CHAPTER IV.

PLAN AND PROCEDURE

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PLAN AND PROCEDURE

4.1 PLAN OF THE STUDY:

In order to attain the objectives of the study, it is very important to study the past and prevailing situation especially, in a historical and survey type of research. The present study is a historical-cum-normative survey research. Therefore, the investigator attempted to study the historical perspective of development of education in India, other states of North-Eastern Region and some third world countries through the survey of literature.

The investigator also attempted to study the records and reports with various Directorates in the state to trace out the steps taken by the Government for the development of education in the state.

Moreover, to trace out the prospects and problems of education in the state, the investigator attempted to study the field situation that is the prevailing conditions and status of general, professional technical, and non-formal education.

4.2 METHOD:

In view of the nature of study, the investigator adopted two methods—historical method and normative survey method to collect data.
4.3 POPULATION AND SAMPLE :

POPULATION :

A population represents a census or complete enumeration in which all the units (whatever the case may be) are reached or at least theoretically conceived to have been reached. One of the important advantages of taking the whole population is that the investigator can easily and accurately assess and guarantee most reliable information of the population. In the present study, the investigator took the whole population in case of (a) Secondary education (b) Collegiate education (c) Professional education and (d) Technical education.

SAMPLE :

In the case of elementary education, investigator drew the sample. Stratified random sampling method was used to draw the sample from elementary education. Through the technique of stratified random sampling, Headmasters of primary and middle schools representing all the district of Nagaland were selected as the sample of the study. The sample and population of the present study are shown in the table given below.
### Table 4.1

<table>
<thead>
<tr>
<th>Stages of education</th>
<th>Educational Institutions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt</td>
<td>Private</td>
</tr>
<tr>
<td>Primary schools</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>Middle schools</td>
<td>100</td>
<td>70</td>
</tr>
<tr>
<td>High schools</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>General colleges</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Professional schools and colleges</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Technical schools and colleges</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>684</td>
<td>243</td>
</tr>
</tbody>
</table>

The rational for drawing the sample from elementary education is discussed as under:

(a) There is large number of elementary schools in the state of Nagaland. Hence sample was used for the study of elementary education.

(b) Both Government and private schools are equally increasing and need to be studied in respect of their problems and prospects. Therefore, stratified random sampling was employed for elementary education only.
4.4 SOURCES OF DATA:

The present study is a historical-cum-normative survey research, the investigator collected data from various primary and secondary sources.

4.5 RESEARCH TOOLS USED:

For any type of research, selection of a suitable tool or tools is very important for collecting reliable information. The following two tools—Questionnaire and interview schedule were used by the investigator to obtain data from the respondents.

4.6 STATISTICAL METHOD USED:

The statistical method of PERCENTAGE was used to analyse and interpret the innovative activities, developmental problems and suggestion for improvement at different levels of education.

4.7 PROCEDURE ADOPTED:

1. The investigator first studied the general history of the research literature and referred to the
development of education in North-Eastern region, Other states of India and some Third World Countries. On the basis of the review of research literature, the investigator drew a conceptual frame work of development of education in general and with special context to Nagaland.

The investigator secondly, went through the records with various Directorates in the state viz, planning and co-ordination, Higher and Technical Education, School Education, SCERT, Economics and Statistics, Census Operation and Assembly Secretariat to collect data. Primary data were collected while referring to the plans and programmes launched by the Government of Nagaland under different five year plans of the state. The investigator also collected secondary data from the following sources:

(a) Periodical reports and educational surveys conducted by the Central Government and Government of Nagaland which include (1) Annual Administrative reports of the Education Department, Government of Nagaland (2) Educational surveys conducted by the
Directorate of Evaluation, Government of Nagaland

(3) Reports of the commissions and committees dealing with education.

(b) Research projects which include published and unpublished M.A, M.phil, ph.D. dissertations and theses.

(c) Periodicals which include journals, magazines, newspapers etc dealing with education.

(1) The investigator went to the field and visited educational institutions. Relevant data through Questionnaire and Interview schedule were collected. The Sample through which quantitative data were collected has been discussed under appropriate caption in the report.

4.8 TOOL CONSTRUCTION:

(1) Questionnaire:

The investigator constructed the Questionnaire to collect data relating to (a) the innovative activities (b) developmental problems at different levels of education and (c) Suggestions for improvement at different levels of education.
The investigator first discussed some aspects of the tool with the supervisor and prepared the first draft and the same was distributed to the supervisor and the teachers of the Department of Education NEHU, Nagaland Campus Kohima. After obtaining the supervisor's and teachers' opinions, it was administered in some schools in Tuensang town. After having a discussion with the supervisor, final list of 23 aspects covering altogether 94 statements was prepared.

The Questionnaire has two parts. The first part deals with basic information of the respondent. The second part has three sub-parts. Part II-A deals with the innovative activities. Respondents were asked to write A, B, C......G corresponding to specific plan period in the box against each statement under each category to indicate the period during which innovative activities were started in the institutions. The total period of all plans from 1947 to 1990 has been shown from A to G. This part has 6 aspects of education in the content of its development covering 41 statements. Part II-B deals with developmental problems. This has 9 aspects of education covering 53 statements. The respondents were asked to tick mark (/) in the bracket given against each statement in case the problem is existing in their institution. Part II-C. deals with the suggestions for improvement of education at different levels in Nagaland situation. It has 8 aspects having 24 (Twenty for) open statements.
(ii) INTERVIEW SCHEDULE:

The investigation prepared an Interview Schedule to ascertain certain facts relating to the development of education in Nagaland before the Independence of India (as it became a historical and logical necessity for drawing a conceptual background of the present study) and before the attainment of statehood in Nagaland that is from 1947 to 1963.

The Interview Schedule has 5 parts. Part I deals with the basic information of the interviewee. Part II deals with the year of establishment, enrolment of students and number of teachers in the first established school in their respective tribe. This part has 18 statements. Part III deals with the position of education in Nagaland (between 1948 to 1957). This part has 6 statements. Part V deals with the position of education prevailing in 1957-58 in Nagaland. This part has 9 statements.

4.9 TOOL ADMINISTRATION:

(1) Questionnaire:

After constructing the Questionnaire, it was administered to the respondents of relevant
The population and sample of the study. The Questionnaire was administered to total 932 respondents as stated under the sample. The respondents were the Headmasters and Principals of schools and colleges, and professional and technical institutions. No specific time limit was given to fill up the Questionnaire but request was made to the respondents to return the same as early as possible. In spite of written request, the investigator could not receive all the copies of Questionnaire in time. The collection of the copies of Questionnaire took 5 months. Out of 932 Questionnaire administered, the investigator could receive only 486 copies of Questionnaire.

(ii) Interview Schedule:

After preparing the interview Schedule the investigator went to all the district Headquaters and met the concerned officials and interviewed 29 respondents from scholars of the major tribes.
4.10 ANALYSIS OF DATA:

In order to find out the growth of educational institutions, the enrolment of students and the number of teachers, data were collected from various sources mentioned earlier. The collected data were tabulated planwise from 1961-62 to 1989-90. The investigator computed the teacher-pupil ratios, percentage of trained teachers, students strength, physical facilities, practices of providing educational facilities in educational institutions on the basis of data collected from different sources. The investigator computed comparative status of Government and non-Government educational institutions on the basis of data drawn through the Questionnaire and other sources as mentioned earlier. The data regarding innovative activities, developmental problems and suggestions for improvement at different levels of education were analysed while using the 'percentage' as statistical technique and the results were drawn and discussed which are given in Chapter VII.