CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education has been the core factor in facilitating all developmental activities and creating societal and developmental awareness. Education as a torch bearer of modern development, a social sector - responsible for advancement has to adapt itself to the development of human being both physically and mentally in line with the needs of the society.

Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making.

Ever since the commencement of economic planning in 1951-52, the education sector has remained the priority sector of the central as well as the state governments. The inter-set priorities on and off have been changed as reflected in the expenditure pattern of the last fifty years. In the first plan, top priority was given to elementary education, keeping the secondary education at the back burner, the situation changed during the second and third five year plan, when the higher education and technical education got prominence, the pattern of public expenditure remained almost same during IV, V, VI and VII Five Year Plan. The primary education again came into prominence during VIII, IX and X Five Year Plan because of high spending on programmes like the mid-day meal scheme (Rawat and Chauhan, 2007).

The process of economic development involves a number of factors such as physical factors including the both man made capital; natural resources, financial and human resources. The conventional economic theory on capital investment concentrated on investment in physical capital as strategic inputs for a steady economic growth. It was contented that dynamism of economic growth
and fluctuation could largely be explained and analysed in terms of the movement in the level of physical capital assets (Josephine, 2000). In this context education has a major role.

The concept of the national system of education implies that up to a given level, all students irrespective of caste, sex or location, have access to education of a comparable quality. It envisages a common educational structure of 10+2+3 for all parts of the country. There are many educational indicators: literacy rate, enrollment rate, drop-out rate etc. by which the quantity and quality of education can be determined.

Expenditure on education is now universally regarded as one of the most important components of investment on education. A good amount of resources are being invested in education, however, while several factors like increase in population urbanization, improvement in economic standards have increased the demand for education but, the availability of actual resources are limited. The problem is more acute and serious in a country like India where there is rapid population increase; as a result educational expenditure has increased considerably over the years as the salaries of teaching staff and other expenditure are rising.

The economic development does not depend solely on natural resources but on the efficient manpower developed through education and training. It makes people to realize their intellectual powers and manual skills, which may be used for the economic improvement of the society (Ahmed, 1998). Education has become a big industry significantly linked with development. Like any other industry it uses up material and human resources, like its inputs- land, building materials, books, school sports, scientific equipments and services of teachers are brought in the market but unlike any other industry, its output, namely, the education and the training services it offers are not sold on the market.

A school is a social institution which shapes the destiny of a nation. School education in general, aims at the total development of an individual in the context of self-realization, spiritual and social values. In view of these, systematic education must begin right from early childhood when the child is accessible to
teaching and learning. Hence, school education is the generator of future man for the future generation. School in the modern time is treated as the most suitable, active and formal agency of education. As per the changing need of the hour, school develops and grows with its specific goals. It is emerged out of the demand for education and pressure on the parents regarding their educational pursuit.

The Constitution of India guarantees free and compulsory education to the age group 6-14. It means that the enrolment should be universal upto upper-primary stage (Rao, 1998). Elementary education in India is the foundation for the development of every citizen. The elementary education is also an important factor for the overall improvement of India. The Indian Government has made the elementary education till class eight compulsory for every child. The schooling starts at the age of six. The Government has made ample provisions for those in need of proper facilities. There are Government schools that provide free of cost education to the needy. Making elementary education in India available for all has been a goal for the government since the eighth five-year plan.

Elementary education is the most crucial stage of education spanning the first fourteen years of schooling and laying the foundation for the personality, attitudes, social confidence, habits, learning skills and communicating capabilities of pupils. The basic skills of 3R’s i.e reading, writing and arithmetic are acquired at this stage. Values are internalized and environmental consciousness sharpened. This is the stage when physical growth can be assisted, interests in sports and adventure can be roused and manual dexterity can also be developed. If a child goes through good education at this stage, he never looks back in life for he has been prepared to exercise his initiative to overcome any sort of difficulties.
Conventionally, provision of school education has been the activity of the State, mainly with the widely, acclaimed objectives concerning welfare and promotion of human capital for fostering development. The impression caused by the overtone of welfare and development that surrounds schooling is often carried over to private schooling enterprise as well. The system of public and private schooling organizations falls under the category of tertiary sector. Evidently, profit maximization is one of the basic objectives of privately run schools. Unlike the Govt. run schools which are geared by ‘duty of the state’, social service, welfare or development motives and so on, a private school attempts to maximize its profit in various ways, viz. charging higher admission fees, tuition fees, hostel rent and other donations. But regarding the issue of investment in education whether to be borne by the private sector or public sector, till today, we can see that major initiative is taken by the public sector and simple reason is that education is a social necessity and the period for rate of return is quite long.

Schooling industry uses human capital intensively and produces human capital. We can say that it is engaged in the ‘production of human capital by means of human capital’. Human capital refers to the man’s productive skills talents and knowledge. Investment in man is essential for investment in physical capital. Once investment is made in men and their capabilities in the sense of skill, knowledge and attitude is raised. Thus, a positive relation has been
established in recent times between economic growth and investment in man or we can say between economic growth and education.

In India after Independence, different Commissions were appointed to review the then existing system and to bring about necessary changes in the context of Indian situation. The Mudaliar Commission (1952-53) in its recommendations aimed at the development of democratic citizenship, development of personality, leadership, vocational capability and efficiency. But in actual implementation, it could not meet the ends. India being a vast country, the pattern set by the Commission could not be disseminated into all sections of the people to the intended and desired level.

However, the implementation of the Commission’s recommendations had made a significant impact so as to create a landmark in the country’s system of Secondary Education. As a matter of fact, all the succeeding Commissions including National Policy on Education (1986) have their roots in this Commission’s aims and objectives. Nevertheless, with the rapid growth and changes of the country, there always has been a need to keep pace with the changing trends.

The Kothari Commission (1964-66) aimed at bringing about educational revolution in the country by identifying three important facets: - (i) internal transformation (ii) qualitative improvement and (iii) expansion of educational facilities. In this background there has been a countrywide demand to have clear-cut workable policy on education and again National Policy on Education (NPE) (1986) was formulated. The National Policy on Education (1986) has recommended various measures towards achieving the goal of Universalization of Elementary Education (UEE) i.e universal enrolment and universal retention of children in school up to the age of 14 years. With the 93rd Amendment of the Indian Constitution, SSA was introduced in our country.

The Sarva Shiksha Abhiyan (SSA) Program which aims to achieve Universalization of Elementary Education, got initiated in the year 2003 in the State of Nagaland. Since then the state has successfully carried out many activities under the various interventions of SSA. Coupled with the
Communitisation Programme with the Nagaland Communitisation Act 2002 by which all the villages have been given statutory VEC and all the elementary schools have been communitised from the academic session of 2004, which has created effective grass root bodies in the form of VECs / WECs, SSA has managed to bring about positive changes in the field of elementary education. With the introduction of National programmes such as SSA and the Total Literacy Campaign (TLC) under Adult Education, communitisation of schools etc., responsibilities of the School Education Department have increased tremendously.

1.2 THEORETICAL FRAMEWORK ON ELEMENTARY EDUCATION

Several theoretical and empirical arguments are provided to explain and examine the role and effectiveness of public investment i.e. investment made by the government towards elementary education in particular and school education in general and all these come under the arena of Economics of Education. Economics of Education is one of the most growing branches of Economics. It has evolved since the work of Adam Smith in Classical Economics in the 19th Century. Alfred Marshall and J.S.Mill considered education as a form of national investment.

Rajaiah (1987) referring to Gunnar Myrdal pointed out that Myrdal elaborated the state of knowledge on the relationship between education and development. He noted that once the economist identified the residual factor in economic growth with investment in man and the latter with education, this approach received support from various research undertakings that were themselves inspired by it. A positive correlation was found to exist between the level of development and literacy and some other easily available measure of educational level in different countries during different periods.

Nobel Laureate T.W.Schultz (1960) made a systematic study of Economics of education. He applied conventional neo-classical economic analysis to many aspects of educational system and developed the concept of human capital that stimulated new interest in the question of the relationship between education and
economy. He also argued that people acquire useful skills, knowledge and talents; these are a form of human capital, which is the product of deliberate investment in man.

Elementary education can be defined as the first eight years of formal, structural education that occurs during childhood. It generally begins when children are six to fourteen years of age. Education in elementary subjects (reading, writing and arithmetic) provided to young students at a grade school. Elementary education is the most crucial stage of education spanning the first eight years of schooling and laying the foundation for the personality, attitudes, social confidence, habits, learning skills and communicating capabilities of pupils. The basic skills of 3R’s are acquired at this stage. Values are internalized and environmental consciousness sharpened. This is the stage when physical growth can be assisted, interests in sports and adventure can be roused and manual dexterity can also be developed. So, from this view we can say that the edifice of education depends upon the elementary education.

The whole school education is sub-divided into

(i) Primary School has 5 Classes from Pre-Primary to Class 4
(ii) Middle School has 4 Classes from Class 5 to 8
(iii) High School has 6 Classes from Class 5 to 10
(iv) Higher Secondary School has 8 or more Classes from 5 to 12.

The Class pattern of Elementary Education System in the state of Nagaland is slightly different from Central pattern in the following ways- that all Govt. Primary Schools in the State have one year Pre-Primary (PP) Class attached to it, with prescribed curriculum.

The 86th amendment to the Indian Constitution enacted in December 2002 made free and compulsory education a fundamental right for all children in the age group of 6-14years. The bill specifies that every parent or guardian of a child has to “enroll his/her child or, as the case may be, ward in a recognized school, because the child to attend such school with at least such minimum regularity as
may be prescribed; and provide the child the full opportunity to complete Elementary Education.

In case of elementary education Government takes this responsibility as it is geared by ‘duty of the State’, social service, welfare or development motive and so on. Investment in Elementary Education is a vital component of social sector development in the country.

1.3 RATIONALE OF THE STUDY

Nagaland one of the remote and backward state in the North-East Region, is still confronted by many developmental challenges. Foremost among these are the inaccessibility, hilly and landlocked nature of the State and lack of infrastructure. There is also continued insurgency, high labour costs, lack of industrial culture etc. Due to this reasons during 1999, the Eleventh Finance Commission ranked Nagaland as the 7th most remote State in the country with an index of 76.14. The various indicators of economic development prove that Nagaland could not achieve the expected level of development. Regarding the education scenario in Nagaland, the contribution of the state either to the development or under-development of elementary education can be reflected in terms of the resources devoted to this sector, and the way in which these funds are utilized. It is also possible to understand the state’s policy towards elementary education in terms of the distribution of these facilities among different regions.

Recently, Nagaland has also made tremendous progress in all major sectors of human development. Its literacy rate has reached to 80.11% during 2011 from a mere 17.91% in 1961. While the literacy rate is encouraging, the quality of education has suffered and the unemployment rates, especially of educated youth, are a real cause of concern. Problems related to infrastructure remained. Being a backward state it is important to see the utilization of public expenditure on elementary education and to measure the effectiveness of the school education in respect of enrolment, growth, status of dropout, retention rate, wastage etc.

Although several Indian Education Commission has recommended continuous research work in the field of Economics of education there are only
few studies available in this field in our country, more specifically in the field of cost of measuring effectiveness of education in the school system. Many a case studies on financing education at school level and costing of education at school level have been taken up separately but, when both the studies are taken up together it will help us to study the manner of financing which is responsible for the variations in unit cost and efficiency at the institutional level. In other words, analysis of costing helps to find out whether there is rationality in the manner of financing. This in turn helps to identify more efficient and less efficient schools in the districts. It may facilitate to minimize the wastage level of the public expenditure in elementary education. Strategic planning and intelligent investments will be as important as finding sources of funding. Thus, it would be very useful to undertake the proposed study in a State like Nagaland so that the optimum utilization of governmental fund can be ensured in the education sector.

1.4 CONCEPTUAL FRAMEWORK

In this section an attempt has been made to define the important terms used in the present study.

**Centrally Sponsored Schemes (CSS)** are a channel through which the central government has been adding resources to the state education sector. However their coverage has varied over time and there has been no uniformity in its distribution over different states.

**Decomposed** – In this study the term decomposed has been used to mean distribution of any variable into Primary School and Middle School.

**District Information System for Education (DISE)** – DISE is a system for collection and compilation of data on elementary education covering almost all the districts. Under DISE, the data on enrolment from all government and private recognized primary schools as well as upper primary schools having primary classes is collected for every district annually and the statistics derived from the data available in tabulated form, generally within a year. At present, the data is used primarily for monitoring of progress made under SSA in elementary education. District Information System for Education is a joint initiative of
Government of India, UNICEF and NUEPA, New Delhi towards strengthening EMIS in the country.

**Dropouts** – A student who has discontinued education before completing the last level of education for which he/she was enrolled.

**Dropout rate** – It is ratio of the number of children dropping out in the year to the total number of students enrolled in the grade in the given year.

**Educational Institution/School** – Is an organization where a group of students/children receive lessons in an organized manner with one or more grades/classes.

**Enrolment** – Number of pupils or students enrolled in a given grade/class or level of education on a specific point of time, regardless of age.

**Failures/Repeaters** – Those students who are not promoted to the next grade and are forced to study in the same grade/class for the next year.

**Grade/Class** – Is the stage of instruction usually covered in one academic year. It can further be divided into sections depending on strength, medium of instruction.

**Gross Enrolment Ratio (GER)** - The Gross Enrolment Ratio (GER) in school education is defined as the number of pupils (of any age) who are enrolled in schools as a percentage of the total children of that official school age population.

**Primary School** – A school having classes from Pre-Primary to Class 4.

**Middle School** - A school having classes from Class - 5 to Class - 8.

**Literate** – A person who can read and write a simple message in any language with understanding is considered a literate.

**Net Enrolment Ratio (NER)** – In NER, overage and underage children are excluded from the enrolment and then ratio to the respective age-specific population is obtained.

**Non-Formal Education (NFE)** - Non-Formal Education (NFE), launched in 1977-78, aimed at bringing out-of-school children in the age group 6-14 years
into the fold of education, targeted educationally backward states as well as hilly, tribal, desert areas and urban slums.

**Operation Blackboard (OB)** was launched in 1987-88 for improving human and physical resources in primary schools of the country.

**The State Domestic Product (SDP)** is defined as a measure in monetary terms of the volume of all goods and services produced within the boundaries of the State during a given period of time, accounted without duplication.

### 1.5 OBJECTIVES

The main objectives of the present study are the following:

(i) To examine the trend and nature of public expenditure in elementary education;

(ii) To examine the growth pattern, internal efficiency and productivity of the system of government owned elementary education;

(iii) To measure the dropouts and wastage in elementary education and its impact on the system of education and economic system as a whole;

(iv) To examine the effective coverage of elementary education in the context of Sarva Shiksha Abhiyan and

(v) To suggest remedial measures to fill the gaps in and pitfalls of the system as a whole to improve its efficiency and returns.

### 1.6 HYPOTHESES

The Central hypothesis of the present study is 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 corollary, it indicates that improvement in the implementation of Government programmes can enhance the returns on investments on elementary education in the state.
1.7 METHODOLOGY

The study is based on both secondary and primary data. The main sources of secondary data are the publication of Government agencies such as Statistical Hand Book of Nagaland – various issues, Annual Report of S.S.A, Nagaland, Annual Administrative Report of the Dept. of School Education, Annual report of SECRT and NBSE and other Publications.

The area of the study is confined to the formal system of elementary education which is accounted for in the education budget. Elementary education is comprised of Primary School and Middle School. There are 1,662 numbers of Primary schools in Nagaland, out of which 1,442 are Govt. schools and 220 are private schools and 465 Middle schools out of which 287 are Govt. Schools and 178 are Private schools.

The study is mostly based on the discovery of new facts arrived at by understanding relevant studies. In certain aspect, the study is also based on statistical analysis of new relations of facts. Educational statistics compiled at the state and the national levels are mainly utilized for analysis in respect enrolment and investment on education. Data relating to economic indicators published by the Dept. of Statistics also utilized.

The technique of regression analysis was used to examine the extent of relationship between expenditure on elementary education and economic development of the state. The functional form of the equation is

\[ y_t = \alpha + \beta x_t + \mu_t \]

Here, \( y_t \) stands for per capita real SDP in year \( t (=1996-97, 2000-01, \ldots, 2006-07) \), \( x_t \) for per capita public expenditure at elementary level in year \( t \), \( \mu_t \) for random error term in year \( t \), and \( \alpha \) and \( \beta \) are coefficients of the model. If coefficient of \( x \) (\( \beta \)) found to be statistically significant then it would mean that public expenditure at elementary level contribute to economic development. The nature of this impact, however, depends on the sign of \( \beta \).
1.7.1 Collection of Primary data

Primary Data: First, out of eleven districts in Nagaland, four districts were selected on the consideration that the literacy rates are more than national average and less than national average. Two districts were selected such as – Kohima and Dimapur where literacy rate is more than national average and another two districts were chosen where the literacy rate is below national average. Districts like Kohima and Dimapur are educationally forward districts where as Mon and Tuensang districts of Nagaland are educationally backward districts. From these four districts, four Govt. elementary schools were selected randomly, and there were 16 sample schools selected and primary data was accessed. A standard questionnaire was used to collect data from the selected sample schools. The names of the sample schools are given in the Table nos. I.1 to Table no. I.4

TABLE: I.1
Name of Sample Schools visited in Kohima district for Primary data

<table>
<thead>
<tr>
<th>Name of District</th>
<th>Name of Schools Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kohima</td>
<td>1. Govt. Middle School, New Market, Kohima</td>
</tr>
<tr>
<td></td>
<td>2. Govt. Middle School, Daklane, Kohima</td>
</tr>
<tr>
<td></td>
<td>3. Govt. Middle School, Touphema, Kohima</td>
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<tr>
<td></td>
<td>4. Govt. Middle School , Phekerkrie, Kohima</td>
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</tbody>
</table>

TABLE: I.2
Name of Sample Schools visited in Tuensang district for Primary data

<table>
<thead>
<tr>
<th>Name of District</th>
<th>Name of Schools Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuensang</td>
<td>1. Govt. High School, Thangjam, Tuensang</td>
</tr>
<tr>
<td></td>
<td>2. Govt. Middle School, Chaba, Tuensang</td>
</tr>
<tr>
<td></td>
<td>3. Govt. Higher Secondary School, Chaba, Tuensang</td>
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<tr>
<td></td>
<td>4. Govt. Middle School, GMS Sangsangyu, Tuensang</td>
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</tbody>
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TABLE: I.3
Name of Sample Schools visited in Dimapur district for Primary data

<table>
<thead>
<tr>
<th>Name of District</th>
<th>Name of Schools Visited</th>
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<tbody>
<tr>
<td>Dimapur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Govt. Middle School, Sematilla, Dimapur</td>
</tr>
<tr>
<td></td>
<td>2. Govt. Middle School, Diphupar 'B', Dimapur</td>
</tr>
<tr>
<td></td>
<td>3. Govt. Middle School, Aoyimti, Dimapur</td>
</tr>
<tr>
<td></td>
<td>4. Govt. Middle School, Tenyiphe - I, Dimapur</td>
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</tbody>
</table>

TABLE: I.4
Name of Sample Schools visited in Mon district for Primary data

<table>
<thead>
<tr>
<th>Name of District</th>
<th>Name of Schools Visited</th>
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<tbody>
<tr>
<td>Mon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Govt. Middle School, Jaboka, Mon</td>
</tr>
<tr>
<td></td>
<td>2. Govt. Middle School, Shangsa, Tizit, Mon</td>
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<tr>
<td></td>
<td>3. Govt. Primary School, Oting, Mon</td>
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<td></td>
<td>4. Govt. Middle School, Angphang, Mon</td>
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</table>

1.7.2 Computation of the Data

The computation of unit cost of education in Government elementary schools has facilitated the comparison of the unit costs among various schools, and it helped us to know the efficiency level of each school. It also enabled the administrators to find out the abnormal cases where these unit costs are too high or too low in which case further investigation can be taken to corrective measures. The cost techniques were used to measure the efficiency of schools and to identify the lesser efficient school (Josephine, 2000). The formulas used to compute different unit costs are given below:
Measurement of Utilisation of Monetary resources

i. Per Student Cost = \( \frac{\text{Total Expenditure}}{\text{Total no. of Students}} \)

ii. Per Student Effective Cost = \( \frac{\text{Total Expenditure}}{\text{Total Students Pass out}} \)

iii. Per Student Teacher Cost = \( \frac{\text{Total Salary of the Teaching Staff}}{\text{Total Student}} \)

iv. Total Wastage = Per student cost X No. of Dropouts

v. Pupil Teacher Ratio (PTR) = \( \frac{\text{Total Enrolment}}{\text{Total number of Teachers}} \)

vi. Efficiency Level of the School (E-Value) = \( \frac{\text{Per Student Cost}}{\text{Per Student Effective Cost}} \)
   (Greater the value greater the efficiency level of the School)

The following assessment indicators have been estimated:

1. Simple Growth Rate = \( \frac{\text{Current Year Enrolment} - \text{Base Year Enrolment}}{\text{Base Year Enrolment}} \times 100 \)

2. Index Number = \( \frac{\text{Current Year enrolment}}{\text{Base Year enrolment}} \)

3. Relative Expenditure (RE) = \( \frac{\text{Expenditure on elementary education}}{\text{Total expenditure on Education}} \times 100 \)

4. The formula for calculating Gross Enrolment Ratio (GER) in respect of Primary School is
   \[ \text{Gross Enrolment Ratio (GER)} = \frac{\text{Total enrolment in Grades I-IV}}{\text{Population of age 6-10 years}} \times 100 \]

5. The formula for calculating Gross Enrolment Ratio (GER) in respect of Middle School is
   \[ \text{Gross Enrolment Ratio (GER)} = \frac{\text{Total enrolment in Grades V-VIII}}{\text{Population of age 10-14 years}} \times 100 \]
6. The formula for calculating Net Enrolment Ratio (NER) in respect of Primary School is

\[
\text{Net Enrolment Ratio (NER)} = \frac{\text{Total enrolment in Grades I-IV}}{\text{Population of age 6-10 years}} \times 100
\]

7. The formula for calculating Net Enrolment Ratio (NER) in respect of Middle School is -

\[
\text{Net Enrolment Ratio (NER)} = \frac{\text{Total enrolment in Grades V-VIII}}{\text{Population of age 10-14 years}} \times 100
\]

8. The formula for calculating Retention Rate (RR) in respect of Primary School is

\[
\text{Retention Rate} = \frac{\text{Enrolment in Grade IV in year ‘t’} - \text{Repeaters in Grade IV in year ‘t’}}{\text{Enrolment in grade I in year ‘t-3’}} \times 100
\]

9. The formula for calculating Retention Rate (RR) in respect of Middle School is

\[
\text{Retention Rate} = \frac{\text{Enrolment in Grade VIII in year ‘t’} - \text{Repeaters in Grade VIII in year ‘t’}}{\text{Enrolment in grade V in year ‘t-3’}} \times 100
\]

10. The dropout rate is calculated from the student flow chart.

\[
\text{Dropout} = \frac{\text{No. of student dropping out of grade g in year y}}{\text{Total no. of student in grade g in year y}} \times 100
\]

1.8 CHAPTER SCHEME

The study is organized into seven chapters. Besides this introductory chapter the other chapters are:

**Chapter 2: Review of Literature**

This chapter reviews the studies on the role of elementary education. This chapter also discusses the relationship between economic development and education. The role of state in making education available to the masses and the problems involved in measurement of returns on public investments in elementary education has been covered.
Chapter 3: National Education Policy, Elementary Education and Financing Pattern

This chapter attempted to review the National Educational Policies in the light of UEE. The evolution of UEE approach has been traced and the definition of UEE adopted for the study defined in the perspective of the state of Nagaland. This chapter also focuses on the Right to Education Act 2009 (RTE), Globalization and School Education, Privatization of education and presents an Overview of Education Policies related to Financing of Education and Components of Expenditure.

Chapter 4: A brief profile of Nagaland

This chapter presents a brief profile of the state of Nagaland. This chapter also includes the administrative set up, education set up, work-force participation, Sarva Shiksa Abhiyan (SSA) and the economy of the state.

Chapter 5: Scenario of Elementary Education in the State

This chapter presents scenario of Elementary Education in the State. A detailed analysis of the pattern of expenditure on elementary education in the state of Nagaland has also been analyzed. This chapter examines the trend in the number of schools and Status of enrolment in Government Primary Schools and Middle Schools and discusses the impact of educational expenditure on economic development.

Chapter 6: Efficiency of Elementary Education System in Nagaland

This chapter deals into the issues of Efficiency of Elementary Education System in Nagaland. Based on the field study as well as secondary data a detailed analysis has been attempted by using statistical and econometric tools. The data relating to enrollment, success rate, drop-outs, wastage, teacher-student ratio. This chapter deals with the analysis mainly based on the findings from the primary data.

Chapter 7: Summary, Conclusions and Suggestions

This chapter presents a summary of the findings, the conclusions emerging from these findings and suggestions put forward on the basis of the study.
REFERENCES


