shown an increasing trend for both boys and girls. It is found that Gross Enrolment Ratio (GER) in Government Primary Schools in Nagaland is more than 100% during the year 2005-06 to 2010-11. Also GER for boys and girls are found to be more than 100 during the study period. GER can be over 100% due to the inclusion of over-aged and under-aged pupils/students because of early or late entrants, and grade repetition. GER for boys ranges between 102.15% and 110.00% and GER for girls ranges between 104.44% and 110.82% during the period of study from the year 2005-06 to 2010-11, refer (Appendix 5A).

2. Gross Enrolment Ratio (GER) in middle schools during the period 2005 to 2011 has improved significantly and it ranges from 66.44% to 99.14%. In the year 2005 - 06, GER for boys was 68.07% and GER for girls was 64.84%. During 2006-07 there is an increase in GER for boys and girls to the tune of 73.75% and 74.77%. We have observed further increase in GER for boys to 98.87% and GER for girls to 99.43% in the year 2010-11, refer (Appendix 5A).

3. Net Enrolment Ratio in Primary School of Nagaland for the period from 2005-06 for boys was 87.12% and for girls it was 86.26%. It means 12.88% boys and 13.74% girls were found to be out of schools during that
time period. With the help of Net Enrolment Ratio it is found that the number of children who are never enrolled or are out of school. Net enrolment ratio in the primary schools of Nagaland has improved during the study period from the year 2005-06 to 2010-11 and it ranges between 84.60% and 96.20%, refer (Appendix 5 B).

4. Net Enrolment Ratio (NER) in Middle Schools of Nagaland in respect of boys is more than the enrolment ratio of girls and it ranges from 49.69% to 92.24%. There is an increasing trend in the net enrolment ratio till 2007-08. In the year 2008-09 there is a decrease in NER for boys from 67.09% to 58.29% and NER for girls decreased from 64.24% to 55.63%. In the next two years i.e., during 2009-10 and 2010-11 net enrolment ratio has increased significantly and it touched the mark to 91.85% for NER of boys and 92.64% for NER of girls, refer (Appendix 5B).

5. Regarding retention rate it is found that in the year 2007-08 the retention rate in primary schools of Nagaland for boys and girls were 66.25% and 74.87% respectively. During the period 2008 to 2010 the retention rate in the Primary schools of Nagaland has decreased tremendously for both the boys and girls but during 2010-11 the retention rate increased to 94.98% for boys and 96.57% for girls, which indicates that there is an improvement in the retention rate, refer (Appendix 5 C).

6. In Middle schools of Nagaland the retention rate for boys and girls in the year 2007-08 was 89.58% and 87.95% respectively which decreased to 87.78% for boys and 87.17% for girls during 2008-09. The average retention rate in the Middle school of Nagaland in the year 2007-08 was 88.76% which increased to 95.15% during the year 2010-11. So we found that the retaining capacity of the Middle school is better than the retaining capacity of the Primary schools, refer (Appendix 5 C).

7. The data collected from the primary survey reveals that during the entire period of study i.e from the year 2006 to 2010, the pass percentage or the success rate of students in Primary schools is 74.9% (average) and the
success rate of students in Middle Schools is 70.05% (average) which is calculated from all the sample 16 schools.

8. It is found that in the year 2006, the success rate in respect of 16 sample schools for boys was 72.90% where as the success rate of girls was found to be 74.30%. We have found almost same trend during 2007 and 2008 but in the year 2009 it is found that success rate of boys is more than the success rate of girls. Success rate of girls was more than the success rate of boys during 2006, 2007 and 2008. During 2010 the success rate for boys and girls is found to be same.

9. In the sample schools the average success rate in the classes from Pre-Primary to Class – 4 during the year 2006 to 2010 ranges from 73.60% to 76.50% and the average stands at 74.90%. It is interesting to note here that the girls’ success rate is more than the boys’ in the selected schools during the study period.

10. It is found that in the sample Middle Schools the average success rate is 70.08% which is less than the average success rate of sample Primary schools. The success rate of boys ranges between 63.4% and 74.2% and the success rate of girls ranges between 69.3% and 75.1%.

11. In the year 2005-06 the total enrolment in Class–8 in the State of Nagaland was 24,776 out of which the number of boys enrolled was 12,603 (50.86%) and girls enrolled was 12,173 (49.14%). Out of this enrolment total number of students who passed the Class-8 examination is 18,798 nos. whereas the number of boys passed the Class-8 examination is 9,578 or 75.74% and number of girls passed was 9,220 or 75.87% and the average pass percentage was 75.87%.

12. It is found that in the Middle school level dropout rate is more as compared to the Primary school level in the State of Nagaland. In the year 2001-02 in the Primary school level dropout rate was 41.50% and in Middle school level it was 53.36%. Similarly, during the year 2002-03 to 2005-06 the average dropout rate was quite high. It ranges between 38.10% and 53.36%. But we found a drastic change in the dropout rate
from the year 2007-08 onwards. Dropout rate decreased to the tune of 7.38% in the Primary school level and in case of Middle schools, it decreased to 7.81%. In the next consecutive years, the dropout rate has decreased gradually.

13. In the year 2006 the total number of boys admitted in the 16 sample primary schools (Class Pre-primary to Class 4) was 1,032 nos, out of which 81 boys has dropped out and so the dropout rate is recorded as 7.85%. In the year 2007 out of boys’ enrolment of 1,054 nos., 55 have dropped out and so the dropout rate stands at 5.22% where we have observed a slight decrease in the dropout rate. During 2008, we found that 1,019 boys were enrolled and out of them 97 boys dropped out the school so the dropout rate increased to 9.52% which is the highest during the study period. There is small reduction in the dropout rate during 2009 where we have observed that the number of boys enrolled is 1,154 and the numbers of dropouts were 70 and so the dropout rate declined to 6.07%. But again there is a small rise in the dropout rate to the tune of 7.51% during 2010 where the boys enrolled were 1,039 nos. and numbers of dropouts were 78 in the Primary school level.

14. Regarding dropout rate among girls in the Primary school level we found that in the year 2006 the total enrolment was 1,137 out of which 95 girls dropped out from the school and the dropout rate stands at 8.36%. The dropout rate decreased to 5.72% during the 2007 where the total enrolment of girls was 1,101 out of which 63 girls has dropped out. But in the year 2008 there is a sharp increase in the girl’s dropout rate to the tune of 9.47% where 111 girls were dropped out from the system of education. In the next year i.e., during 2009 the dropout rate of girls has reduced to 5.72% as 67 girls out of 1,171 dropped out. In the 16 sample schools the total enrolment of girls was found to be 1,190 out of these 81 girls dropped out and as a result the dropout rate has increased to 6.81% during the period of study. So, we found that the drop-out rate in the sample primary schools ranges between 5.89% and 9.49% in case of boys’ and girls’ respectively during the period of study during 2006 to 2010.
15. The dropout rates in sample middle school (class 5 to 8) in the State of Nagaland reveals that in the year 2006 the total number of boys admitted in the 16 sample schools was 1,069, out of which 88 boys has dropped out and so the dropout rate is recorded as 8.23%. In the year 2007 out of total boys’ enrolment of 1,108, 116 have dropped out and so the dropout rate increased to 10.47% which is the highest during the study period. During 2008, we found that 1,084 boys were enrolled and out of them 80 boys dropped out from the school so the dropout rate decreased to 7.38%. There is small reduction in the dropout rate during 2009 where we observed the number of boys enrolled is 1,150 and the numbers of dropout was 119 and so the dropout rate increased to 10.35%. But again there is a decrease in the dropout rate to the tune of 7.19% during 2010 where the boys enrolled was 1,237 and numbers of dropouts to 89.

16. Regarding dropout rate among girls in the middle schools we found that in the year 2006 the total enrolment was 1,337 out of which 102 girls dropped out from the school and the dropout rate calculated as 7.63%. In the year 2007 we observed that there is a sharp increase in the girl dropout rate to the tune of 9.59% where 132 girls were dropped out from the system of education which is the highest during the study period. The dropout rate decreased to 7.94% during the 2008 where the total enrolment of girls was 1,423 out of which 113 girls has dropped out. In the next year i.e., during 2009 the dropout rate of girls has again increased to 8.34% as 121 girls out of 1,450 enrolled had dropped out. In the 16 sample schools in the year 2010 the total enrolment of girls increased to 1,599 out of these 113 girls has dropped out and the dropout rate calculated is 7.07% during the period of study. So, we observed that the drop-out rate in the sample middle schools ranges between 7.17% and 9.98% in case of both boys drop-out and girls drop-out during the period of study from the years 2006 to 2010.

17. The most efficient school in respect of cost effective is found to be Dimapur Government Middle School Aoyimti and next to it are Tuensang Government High School Thangjam and Dimapur Government Middle
School Sematilla. The lowest E – Value was found in respect of Kohima Government Middle School, Phekerkrie has the less efficient school among the sample schools.

18. The concept of wastage has two connotations namely, the problem of dropouts and failures or repeaters. In all the 16 sample schools, wastage has been calculated with the help of number of total dropouts and failures/repeaters. From the analysis of primary data, it is found that the average percentage of wastage in elementary schools varies from 13% to 38%. If the percentage of dropouts and failures are more in a school in respect to their enrolment, the wastage will be more.

19. During the year 2007 highest amount of wastage due to drop-out and stagnation was found to be in Mon Government Middle School, Jaboka and next to that was in Tuensang Government Higher Secondary School, Tuensang and Mon Government Middle School, Angphang. During the year 2008, we found that highest wastage was found in Mon Government Middle School, Shangsa, Tizit, second highest wastage was found in Tuensang Government Higher Secondary School and the least wastage was found in respect of Dimapur Government Middle School, Sematilla. In the year 2009 again we found that Mon Government Middle School, Shangsa, Tizit has highest amount of wastage due to drop-out and stagnation. And minimum wastage was recorded in respect of Tuensang Government High School, Thangjam, and Dimapur Government Middle School, Aoyimti. It is observed that over the years the wastage level of the schools has improved and as a result in the Mon Government Middle School, Shangsa, Tizit and Mon Government Middle School, Angphang the wastage level has come down. During 2010 wastage level was highest in Kohima Government Middle School, Phekerkrie and least wastage level was found in Dimapur Government Middle School, Aoyimti. We found that the wastage level of the sample schools due to stagnation and dropouts was around 13% to 38% from the public expenditure.
20. High wastage level school is selected on the basis of high dropouts and stagnation cases in a particular school in a particular year among the sample schools. We find that in the year 2007 Kohima Government Middle School Phekerkrie had high wastage level where as in the year 2008 it was found that Government Middle School Chaba, Tuensang had high wastage level. Similarly during 2009 it was Government Middle School, Sangsangyu, Tuensang was ineffective school among the sample schools and in the year 2010 high wastage level was found in Government Middle School, Thangjam, Tuensang.

21. Among the 16 sample schools, Dimapur Government Middle School, Sematilla was found to have low effective cost in the years – 2007, 2009 and 2010 and in the year 2008 the cost effective school was Tuensang Government Middle School, Chaba. Lower the value of effective cost, higher is the efficiency of that particular school. So, when it is found that the per student effective cost is lower the school is designated as effective school or school is more efficient. The reason for low effective cost in schools is more enrolment and less number of dropouts and failures.

22. During the years 2007 and 2009 Dimapur Government Middle School, Sematilla was found to have the low wastage level among the sample schools. Low wastage level school is selected on the basis of less number of dropouts and stagnation cases in a particular school in a particular year. In the same manner in the year 2008 it was found that low wastage level school among the 16 sample schools was Dimapur Government Middle School, Tenyiphe – I and in the year 2010 it is Dimapur Government Middle School, Aoyimti.

23. The cost effective schools are chosen by considering their respective E – Values. Efficiency Level of the School or (E-Value) is calculated by dividing per student effective cost by the per student cost. Higher the E – Value higher the efficiency of the school, or otherwise we can say that if the E – Value is high, the school is more effective. Basing on this fact, in the year 2007, 2009 and 2010 – the most efficient school was Dimapur
Government Middle School, Aoyimti among the rest sample school. In the year 2008 the most efficient school was Dimapur Government Middle School, Sematilla with highest E–Value.

24. In the year 2007 Dimapur Government Middle School, Sematilla was found to be cost effective school which have low effective cost and low wastage level where as Dimapur Government Middle School, Aoyimti was found to be cost effective and highest E–Value. In the year 2008 the Government Middle School Chaba, Tuensang was found to have low effective cost where as Government Middle School Tenyiphe – I had low wastage level and the highest E – Value was found in Dimapur Government Middle School, Sematilla. During the year 2009, Dimapur Government Middle School, Sematilla was found to have low effective cost and low wastage level and Dimapur Government Middle School, Aoyimti had high E – Value among all sample schools. In the year 2010 low effective cost was found in respect of Dimapur Government Middle School, Sematilla. Dimapur Government Middle School, Aoyimti was found to be most cost effective school as the school had low wastage level and high E – Value. In this way the cost techniques were used to measure the efficiency of schools and to identify the lesser efficient school or more efficient schools.

7.3 CONCLUSIONS

1. There has been substantial expansion of Government Primary and Middle Schools in the State. The increase is found to be more rapid after the inception of Sarva Shiksha Abhiyan (SSA) in the State. This is a result of the policy of Government of Nagaland for providing a Government Primary School to all the recognized villages and urban areas. Percentage of Government owned Primary schools ranges from 86% to 93% and the percentage share of government Middle school in the state of Nagaland is around 55%. The percentage of Private Primary schools ranges from 7% to 14% and percentage of Private Middle schools was near about 45% during the study period. So, we found that the number of Government
owned Primary schools are more than the Government owned Middle schools and there is less number of Private Primary schools as compared to the Private Middle schools.

2. There is a constant increase in the enrolment in Primary schools and Middle schools. During the entire period of study we have observed that in both the Government Primary and Government Middle schools the number of boys’ enrolment was always more than the number of girls’ enrolment. Absolute quantum or total number of enrolment at Primary level is higher than that of Middle school as it is expected because all students must be admitted to primary schools before they reach to the middle schools. So, we found that in all the years from 1996-97 to 2007-08, enrolment in Primary school is higher than that of enrolment in Middle schools.

3. One of the major issues in education is the medium of education. It is found that Nagaland faces a unique complexity in the sense that it has many languages and dialects in spite of a relatively small population. For the sake of uniformity, English is being encouraged as the medium of instruction at the primary levels. Nagaland is also going to follow the National pattern of education which is comprised of - Primary Stage from Classes 1 to 5 instead of Classes 1 to 4. In case of Upper-primary Stage or Middle School, the Classes will be from Class 6 to 8 instead of Class 5 to 8. From the academic year 2010-11 the Government High School and Government Higher Secondary School is trying to detach Class 5 from the Government High School and Government Higher Secondary School, and Class 5 will come under the purview of Primary Stage.

4. We found that out of the total government expenditure on the different educational institutions the lions share is being spent on the Primary school education over the years. During the study period from the year 1996-97 to 2007-08 the share of government expenditure ranges between 41% and 65% in respect of Primary schools. The share of government expenditure on Middle Schools ranges from 26% to 35%, out of total
public expenditure. Regarding share of High schools it is observed that 16% to 25% of public expenditure is spent on High school education. The priority of the state Government on spending in the field of school education is Primary level education because the major share is spent on Primary education. Next to it is the Middle School education and least priority is given to High school education among the total sanction of the public expenditure on school education. So, the State government is not neglecting elementary education rather it is spending more on elementary education and it has become the priority sector because of the implementation of compulsory elementary education in the form of Universalization of Elementary Education (UEE).

5. At present the entire primary and the middle schools i.e. the entire elementary education is under the coverage of SSA. We found some of the notable achievements or positive outcomes of the implementation of SSA programmes in the State of Nagaland are - mainstreaming out of school children, training of teachers and supervision, civil works, computer aided learning, Early Childhood Care and Education, distribution of notebooks for elementary school students, girls education, Inclusive Education for Disabled (IED), schooling facility in difficult locations, grants to VECs/WECs.

6. The literacy rate steadily increased in the state during the last few decades. A positive element in respect of literacy is the increase in the female literacy level during the period under study.

7. Gross Enrolment Ratio (GER) in Government Primary Schools is found to be more than 100 as it includes under-age and over-age pupils. Gross Enrolment Ratio (GER) in middle schools during the period 2005 to 2011 ranges from 66.44% to 99.14%.

From the Net Enrolment Ratio (NER) it is found that 12.88% boys and 13.74% girls were found to be out of schools during the study period 2005 to 2011. Net enrolment ratio in the primary schools of Nagaland has
improved during the study period from the year 2005-06 to 2010-11 in the State of Nagaland and it ranges between 84.60% and 96.20%.

8. Retention rate in the Primary and Middle school of Nagaland during the period of study has increased. We found that the retaining capacity of the Middle school is better than the retaining capacity of the Primary schools. So, the retaining capacity of the Middle schools needs to be improved.

9. From the field survey of 16 sample schools for the year 2006 to 2010 it is observed that in the classes from Pre-Primary to Class – 4, pass percentages or success rate ranges from 73.60% to 76.50% and the average stands at 74.90% and the average success rate in Middle Schools is 70.08%. It is interesting to find out that the girls’ success rate is more than the boys’ success rate in the selected schools during the study period. The success rate of boys ranges between 63.4% and 74.2% and the success rate of girls ranges between 69.3% and 75.1%.

10. In the 16 sample schools during the study period, the average dropout rate in the Primary schools was found to be 7.22% and in the selected Middle schools the average dropout rate was calculated as 8.40%. So, we found dropout rate is more in Government Middle schools as compared to the Government Middle Schools and more specifically dropout rate is more among girl students.

11. In all the 16 sample schools, wastage has been calculated with the help of number of total dropouts and failures/repeaters. From the analysis of primary data, it is found that the average percentage of wastage in elementary schools ranges from 13% to 38%. If the percentage of dropouts and failures are more in a school in respect of their enrolment, the wastage has been more. On the consideration of effective cost, wastage level and Efficiency Value the sample schools has been identified as low efficient schools or ineffective schools and more efficient schools or effective schools.

12. High wastage level school in the year 2007 was Kohima Government Middle School Phekerkrie, in the year 2008 it was Government Middle
School Chaba, Tuensang, during 2009 it was Government Middle School, Sangsangyu, Tuensang and in the year 2010 it was Government Middle School, Thangjam, Tuensang. We found that low E – value school during the year 2007 was Kohima Government Middle School Touphema, during 2008 and 2009 it was Mon Government Middle School Shangsa, Tizit and in 2010 was Kohima Government Middle School Phekerkrie.

13. Cost effective schools are considered on the basis of low effective cost, low wastage level and high Efficiency value of the schools. We found that low effective cost school during the year 2007, 2009 and 2010 was Dimapur Government Middle School, Sematilla, in the year 2008 it was found to be Tuensang Government Middle School, Chaba. Low wastage level school in the year 2007 and 2009 was Dimapur Government Middle School, Sematilla, in the year 2008 it was Government Middle School, Tenyiphe – I, and in the year 2010 it was Dimapur Government Middle School, Aoyimti. We found that high E – value school during the year 2007, 2009 and 2010 was Dimapur Government Middle School, Aoyimti and in 2010 was Dimapur Government Middle School, Sematilla.

14. The findings of the study support the hypothesis that the ineffective implementation of the Government programmes on elementary education is the main factor for the low rate of expansion of elementary education in the state as a result there are more cases of dropouts and failures which in a broader sense accounts for huge wastages of the public investments. The study found that in schools/places where governmental programmes on expansion of elementary education were implemented wholeheartedly, yields successful results in terms of better enrolment, low dropouts and higher retention rates.

Elementary education is recognized as pre-requisite for the human resources development. The share of elementary education is a major segment of the education sector and also of the economy. We have observed from the study that increase in the expenditure on education accelerates economic development. There is a positive relationship between expenditure on education and economic
development. The study undertakes the wastage aspect of the elementary education which shows improper use of governmental funds. There is huge percentage of wastage in both the Primary and Middle Schools, despite this wastage; the economic development is on the rise. So, if the level of wastage can be minimized the pace of economic development will be faster.

The literacy rates, disaggregated by districts, range from 42.25% to 84.27%. Mokokchung has been the leading district till today with literacy rates increasing from 29.63% in 1961 to 84.27% in 2001. This represents one of the highest literacy rates in the country. The districts of Mon and Tuensang have the lowest literacy rates with Mon being the only district having a literacy rate less than 50%. The educational backwardness of these districts can be attributed to remoteness and their late entry in the framework of formal education due to late arrival of missionaries.

From the study it is observed that after the SSA intervention in the State in 2002-03, there is a positive impact in the growth of educational institutions in respect of enrolment, number of teachers etc. in elementary education. Further it has been found that the enrolment has increased manifold but the number of dropouts and failures have also increased simultaneously. More specifically, in the Government Schools, though enrolment of girls is more than the number of boys enrolled the number of dropouts is also high among girls and accordingly it resulted in more wastage.

7.4 POLICY SUGGESTIONS

It may be mentioned here that it is not merely quantity of education but the quality of education is more important. To improve the quality of education trained teachers, fully equipped libraries and laboratories, buildings, play grounds and other related amenities would be necessary. The following measures can be suggested as policy prescriptions towards reducing wastage and dropout in the Primary and Middle schools and in turn to increase the efficiency of the schools.

1. The enrolment in schools and academic performance are areas of concern. Close monitoring of schools and improvement in the quality of education are a must, particularly in interior areas and the educational backward
districts like Mon, Tuensang, Peren, Kiphere and Phek. The districts of Mon and Tuensang have the lowest literacy rates with Mon being the only district having a literacy rate less than 50%. The educational backwardness of these districts can be attributed to remoteness and their late entry in the framework of formal education. Effective measures need to be implemented for expansion and spread of SSA for wide coverage of elementary education in these districts.

2. In the educationally backward districts like Mon, Tuensang, Peren, Kiphere, Phek and Wokha the result of Class-8 examination has been found to be poor. Similarly the H.S.L.C result is also poor as compared with the educationally forward districts where as in the educationally forward districts the result of Class-8 examination is better and the literacy is also quite high. So, special focus should be given to the educationally backward districts for improvement in the performance in the school level examinations.

3. Gross Enrolment Ratio (GER) in the state needs to be increased as it is found that Gross Enrolment Ratio (GER) in middle schools during the period 2005 to 2011 ranges from 66.44% to 99.14%. Net Enrolment Ratio (NER) in Primary School of Nagaland during the study period from the year 2005-06 to 2010-11 ranges between 84.60% and 96.20% and in Middle Schools of Nagaland it ranges from 49.69% to 92.24%. Net Enrolment Ratio (NER) in Primary and Middle Schools need to be paid more attention so that the number of childrens’ outside the school can be minimized.

4. The role of teachers is critical in human development. Quality of classroom experience is dependent on the quality of teachers. Their competency needs to be developed and enhanced to the maximum. Given the right training and incentives, the teaching community can produce the required results. It is necessary for the teachers to give them the opportunity to keep abreast in their professions and remain up-to-date in their knowledge. Measures must be adopted by the government of
Nagaland for capacity building of school teachers by way of compulsory on-the job training programmes.

5. The rapid expansion of institutions during the last four decades has not been backed by the provision of adequate infrastructure. Most of the school buildings now have outlived their lifetime and some are even in a state of collapse. The support facilities, in terms of sanitation and water supply, are very limited. The lack of playgrounds, sports facilities, recreation opportunities and space are major concerns. Special focus needed on maintenance of infrastructure, repair, renovation, extension, and construction of new buildings and other physical facilities as well as equipment, libraries, laboratories, etc.

6. The Pupil Teacher Ratio is not uniform in all the schools. It is seen that in some schools with less enrolment the number of teachers are more whereas in other schools with more enrolment the number of teachers are not proportionate. So, the pupil-teacher ratio needs to be rationalized so as to lessen inter-school disparity.

7. Strategies should be developed to raise literacy levels to 100 percent. Focused approach should be adopted to increase literacy levels in the districts like Mon and Tuensang where literacy rate is low.

8. Strategies should be developed to increase retention rate to minimise the present dropout rates. The average drop-out rate at elementary level is very high and it needs to be checked. Corrective measures are to be taken to reduce the number of dropouts in the schools. Here, in this regard SSA should take the initiative because all the schools in Nagaland are under the umbrella of SSA. So, SSA implementation needs to be strengthened to increase the pass percentage, to increase the retention rate and also to reduce the dropout rate.

9. Measures should be adopted to encourage innovations and develop system for reward/recognition for innovative headmasters/headmistresses. The technical competence and the human qualities of the teachers play the largest part with which the student acquires knowledge, builds-up skills,
and develops the right attitude to work and enterprise. For securing and retaining the right type of men in the teaching professions, it is essential to pay them well, give them a place of honour in society and leave them with some freedom for academic initiative.

10. After Communitisation of elementary education in Nagaland, the Village Education Committee has been empowered. So, the VEC should closely monitor the educational activities of the school and can check on the dropouts and wastages. In order to know the reasons of dropout the VEC members can visit the students’ houses and convince the pupil as well as their parents to send them to school and can announce some rewards for outstanding students.

11. The study revealed that the dropout rate is more among the girls. Thus in order to reduce the number of dropouts and failures a measure can be devised such as to create a sense of competitiveness among students. Special measures may be taken through VEC’s by organizing various types of educational awareness camps and inter-district competitive educational programmes.

12. The measures proposed to improve quality of elementary education include reform of the content and process of education, improvement in school buildings and other facilities, provision of additional teachers and the comprehensive programme of teacher education. Minimum levels of learning are to be laid down for each stage, which would naturally include laying down norms for the primary and middle school stages.

13. The economy of Nagaland is agro-based and as such most of the parents’ occupation is farming and a farmer parent naturally want their ward to help them in the field. This is one of the reasons for high dropout rate in the rural areas. Here again, the VEC’s should take the challenge to convince the parents to send their children to schools. In this way the dropout rate will come down and in turn the wastage of the schools will also be minimized.
14. A clear language formula should be framed and adopted and it should be implemented compulsorily in all the schools all over the state in order to solve the problem of complexity of having many tribe languages. The teachers should also be oriented and trained on the use of that language in the teaching-learning process.

15. Learning environment in the school should be made more conducive by making use of the latest information technology in teaching-learning process. The attitude of students should be reoriented and professional ethics should be developed gradually to fit into the world of work.

16. To increase pass percentage in the schools more extensive learning in the school to be adopted. The teachers should be trained in their respective subjects with activity based learning technique. With the activity based learning technique the students will find learning lessons a fun and interesting. Once the interest is aroused among students there will be low dropout, low failures/repeaters and as a result low wastage.

17. The cost effective and ineffective schools have to be identified district-wise on the basis of indicators like effective cost of the school, wastage level of the school and Efficiency value of the schools. Appropriate measures should be taken as per the requirement of the schools so that the wastage level of the school can be minimized.

18. The focus of Nagaland’s endeavours should centre on providing education to all children in the State. It must also ensure, through innovative ideas and experiments, that the educational experience not only remains a tool of learning but also contributes to growth and development of the students as individuals and prepares them to contribute towards prosperity of the State and society.