

**SECONDARY EDUCATION IN MIZORAM: STATUS,
PROBLEMS AND PROSPECTS**

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**SECONDARY EDUCATION IN MIZORAM: STATUS, PROBLEMS AND
PROSPECTS**

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Submitted
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I **Lalruattluangi Chhakchhuak**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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CHAPTER-I
INTRODUCTION

CHAPTER-I

INTRODUCTION

Education exerts a profound and enduring influence across the span of human life, shaping opportunities, perspectives, and patterns of social engagement. At its essence, it nurtures thoughtful reflection, informed decision-making and active participation in community affairs. Philosophers such as Dewey (1938) and Nussbaum (2010) have emphasised that education extends beyond individual development to cultivate social responsibility and preserve the values central to democratic citizenship. Within this broad continuum, secondary education occupies a particularly significant position. It builds upon the foundations of primary learning while serving as a bridge to higher education and productive employment.

UNESCO (2017) affirms that a strong secondary education equips young people with the competencies essential for meaningful work and civic participation. Higher completion rates at this level are consistently linked to reduced poverty, improved gender parity, and expanded access to stable livelihoods (World Bank, 2018; Lewin, 2009). The benefits also extend to wider social outcomes, including reduced incidences of early marriage, better child health, and the promotion of inclusive and participatory societies (Batra, 2021).

Equally important, secondary education cultivates independent thinking, adaptability, and critical awareness, qualities indispensable in an increasingly complex global landscape. A curriculum that reflects both national priorities and global developments enables learners to situate themselves within a rapidly changing world. Proficiency in languages, particularly English, further enhances access to professional opportunities and fosters intercultural communication. The intellectual, social, and emotional growth experienced during these years lays the foundation for lifelong learning and the practice of responsible citizenship (Chandramari International School, n.d.).

In India, recent policy directions have placed renewed emphasis on secondary education as a means to expand equity and improve standards. The National Education Policy 2020 underscores the urgency of ensuring universal access to high-

quality secondary schooling, with focused attention on disadvantaged and marginalised groups (Ministry of Education, 2020). This vision holds particular significance for the North Eastern states, including Mizoram, where geography, social diversity, and limited resources have long shaped educational progress.

The history of secondary education in Mizoram can be traced to the late nineteenth century, when Christian missionaries established the first schools and introduced the Roman script for the Mizo language. These pioneering efforts laid the foundation for a strong literacy culture that continues to define the state's educational identity. By 2011, Mizoram had achieved a literacy rate of 91.3%, well above the national average (SATHEE, n.d.). Yet, persistent challenges remain. Although enrolment levels are relatively high, dropout rates have been a continuing concern. Data from 2016 and 2017 indicate that more than 30% of students left school between Classes VIII and X, a proportion higher than in most states (NITI Aayog, 2025). More recent figures suggest progress, with dropout rates declining to around 20%, though retention continues to pose difficulties (UDISE Plus, 2021–22).

These challenges are deeply intertwined with the socio-economic and geographic realities of life in Mizoram. The state's mountainous terrain and scattered settlements complicate efforts to establish schools accessible to all children. The prevalence of subsistence agriculture limits families' capacity to support education beyond basic levels. Shortages of qualified teachers, combined with administrative and infrastructural constraints, further exacerbate the situation (Mizoram Public Service Commission, 2025). While Mizoram's consistent commitment to education has yielded notable achievements, sustaining enrolment, enhancing infrastructure, and ensuring teaching quality remain pressing priorities. Addressing these issues requires long-term strategies grounded in local needs and responsive to the changing aspirations of its communities.

1.1.0 Historical Development of Secondary Education

1.1.1 Global Context

The evolution of secondary education mirrors the changing social, political, and economic priorities of societies across time. Once accessible only to a privileged minority, it has gradually become a central pillar of national development and global citizenship. Its growth has been shaped by cultural traditions, religious influences, and institutional structures, each leaving a lasting imprint on its character and objectives. In the present context, secondary education functions not merely as an academic stage but as a vital social institution that reflects the aspirations of communities for equity, progress, and meaningful participation in an increasingly dynamic world.

- i. **Classical Foundations:** The origins of secondary education can be traced to classical Greece and Rome, where it primarily served to prepare elite young men for civic responsibility and leadership. In Greece, the gymnasium functioned as a centre for intellectual and physical training, emphasising rhetoric, philosophy, and moral development as preparation for participation in public life (Marrou, 1956). Institutions such as Plato's Academy and Aristotle's Lyceum exemplified the integration of philosophical inquiry with educational practice, setting enduring models for scholarly engagement. In Rome, the system advanced from elementary instruction in literacy to more specialised teaching by the *grammaticus* and *rhetor*. These educators trained students in Latin literature, rhetoric, and law, laying the groundwork for future roles in governance and legal administration (Bonner, 1977; Bowen, 2003). Despite its sophistication, this classical framework remained highly exclusive, with access restricted to a privileged minority and little provision for the wider population.
- ii. **Religious Influence in the Medieval Period:** Following the decline of classical societies, religious institutions emerged as the principal providers of education. Throughout the medieval period, cathedral and monastic schools developed as centres of structured learning, offering instruction in the trivium (grammar, rhetoric, and logic) and the quadrivium (arithmetic, geometry, music, and

astronomy) (Le Goff, 1993). These schools primarily served clergy and members of the aristocracy, reflecting the close relationship between education, faith, and social hierarchy. Although access remained limited, the establishment of formal curricula and institutional frameworks during this period laid the foundations for more systematic approaches to learning. The medieval model of education, with its emphasis on discipline, order, and continuity, exerted a lasting influence on the subsequent development of European secondary education (Green, 1990).

- iii. **Humanism and Enlightenment Thought:** The Renaissance signalled a revival of classical learning, giving rise to a humanist curriculum that emphasised ancient languages, moral philosophy, and the study of history. Latin grammar schools multiplied across Europe, and educational practices began to highlight rational inquiry, intellectual development, and personal growth (Grendler, 1989). This shift reflected a broader cultural movement that sought to reconnect education with human dignity and civic responsibility. The Enlightenment carried these reforms further by grounding education in reason, empirical observation, and lived experience. Thinkers such as Rousseau and Locke advocated learner-centred instruction that recognised the natural capacities of the individual (Gutek, 2011). During this period, education came to be understood not only as a means of personal advancement but also as a vital foundation for social progress and the common good.
- iv. **Reformation and Religious Revival:** The Protestant Reformation was instrumental in widening educational access by promoting literacy in vernacular languages. Reformers such as Martin Luther emphasised the importance of individual engagement with sacred texts, which encouraged the establishment of schools that served broader sections of society (Boli et al., 1985). This movement marked a decisive step towards the democratisation of learning, linking literacy with personal faith and civic responsibility. The Catholic response, led by the Jesuit order, created a comprehensive network of schools that combined religious formation with rigorous academic study. Their curriculum encompassed theology, the classics, and the sciences, and became a model that influenced both religious and secular systems of education across

Europe and beyond (O'Malley, 1993). In doing so, the Reformation and Counter-Reformation together reshaped the educational landscape, extending its reach while diversifying its purposes.

- v. **Education and the Industrial State:** The Industrial Revolution transformed the character and purpose of secondary education, as the demand for a literate and skilled workforce grew alongside expanding industrial economies. Governments began to invest systematically in formal education, recognising its role in national productivity and social order. In Britain, the Education Act of 1870 marked a pivotal milestone, gradually extending access to secondary schooling through grammar and public schools (Simon, 1960). Parallel developments occurred elsewhere in Europe. In France, the establishment of the lycée system aimed to prepare students for roles in public administration, while in Germany the Gymnasium provided a rigorous academic pathway leading to university study (Meyer et al., 1977; Ramirez & Boli, 1987). These models highlighted both the economic and social functions of secondary education, positioning it as a central institution for national development while simultaneously reinforcing patterns of social stratification.
- vi. **Expansion and Reform in the Twentieth Century:** The twentieth century was marked by a rapid expansion of secondary education, shaped by democratic reforms, social change, and post-war reconstruction. The Universal Declaration of Human Rights (1948) affirmed education as a fundamental right, inspiring global initiatives to widen access and reduce disparities. In the United States, the rise of the comprehensive high school provided multiple academic, vocational, and technical pathways to meet the needs of a diverse student population (Tyack, 1974). Elsewhere, newly independent nations in Asia and Africa undertook the challenge of reshaping inherited colonial education systems to reflect national aspirations and cultural identities (Bray et al., 2016). As Benavot (2006) observes, this period witnessed a significant broadening and diversification of secondary education, as systems adapted to varied economic priorities and social contexts.
- vii. **Contemporary Priorities and On-going Challenges:** In the twenty-first century, secondary education has evolved in response to globalisation,

technological innovation, and shifting labour markets. Curricula increasingly emphasise digital literacy, creativity, problem solving, and adaptability, which are widely recognised as essential for active citizenship and participation in modern economies. These aims are closely aligned with Sustainable Development Goal 4, which calls for inclusive and equitable quality education for all (UNESCO, 2017). International benchmarks such as the Programme for International Student Assessment (PISA) have also influenced national standards and accountability frameworks worldwide (OECD, 2019). Despite these advances, secondary education continues to face pressing challenges. Persistent inequalities, rigid curricular structures, and heavy reliance on standardised testing often undermine both equity and effectiveness, particularly in under-resourced settings (World Bank, 2005). Confronting these issues requires sustained investment, policies that are inclusive and context-sensitive and pedagogical approaches that respond to the diverse needs of learners.

The evolution of secondary education across history illustrates how societies have continually reshaped learning to serve shifting cultural, political, and economic priorities. From its classical foundations in Greece and Rome, where education prepared elites for civic and legal responsibilities, to the religious influence of medieval cathedral and monastic schools, secondary education gradually took shape as a structured institution of knowledge and discipline. The Renaissance and Enlightenment further transformed it by emphasising humanist inquiry, rational thought, and learner-centred philosophies, while the Reformation and subsequent Catholic revival expanded access and diversified approaches through vernacular literacy and Jesuit schooling.

With the onset of the Industrial Revolution, secondary education acquired new significance as states responded to the demand for skilled, literate workforces, establishing national systems that reinforced both economic development and social hierarchy. In the twentieth century, democratic reforms, post-war reconstruction, and decolonisation widened access, diversifying curricula to address varied social and economic contexts. Entering the twenty-first century, globalisation, digitalisation,

and international frameworks such as the Sustainable Development Goals have redefined secondary education as a universal right and a prerequisite for active citizenship in an interconnected world.

Despite this remarkable expansion, persistent challenges endure, including inequality, rigid curricular frameworks, and the pressures of standardised assessments. Yet, the long arc of history shows secondary education as a dynamic institution, simultaneously preserving cultural traditions and adapting to new demands. Its continuity lies in the enduring aspiration to prepare young people not only for work but also for responsible participation in civic and social life, making it both a reflection of societies and a driver of their progress.

1.1.2 Development of Secondary Education in India

The development of secondary education in India has been shaped by the country's shifting social, cultural, and political priorities. Its roots lie in indigenous systems of learning, which were later transformed through colonial interventions that introduced new curricula, institutions, and structures of governance. Following independence, successive reforms sought to expand access, promote equity, and align education with national goals of development and modernisation. Today, the trajectory of secondary education in India continues to evolve, adapting to the changing demands of society, the economy, and the global educational landscape.

i. Pre-colonial and Early Colonial Period (Before 1854):

In pre-colonial India, education was deeply embedded within religious and community life, operating largely in decentralised forms. Gurukuls, madrasas, and pathshalas catered to different social groups, offering instruction in philosophy, mathematics, astronomy, and logic (Mukherjee, 2005). Advanced centres of learning, including Sanskrit tols and Buddhist viharas preserved and transmitted higher scholarship (Mookerji, 1947; Dutt, 1962). Under Muslim rule, madrasas flourished with royal patronage, notable examples being the Madrasa-e-Nasiriya and the Madrasa-e-Mahmud Gawan (Nizami, 1961; Sufi, 1941). At the village level, pathshalas provided basic literacy and numeracy,

often serving artisan and merchant families (Dharampal, 1983). The arrival of the British introduced gradual changes to this educational landscape. Missionaries, such as those of the Serampore Mission established in 1800, pioneered English-medium instruction. The Charter Act of 1813 marked the beginning of state involvement through limited funding, though no organised structure yet existed (Nurullah & Naik, 2004). A decisive shift occurred with Macaulay's Minute of 1835, which advocated English education as a means of creating a class of intermediaries for colonial administration (Macaulay, 1835). Institutions such as Hindu College in Calcutta and Elphinstone Institution in Bombay were founded during this period, yet a coherent framework for secondary education had not fully emerged (Basu, 1974).

- ii. **Wood's Despatch and Institutional Expansion (Post-1854):** A turning point in the history of Indian education came with the Wood's Despatch of 1854, which laid the foundation for a structured system. It proposed a three-tier framework comprising vernacular primary schools, English-medium secondary schools, and universities, while also extending government support to qualified private and missionary institutions (Aggarwal, 1993). This marked the beginning of a more formalised approach to education across the subcontinent. The period also introduced the matriculation examination, which institutionalised standardised assessment as the basis for progression (Nurullah & Naik, 1951). The Indian Universities Act of 1904 expanded the powers of universities to affiliate and regulate high schools, further consolidating the secondary education system (Kapur, 2019). Subsequent reform efforts included the recommendations of the Sadler Commission (1917–1919) and the Hartog Committee (1929), which highlighted the need to address dropout rates and expand vocational training. These initiatives resulted in the establishment of intermediate colleges and a stronger focus on practical skills, aligning education more closely with the needs of Indian society (Sargent, 1944; Government of India, 1929).
- iii. **Post-Independence Reforms (1947-1986):** Following independence, education was conceived as central to democracy and nation-building. The University Education Commission (1948–1949), chaired by Dr. S. Radhakrishnan,

emphasised the pivotal role of secondary education as a bridge between primary schooling and higher studies (Ministry of Education, 1949). Soon after, the Secondary Education Commission (1952–1953), led by Dr. A. L. Mudaliar, recommended curriculum diversification, vocationalisation, and the adoption of the three-language formula, setting the stage for a more inclusive and flexible secondary system (Ministry of Education, 1953; Naik, 1975). The Kothari Commission (1964–1966) provided a comprehensive vision, introducing the 10+2+3 structure and calling for vocational, scientific, and equitable education (Ministry of Education, 1966; Chauhan, 1990). Its proposals directly shaped the National Policy on Education (1968), which sought to reduce inequalities and align schooling with the goals of national development (Government of India, 1968). Reforms in the 1970s included the separation of higher secondary education and the establishment of Kendriya Vidyalayas and Navodaya Vidyalayas, designed to meet the needs of mobile populations and rural communities (Mukhopadhyay, 2001; Jain, 1995). Despite these advances, regional disparities and quality gaps persisted (Tilak, 1994). The National Policy on Education (1986) reinforced commitments to inclusivity by launching initiatives such as Operation Blackboard and by strengthening vocational education. Yet, challenges such as rote-based learning, linguistic divides, and uneven implementation continued to constrain progress (Government of India, 1986; Varghese, 1995; Batra, 2005; Kumar, 2005; Annamalai, 2005).

- iv. **Contemporary Developments (1986 to present):** In the period following liberalisation, educational policies in India have adapted to the pressures of globalisation and demographic change. The Programme of Action (1992) initiated curriculum reforms and promoted decentralised planning (MHRD, 1992), while the growing demand for private and English-medium schools reflected changing aspirations among families (Tooley & Dixon, 2005). The expansion of primary education through the District Primary Education Programme created new pressures on secondary schooling, leading to initiatives such as Sarva Shiksha Abhiyan (2001) and Rashtriya Madhyamik Shiksha Abhiyan (2009), which sought to enhance access, strengthen infrastructure, and improve teacher quality (MHRD, 2001, 2009; Govinda & Bandyopadhyay,

2010; Mehta, 2012). Yet persistent challenges, including teacher absenteeism and administrative inefficiencies, limited the effectiveness of these programmes (Kingdon, 2007). The National Curriculum Framework (2005) advocated participatory and conceptual approaches to learning (NCERT, 2005), and the Right to Education Act (2009) expanded access by improving the transition from primary to secondary levels (Jha & Parvati, 2010). More recently, the National Education Policy (2020) introduced a new 5+3+3+4 structure, encouraged flexible subject choices, promoted skill development, and emphasised bilingual instruction, with the ambitious goal of universalising secondary education by 2030 (MHRD, 2020). Complementing this, Samagra Shiksha (2018) unified existing schemes, with a focus on inclusivity, digital learning, gender equity, and teacher training (MHRD, 2018). Despite these reforms, secondary education continues to face structural challenges. Infrastructural gaps, uneven teacher quality, and persistent rural-urban disparities hinder the realisation of equitable learning outcomes. As Bhattacharya (2023) observes, India's current priority lies in balancing the expansion of access with the urgent need to strengthen quality and ensure global relevance.

The historical trajectory of secondary education in India reflects a continual interplay between tradition, colonial legacies, and the priorities of an independent nation. In the pre-colonial and early colonial period, decentralised indigenous systems coexisted with the first colonial interventions, laying diverse foundations for learning. The Wood's Despatch of 1854 and subsequent institutional expansion introduced a more structured framework, establishing examinations, affiliations, and vocational pathways. Following independence, reform commissions redefined secondary education as central to democracy and development, promoting diversification, equity, and modernisation. In the contemporary era, policies have sought to universalise access and strengthen quality, responding to the demands of globalisation, demographic change, and technological progress.

Across these phases, the evolution of secondary education demonstrates both continuity and transformation. While deep-rooted challenges such as inequality,

quality gaps, and regional disparities persist, reforms have steadily broadened access and reshaped curricula to reflect national aspirations and international expectations. Secondary education in India thus stands as a dynamic institution, shaped by historical legacies yet continually reoriented to meet the needs of a changing society.

1.1.3 Development of Secondary Education in Mizoram:

Mizoram, situated in northeast India, is recognised for its distinctive cultural heritage and high literacy rates. With a population of approximately 1.1 million, the majority of whom belong to the Mizo community, the state shares international borders with Myanmar and Bangladesh and domestic boundaries with Assam, Manipur, and Tripura (Census of India, 2011). The development of education in Mizoram reflects both the challenges posed by its mountainous terrain and the strong societal commitment to learning that continues to shape its identity.

- i. **Traditional Learning Practices:** Prior to the introduction of formal schooling, education in Mizo society was deeply embedded in communal life. The Zawlbuk, a traditional male dormitory present in every village, functioned as an informal institution where elders guided young men in discipline, social responsibility, and practical skills (Ministry of Education, n.d.). At the same time, oral traditions such as storytelling, folklore and song played a vital role in preserving cultural values and collective memory. These practices emphasised the formation of character and the cultivation of leadership, ensuring continuity of social norms and community cohesion across generations.
- ii. **Introduction of Formal Education:** The introduction of formal education in Mizoram began in the late nineteenth century with the arrival of Christian missionaries. Frederick William Savidge and James Herbert Lorrain played a pivotal role by developing the Roman script for the Mizo language and establishing the first schools in the region (Savidge, 1935). By 1909, middle schools had been established in Aizawl and Serchhip, and in 1944, Reverend D. E. Jones founded Mizoram High School, originally known as Aizawl English School (Zorema, 2007). Missionaries also promoted the education of girls, which

contributed to Mizoram's relatively narrow gender gap in literacy, a trend later reinforced by state policies (Lalnunthari, 2010).

- iii. **Post-Independence Developments:** After India gained independence in 1947, the administration of education in Mizoram gradually shifted from missionary to government control. The creation of the Union Territory in 1972 marked an important milestone, leading to the establishment of the Directorate of Education and the significant expansion of schools, colleges, and technical institutes (DocsLib, n.d.). In 1975, the Mizoram Board of School Education (MBSE) was established to oversee curriculum design, conduct examinations, and implement reforms that reflected the state's cultural context (Lalrempuii, 2019). Since its inception, MBSE has promoted vocational education, integrated digital tools, and encouraged continuous assessment as strategies to strengthen learning outcomes (MBSE, 2020).
- iv. **National Integration and Policy Alignment:** Mizoram has consistently aligned its educational development with national initiatives aimed at strengthening secondary education. The Rashtriya Madhyamik Shiksha Abhiyan, launched in 2009, channelled resources into infrastructure, teacher development, and curriculum renewal to enhance access and reduce disparities (Renthleil and Mishra, 2020). This was followed by the Samagra Shiksha programme in 2018, which integrated planning across primary, secondary, and higher secondary levels, thereby improving resource allocation and institutional efficiency (MHRD, 2018). The National Education Policy of 2020 introduced multidisciplinary learning, bilingual instruction, and skill-based approaches. Mizoram has adopted many of these reforms, with particular emphasis on foundational competencies and life skills within secondary education (MHRD, 2020).
- v. **Language and Cultural Integration:** Secondary schools in Mizoram use English and Mizo as the primary medium of instruction, while the Mizo language is taught as a subject and employed to support comprehension. This bilingual approach strengthens academic achievement while reinforcing cultural identity. In addition, the curriculum incorporates local history, folklore, and traditional

knowledge, ensuring that school learning remains closely linked to the community's heritage and values.

- vi. **Student Performance and Learning Outcomes:** Data from the Mizoram Board of School Education (MBSE) show steady improvement in pass rates at both the secondary and higher secondary levels. Students have demonstrated consistent achievement in English, science, and social studies. Despite infrastructural constraints, learning outcomes in secondary schools in Mizoram compare favourably with those in many other states (MBSE Annual Report, 2022).
- vii. **Equity, Access, and Inclusive Education:** Secondary schools in Mizoram have recorded notable progress in advancing gender equity and inclusive education, with high participation rates among girls supported by community values and state policies. Targeted interventions have also increased enrolment among disadvantaged and remote communities, although achieving full equity in border and rural regions remains a continuing challenge. Non-governmental and faith-based organisations complement government initiatives by operating schools, providing scholarships, and encouraging community participation, particularly in areas where public resources are limited.
- viii. **Contemporary Challenges and the Road Ahead:** Despite considerable progress in enrolment, secondary schools in Mizoram continue to face persistent challenges, including shortages of teachers, inadequate infrastructure, and limited digital access. The COVID-19 pandemic highlighted these gaps, particularly the inequalities in online learning experienced in rural areas, despite state efforts to provide digital tools and resources. As Bhattacharya (2023) observes, secondary education in Mizoram stands at a critical juncture. The priority now is to enhance quality, ensure equitable outcomes, and equip students with the skills needed to participate in an interconnected global economy. Achieving these goals will require sustained policy commitment, strong community involvement, and continued investment to build on the state's achievements in education.

The development of secondary education in Mizoram reflects a distinctive interplay of tradition, missionary influence, post-independence reforms, national policy directions, and community engagement. From the Zawlbuk and oral traditions

to the introduction of formal schooling and the creation of the Mizoram Board of School Education, the state has widened access and nurtured a strong culture of literacy. Recent initiatives, including the National Education Policy 2020 and Samagra Shiksha, have concentrated on enhancing quality, advancing inclusion, and sustaining cultural integration through bilingual education.

Mizoram has recorded significant achievements in enrolment, gender parity, and student performance, supported by state measures and the active role of faith-based and non-governmental organisations. Yet persistent difficulties such as shortages of teachers, weaknesses in infrastructure, and uneven access to digital resources continue to limit outcomes. At this turning point, the state must consolidate its gains by strengthening quality, promoting fairness, and preparing young people for active participation in an interconnected world.

1.2.0 AIMS AND IMPORTANCE OF SECONDARY EDUCATION

Secondary education represents a crucial stage in the educational continuum. It functions not only as a bridge between foundational learning and higher education but also as a formative phase that shapes intellectual, social, and moral development. At this stage, students acquire the knowledge, capacities, and values necessary for meaningful engagement in both society and the economy.

Aims of Secondary Education under the National Education Policy (NEP) 2020:

The National Education Policy (NEP) 2020 redefines secondary education (Grades 9 to 12) to respond to the challenges of the twenty-first century. Its principal objectives include the following:

- i. Holistic Development:** The curriculum seeks to nurture cognitive, social, emotional, and physical growth. It integrates academics, arts, sports, vocational skills, and ethical reasoning to prepare balanced and well-rounded individuals (NEP, 2020, Sections 4.4 and 4.7).
- ii. Critical Thinking and Experiential Learning:** The policy advocates a shift away from rote memorisation towards developing analytical, creative, and problem-solving abilities. Hands-on projects, experimentation, and dialogue-

based teaching are introduced to make learning more engaging and purposeful (NEP, 2020, Sections 4.6 and 4.7).

- iii. **Multidisciplinary and Flexible Curriculum:** Secondary education is designed to be more adaptable, giving the students freedom to select subject combinations across disciplines and pursue their interests without rigid barriers (NEP, 2020, Section 4.9).
- iv. **Vocational Education and Skill Development:** By 2025, at least half of all learners are expected to gain exposure to vocational training. Schools are to incorporate internships, apprenticeships, and practical modules that prepare young people for employment and lifelong skills (NEP, 2020, Section 16.4).
- v. **Digital Literacy and Technology Integration:** Students are introduced to digital applications, coding, data science, and emerging technologies. Blended approaches to learning, which combine online resources with classroom teaching, are intended to strengthen instructional practices and increase student engagement (NEP, 2020, Sections 23.1 and 23.2).
- vi. **Inclusivity and Equity:** The policy highlights the need to retain girls, learners from Scheduled Castes and Scheduled Tribes, and children with disabilities. It also recommends alternative options such as open schooling to re-engage those who have left the system (NEP, 2020, Section 6).
- vii. **Multilingualism and Cultural Awareness:** The NEP encourages instruction in the mother tongue or regional language until at least Grade 12 and calls for the inclusion of Indian knowledge systems, values, and languages to foster cultural rootedness (NEP, 2020, Sections 4.11 and 22.5).
- viii. **Assessment Reforms:** Board examinations are to be redesigned to reduce stress, with the option of attempting them twice a year in smaller subject units. The introduction of a comprehensive progress card and diagnostic assessments aims to provide a more accurate reflection of student learning (NEP, 2020, Sections 4.34 to 4.38).

1.2.1 Importance of Secondary Education

Secondary education plays a decisive role in the development of both individuals and nations, particularly in emerging economies such as India. It serves as a foundation for advanced learning, a catalyst for social change, and a driver of economic growth.

- i. **Academic and Intellectual Foundation:** At this stage, students consolidate earlier learning and are introduced to more advanced concepts in science, mathematics, language, and the social sciences. The curriculum supports the identification of personal interests, aiding career planning and preparation for higher education. According to NEP 2020, aligning secondary education with global benchmarks enhances readiness for university study and professional fields (NEP, 2020, Section 4.9).
- ii. **Development of Analytical and Problem-Solving Skills:** Secondary education cultivates logical reasoning, critical analysis, and independent thinking skills necessary for academic progression and informed decision-making. The World Bank (2009) observes that secondary education significantly improves employment prospects, especially in developing countries. The policy's emphasis on vocational learning seeks to bridge the gap between academic knowledge and practical expertise (NEP, 2020, Section 16.4).
- iii. **Social and Emotional Maturity:** This period fosters interpersonal relationships, empathy, and emotional resilience through peer interaction and participation in extracurricular activities. UNICEF (2019) reports that women with secondary education tend to marry later, raise healthier children, and contribute more effectively to the workforce.
- iv. **Civic Engagement and Democratic Values:** Secondary education develops awareness of civic responsibilities, legal rights, environmental sustainability, and ethical conduct. It prepares students to act as informed citizens who uphold democratic principles and contribute to social cohesion (NCERT, 2005).
- v. **Economic Advancement and Poverty Reduction:** Secondary education is a crucial driver of economic mobility. Research by UNESCO (2012) shows that each additional year of secondary schooling can increase an individual's earnings by 15 to 25 percent. Educated individuals are more likely to be

employed and contribute to innovation, entrepreneurship, and national productivity (Tilak, 2018).

1.3.0 Commissions, Policies, and Government Initiatives

1.3.1 Major Commissions and Policies

The development and reform of secondary education in India has been shaped by a series of commissions and national policy documents. These frameworks articulated guiding principles, reorganised school structures, and sought to respond to long-standing concerns of access, equity, and quality.

i. The Secondary Education Commission/ Mudaliar Commission (1952-1953):

The Secondary Education Commission of 1952–1953, chaired by Dr. A. Lakshmanaswami Mudaliar, was established at a time when the newly independent nation was facing the challenge of reconstructing its educational system. The Commission undertook the first comprehensive review of secondary education, critically examining structural weaknesses such as rigidity in curriculum, overemphasis on examinations, and limited responsiveness to the varied aptitudes of students. A central achievement of the Commission was the recognition that secondary education could not remain uniform and academic in orientation, but rather needed to be diversified to meet the socio-economic and intellectual needs of learners. This marked a decisive move away from colonial educational structures towards a more student-centred model. The recommendations included the introduction of academic, technical, and vocational streams to provide flexibility and relevance. Strengthening of science education was highlighted, with laboratories, libraries, and practical activities placed at the core of learning. Additional proposals included reforms in teacher preparation to ensure professional competence, the establishment of guidance and counselling services to support student development, and rationalisation of examinations to reduce the dominance of rote memorisation. The influence of the Mudaliar Commission extended beyond its immediate recommendations, laying the foundation for reforms that gradually shifted secondary education

towards greater flexibility, relevance, and attention to student needs (Government of India, 1953).

- ii. **The Education Commission/ Kothari Commission (1964-1966):** The Education Commission of 1964–1966, chaired by Dr. D. S. Kothari, represented a landmark review of education during a period of rapid economic and social transformation. The Commission placed secondary education at the heart of national development, identifying it as the critical link between foundational education and higher learning. The most significant outcome of the Commission was the formulation of the 10+2+3 structure, which standardised school and university education across the country. This structure provided uniformity while also allowing space for specialisation, and it became the cornerstone of educational planning for decades. The recommendations were comprehensive. Expansion of educational opportunities was prioritised, with particular attention to girls and marginalised groups. Balanced curricula were proposed, combining academic subjects with work experience, vocational preparation, and moral learning. Teacher education was recognised as a key factor, requiring systematic professional development. The Commission also stressed the importance of infrastructure, libraries, laboratories, and rationalised examinations to ensure fairness and reduce rote-based practices. The long-term influence of the Kothari Commission was profound. Its structural model and policy vision informed successive reforms, embedding the idea that secondary education should balance knowledge acquisition with personal development and social responsibility (Government of India, 1966).
- iii. **The National Policy on Education (NPE) 1986 (Revised 1992):** The National Policy on Education of 1986, revised in 1992, represented a turning point in the evolution of secondary education, as it placed issues of access and equity firmly within the policy framework. This policy responded to the realities of social inequality and the pressing need to democratise education. The enduring contribution of the policy was its focus on disadvantaged groups. By prioritising girls, Scheduled Castes, Scheduled Tribes, and other marginalised communities, the policy ensured that equity became a central pillar of educational reform. This widened the scope of secondary education beyond enrolment figures to address

deeper structural inequalities. The recommendations included curricular modernisation, with emphasis on science, mathematics, environmental awareness, and vocational skills to make education more relevant to employment and citizenship. Teacher preparation was decentralised and strengthened through the establishment of District Institutes of Education and Training, creating capacity at the local level. Community participation was encouraged as a means of accountability, while value-based education was promoted to nurture ethical and social responsibility among students. The policy exerted a sustained influence by embedding inclusive principles and modernised curricular priorities into the reform agenda. It provided coherence to subsequent initiatives and remains a benchmark for addressing the twin goals of quality and equity in secondary education (Ministry of Human Resource Development, 1986, 1992).

- iv. **The National Curriculum Framework (NCF) 2005:** The National Curriculum Framework of 2005, developed by the National Council of Educational Research and Training, reviewed curriculum design at a time when the limitations of examination-driven and memory-based learning had become widely acknowledged. The framework sought to redefine learning as an active, participatory, and meaningful process that responded to the diversity of students. A major development introduced by the framework was its articulation of a child-centred and inclusive approach, in which critical thinking, creativity, and conceptual understanding replaced rote memorisation as the guiding principles of pedagogy. This repositioned the learner as the active participant in knowledge construction. The recommendations highlighted the integration of interdisciplinary learning at the secondary stage, vocational education linked to employment prospects, and recognition of socio-cultural diversity in curriculum design. Continuous and comprehensive evaluation was introduced to make assessment more holistic and formative. Cross-cutting themes such as peace education, gender equality, environmental awareness, and health education were embedded across subjects to reflect broader social concerns. The framework had lasting impact by shifting national discourse towards learner-centred pedagogy and holistic evaluation. Its principles have continued to influence reforms,

particularly in areas of curriculum design, inclusivity, and assessment (NCERT, 2005).

- v. **The National Education Policy (NEP) 2020:** The National Education Policy of 2020 marked a paradigm shift by introducing the 5+3+3+4 structure, which reorganised schooling to align with developmental stages of learners. The final four years constituted the secondary stage, re-envisioned as a period of flexibility, exploration, and preparation for higher education or employment. The defining feature of the policy was its holistic vision of secondary education as multidisciplinary, competency-based, and oriented towards the demands of the twenty-first century. By emphasising critical thinking, creativity, and ethical values, the policy reshaped the role of education in nurturing well-rounded individuals. The recommendations included reducing content load and prioritising conceptual understanding, experiential learning, and vocational skills. Universal access to quality secondary education by 2030 was set as a national target, with special emphasis on inclusivity for marginalised groups. Key strategies involved teacher professional development, use of digital technology, and upgrading of school infrastructure. The policy provided a forward-looking blueprint that aligned national priorities with global educational trends. Its comprehensive vision sought to combine equity with excellence, ensuring that secondary education could contribute to human capital development and social transformation (Ministry of Education, 2020).

1.3.2 Major Government Initiatives

Several government initiatives, both centrally sponsored and state-led, have aimed to enhance access, equity, and significantly improve the quality of secondary education. These initiatives have led to the creation of a more inclusive and equitable education system, with a focus on digital literacy and innovative pedagogies.

- i. **Rashtriya Madhyamik Shiksha Abhiyan (RMSA), 2009:** The Rashtriya Madhyamik Shiksha Abhiyan was launched in 2009 to achieve universal access to secondary education and to address disparities related to geography, gender, and socio-economic background. It responded to concerns about low enrolment

and retention rates at the secondary level. The most notable outcome of the scheme was a substantial increase in the gross enrolment ratio, accompanied by improved retention. This was achieved through investment in infrastructure, targeted support, and governance reforms. The recommendations focused on building classrooms, laboratories, libraries, and toilets, introducing curriculum reform, and strengthening teacher recruitment and training. Special attention was directed towards girls, Scheduled Castes, Scheduled Tribes, and children with special needs. Information and Communication Technology was introduced to enhance learning opportunities, while school management committees were promoted to improve governance and accountability. The programme played a pivotal role in widening access and reducing disparities in secondary education. Its measures were later integrated into the Samagra Shiksha framework, ensuring continuity and coherence (Ministry of Human Resource Development, 2009).

- ii. **Samagra Shiksha Abhiyan (2018):** The Samagra Shiksha Abhiyan, introduced in 2018, brought together Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education under a unified structure. This created an integrated framework for education from pre-primary to senior secondary levels. The key contribution of this initiative was its holistic character, which reduced fragmentation and provided a continuum of support across all stages of schooling. This integration strengthened coherence in planning and implementation. The recommendations for secondary education included infrastructure upgrades, establishment of smart classrooms and science laboratories, promotion of digital learning through platforms such as DIKSHA, and integration of vocational education for employability. Inclusive education was supported through targeted provisions for children with special needs, while competency-based assessments and innovative pedagogy were introduced in line with the National Education Policy of 2020. The initiative has had significant influence by creating a single umbrella framework that addresses access, equity, and quality in an integrated manner (Ministry of Education, 2018).
- iii. **Digital Initiatives in Secondary Education:** The introduction of digital initiatives marked a decisive shift towards the use of technology to improve

access and quality in secondary education. Programmes such as DIKSHA, SWAYAM, e-Pathshala, and PM eVIDYA were launched to make educational resources widely available to both students and teachers. The lasting impact of these initiatives was the consolidation of digital education within a coordinated framework, providing opportunities to learners across diverse contexts and ensuring outreach through multiple delivery channels. The recommendations included provision of digital textbooks, interactive resources, teacher training modules, and free online courses in multiple languages. ICT@Schools and Samagra Shiksha supported the development of digital infrastructure, while the Swayam Prabha channels ensured access for students without internet connectivity. These initiatives have redefined the landscape of secondary education by promoting digital literacy, democratising opportunities, and preparing students for participation in a knowledge-driven society (Ministry of Education, 2020).

1.3.3 Overview of the Status, Problems, and Prospects of Secondary Education in India

- i. **Status of Secondary Education in India:** Secondary education in India has undergone marked transformation in recent decades, supported by policy interventions, increased social demand, and significant public investment in school infrastructure. According to the Unified District Information System for Education Plus (UDISE Plus) 2021-2022, the Gross Enrolment Ratio at the secondary level (Classes 9 and 10) has reached nearly 80%, while enrolment at the higher secondary stage (Classes 11 and 12) stands at 58% (Ministry of Education, 2022). These figures illustrate steady progress in extending opportunities for learning and reflect the determination of national and state authorities to raise participation levels. Initiatives such as the Rashtriya Madhyamik Shiksha Abhiyan and Samagra Shiksha have contributed significantly to this expansion, leading to higher enrolment and improved retention in many regions. Nevertheless, disparities remain evident across the country. States such as Kerala and Himachal Pradesh continue to report comparatively high levels of participation, while Bihar, Jharkhand, and Uttar

Pradesh face persistent challenges in ensuring enrolment and retention. Regional variation is compounded by inequalities along the lines of gender, caste, disability, and socio-economic status. In several rural and marginalised contexts, girls are still less likely than boys to enrol and remain in school, highlighting the need for targeted support (World Bank, 2021).

- ii. **Problems of Secondary Education in India:** Despite visible expansion, secondary education continues to face multiple challenges that affect access, quality, and equity. Dropout rates remain a pressing concern. Data from UDISE Plus 2021-2022 indicate an average dropout rate of approximately 15% at the secondary stage, with the highest incidence in rural and marginalised communities (Ministry of Education, 2022). Factors such as early marriage, poverty, limited sanitation, and safety concerns for girls are among the main contributors to this trend (World Bank, 2021). Shortages of qualified teachers also undermine the quality of schooling. Many institutions, particularly in the government sector, lack subject specialists in science, mathematics, and English. A considerable proportion of teachers have not received professional training, and in several regions, the pupil-teacher ratio exceeds recommended norms. These conditions restrict opportunities for individualised instruction and weaken classroom engagement (NCERT, 2020). Infrastructure deficiencies further exacerbate the problem. A number of rural schools continue to operate without adequate classrooms, functional laboratories, well-equipped libraries, or sufficient digital resources. Such limitations directly affect attendance, learning outcomes, and the overall educational environment. The absence of proper sanitation facilities disproportionately affects girls, often contributing to absenteeism and dropout. Curriculum design presents an additional challenge. Secondary education is frequently described as rigid and excessively examination-oriented, offering limited opportunities for students to cultivate critical thinking, creativity, and practical skills needed for life beyond school. This narrow focus restricts the holistic development of learners and reduces the relevance of secondary education to contemporary social and economic needs (Ministry of Education, 2020).

iii. **Prospects for Secondary Education in India:** Despite these challenges, the prospects for secondary education are encouraging, supported by on-going reforms and the rapid integration of technology into classrooms. The National Education Policy 2020 has set out a forward-looking vision for secondary schooling, emphasising experiential learning, flexible curricular structures, and vocational preparation designed to equip students for higher education and future employment (Ministry of Education, 2020). Digital innovations are gradually helping to bridge gaps in access and quality. Platforms such as PM eVIDYA, DIKSHA, and SWAYAM provide resources that extend educational opportunities to learners in remote and under-resourced areas (NITI Aayog, 2021). At the same time, partnerships involving government agencies, private actors, non-governmental organisations, and philanthropic foundations are contributing to improved infrastructure and more robust teacher training systems. Commitment to inclusive education is gaining strength, reflected in scholarships, community engagement initiatives, and efforts to adapt curricula to local contexts. These measures, if consistently implemented and adapted to regional needs, can enhance equity and relevance. Sustained public investment remains essential to ensure that reforms are not only launched but also maintained over time. The long-term prospects for secondary education will depend on collective effort and perseverance. By addressing structural inequalities, strengthening teaching and infrastructure, and aligning curricula with twenty-first-century demands, it is possible to ensure that every young person gains access to and benefits from high-quality secondary education.

1.3.4 Overview of Status, Problems, and Prospects of Secondary Education in Mizoram:

- i. **Status of Secondary Education in Mizoram:** Secondary education in Mizoram reflects a distinctive trajectory shaped by historical, cultural, and community influences. The strong role played by Christian missions in the early spread of literacy, combined with state intervention and community participation, created an enduring commitment to education as a social priority. According to the Directorate of School Education (2023), the state had 718

secondary schools, including 198 managed by the State Government, 99 supported through Samagra Shiksha, 9 classified as Deficit schools, 129 categorised as Ad hoc Aided schools, 48 under Lumpsum Aided management, 217 privately managed schools, and 18 centrally administered institutions such as Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas. This variety illustrates both diversity of provision and effective collaboration between state authorities, private organisations, and communities.

The secondary system served approximately 39,313 students taught by 4,239 teachers, producing a student-teacher ratio of about 9:1 (Directorate of School Education, 2023). This ratio is among the most favourable in the country and provides an enabling environment for personalised interaction and learner support. The progress of the state was further acknowledged when, in May 2025, Mizoram was declared the first fully literate state in India, achieving a literacy rate of 98.2% under the ULLAS initiative (Bhatia, 2025). This milestone reflected the combined efforts of government agencies, voluntary groups, and communities working together to make education universally accessible.

- ii. **Problems of Secondary Education in Mizoram:** Although the secondary education sector in Mizoram has registered commendable achievements, several challenges continue to affect quality and equity. Dropout rates remain lower than the national average but fluctuate across years and show higher concentration in rural and remote districts where economic constraints and accessibility issues persist (Lalthankhumi, 2025). Infrastructure remains uneven. While urban schools are generally better resourced, many rural institutions continue to function with insufficient classrooms, out-dated science laboratories, and limited access to well-equipped libraries and digital resources. These deficiencies reduce opportunities for experiential and technology-enabled learning, limiting student engagement and sometimes contributing to underperformance in core subjects. Variations in infrastructure between urban centres such as Aizawl and more remote districts illustrate persistent disparities. Teacher preparation and professional support also present challenges. Although the state benefits from a favourable student-teacher ratio, not all teachers have

access to updated training in pedagogy, assessment, or integration of digital tools. Limited exposure to innovative practices can affect classroom effectiveness, particularly in science, mathematics, and emerging interdisciplinary fields. These issues; while less severe than in some other states, nonetheless require attention to sustain progress and maintain quality standards.

- iii. **Prospects for Secondary Education in Mizoram:** The prospects for secondary education in Mizoram are promising, supported by a strong literacy tradition, community participation, and alignment with national reform agendas. The state's favourable student-teacher ratio, combined with effective governance frameworks such as Samagra Shiksha Abhiyan and the National Education Policy 2020, creates a foundation for progressive transformation. The establishment of the Mizoram Education Reforms Committee reflects a proactive approach to reviewing and improving key areas such as teacher quality, curriculum development, and school governance. This committee has also extended attention to the role of private and aided schools, ensuring that reforms are inclusive and balanced across management categories. Technology-driven initiatives, supported by both central and state authorities, offer opportunities to strengthen access to digital resources and improve quality in remote areas. Community engagement continues to play a vital role, with local organisations, churches, and voluntary groups actively contributing to educational development. The social value attached to education in Mizoram provides a cultural strength that reinforces formal policy measures. Looking ahead, the state has the potential to develop a secondary education system that is inclusive, innovative, and responsive to changing social and economic needs. The combination of government commitment, community involvement, and policy alignment with national frameworks provides momentum for sustained progress. The experience of Mizoram demonstrates how smaller states with challenging terrain can achieve high levels of literacy and educational participation when guided by vision and cooperation.

1.4.0 RATIONALE OF THE STUDY

Education is widely recognised as the foundation of national development, enabling individuals to thrive and societies to progress in social, economic, and political domains. A well-structured system encompasses early childhood, primary, secondary, and higher education, with each stage contributing to intellectual, social, and emotional development. Secondary education holds particular importance because it functions as the bridge between foundational learning and higher education or vocational preparation.

This stage represents a decisive turning point in the academic journey of young people. It extends beyond basic literacy and numeracy to provide the advanced knowledge and skills required for further study, employment, and responsible citizenship (UNESCO, 2015). The period covering Classes 9 and 10 is especially critical, often serving as a bottleneck in the Indian educational pathway where many students make decisions about continuing into higher secondary education, vocational streams, or exiting formal schooling. In the Indian context, this stage has direct implications not only for academic progression but also for social and economic mobility (Tilak, 2014). Historically, secondary education was described as the weakest link in the education system by the Secondary Education Commission of 1948-1949, yet subsequent reforms and initiatives, such as the Rashtriya Madhyamik Shiksha Abhiyan, have demonstrated increasing policy attention directed towards strengthening this stage (Ministry of Human Resource Development, 2009).

In Northeast India, secondary education is marked by distinct challenges. While states such as Mizoram and Tripura have achieved commendable literacy rates, concerns about quality and inclusiveness persist. Govinda (2020) notes that infrastructural gaps; shortages of subject-specific teachers, and barriers to inclusion for marginalised groups remain widespread, particularly in rural and remote areas. Economic constraints and limited institutional support exacerbate the difficulties students face when transitioning from primary to secondary schooling. Misimi et al. (2023) further emphasise that tribal students in the region encounter unique barriers, including linguistic differences, geographical isolation, a lack of culturally

responsive teaching, and financial hardship, all of which contribute to higher dropout rates.

Mizoram, which reported a literacy rate of 91.58% in Census 2011, stands out as a state with significant potential to leverage secondary education as an instrument for inclusive development. Despite this, systematic academic studies on the condition of high school education, particularly at the Classes 9 and 10 levels, remain scarce. Much of the existing research has concentrated on early childhood, primary education, or national-level perspectives on secondary schooling. Reports from government programmes such as the Rashtriya Madhyamik Shiksha Abhiyan and Samagra Shiksha provide useful data, but they do not present a comprehensive academic analysis of high school education in the state. Scholars such as Lalthanzuala (2018), Lalrempuii (2019) and Zokaitluangi (2020) have addressed aspects of pre-school, primary, and higher education in Mizoram, yet secondary education at the crucial high school stage has not been examined in sufficient depth. This gap leaves important questions unanswered about the specific challenges and opportunities within Classes 9 and 10, which are pivotal for student retention and preparation for further education or vocational pathways.

Undertaking a status study at this stage is vital for evidence-based planning and intervention. By generating comprehensive baseline data, research can identify existing strengths, locate weaknesses, and inform targeted strategies for improvement. UNESCO (2017) highlights that careful assessment of current conditions is fundamental to meaningful reform, while Sharma (2019) argues that identifying gaps in infrastructure, teacher availability, curriculum relevance, and student achievement constitutes the first step towards effective policy action. In Mizoram, where geography, resource limitations, and socio-economic conditions strongly shape educational outcomes, such analysis is particularly critical for ensuring interventions are context-specific and responsive.

Comprehensive examination of the state of high school education requires attention to infrastructure, teacher preparation, curriculum design, student performance, dropout trends, and socio-economic influences (Govinda & Bandyopadhyay, 2011). The National Education Policy of 2020 has reinforced the importance of evidence-based and locally adapted reforms to ensure both quality and

equity (Ministry of Education, 2020). Against this background, the absence of a detailed, dedicated study of high school education in Mizoram represents a significant research gap.

This study seeks to fill that gap by systematically analysing the status, problems, and prospects of secondary education in Mizoram, with specific focus on Classes 9 and 10. If weaknesses at this stage remain unaddressed, the consequences include limited access to higher education, restricted pathways to skilled employment, and constraints on human capital development, all of which hinder social and economic mobility. Identifying the precise points where challenges occur will enable targeted interventions that support student retention, enhance quality, and create pathways for equitable outcomes.

The insights generated by this research aim not only to strengthen academic understanding but also to provide actionable guidance for educators, administrators, and policymakers. By clarifying current gaps and highlighting opportunities for reform, the study aspires to contribute to the creation of a resilient, inclusive, and effective system of secondary education in Mizoram, thereby supporting both individual aspirations and the state's wider developmental goals.

1.5.0 RESEARCH QUESTIONS

To develop a deeper understanding of the current state of secondary education in Mizoram, it is important to examine the key areas that define its systematic functioning. Identifying the existing status, understanding the root causes of problems, and exploring future possibilities are central to this study. In line with these objectives, the following research questions have been formulated to guide the investigation and provide clear direction for analysis:

1. What infrastructure facilities are available in Mizoram's secondary schools in relation to (a) ICT, (b) inclusiveness, and (c) overall infrastructure?
2. What is students' enrolment in terms of gender and management?
3. What is the profile of teachers in terms of professional qualifications, types of management, teaching experience, and gender?

4. What are the activities and best practices in the secondary schools of Mizoram?
5. What are the teaching-learning processes and methods of instruction?
6. What are the methods of assessment and evaluation?
7. What challenges do teachers and students face in secondary schools in Mizoram?
8. What challenges do students face in secondary schools in Mizoram?
9. What are the perceptions of secondary school administrators about the prospects of secondary education in Mizoram?

1.6.0 STATEMENT OF THE PROBLEM:

The problem has been stated as “*Secondary Education in Mizoram: Status, Problems and Prospects*”

1.7.0 OBJECTIVES OF THE STUDY:

The following objectives have been formulated based on the research questions to guide the study:

1. To examine the infrastructural facilities available in secondary schools of Mizoram concerning: a) ICT, b) Inclusiveness, c) overall Infrastructure
2. To analyse students’ enrolment in terms of gender and types of management.
3. To critically examine the profile of teachers in terms of types of management, professional qualifications, teaching experience, and gender.
4. To examine the activities and best practices in the secondary schools of Mizoram.
5. To analyse the teaching-learning processes and methods of instruction in secondary schools in Mizoram.
6. To analyse the assessment and evaluation methods in Mizoram secondary schools.

7. To examine the challenges encountered by secondary school teachers in Mizoram.
8. To examine the challenges encountered by secondary school students in Mizoram.
9. To explore secondary school administrators' perceptions regarding the future of secondary education in Mizoram.

1.8.0 OPERATIONAL DEFINITIONS OF KEY TERMS:

Secondary Education: Within the scope of this study, secondary education denotes the formal stage of schooling comprising Classes IX and X. It represents a transitional phase between primary and higher secondary levels, during which learners are expected to acquire academic knowledge along with social and emotional competencies that prepare them for advanced study or vocational pathways.

Status: For the purposes of this study, status signifies the existing condition and functioning of secondary education in Mizoram. It encompasses dimensions such as infrastructure, the teaching-learning environment, best practices, administrative support, and the overall quality of educational provision during the period of the study.

Problems: In this study, problems describe the obstacles and difficulties encountered by students and teachers in secondary schools in Mizoram. These include issues related to teaching resources, classroom environment, curriculum overload, lack of motivation, infrastructural limitations, and gaps in policy implementation, all of which constrain the effectiveness of secondary education.

Prospects: As applied in this study, prospects indicate the future possibilities and opportunities for the development and improvement of secondary education in Mizoram. This dimension is examined through the views, expectations, and suggestions of administrators, with emphasis on strategies to address current challenges in order to strengthen access, quality, and outcomes.

Administrators: In the context of this study, *administrators* are principals and headmasters with direct responsibility for day-to-day management, academic

supervision, and administrative leadership of secondary schools. Their perspectives and decisions are central to the implementation of educational policies and the resolution of institutional challenges.

1.9.0 DELIMITATION OF THE STUDY:

The present study is delimited to only secondary schools affiliated with the Mizoram Board of School Education (MBSE).

CHAPTER – II
REVIEW OF RELATED LITERATURE

CHAPTER – II

REVIEW OF RELATED LITERATURE

A review of related literature provides the foundation for situating a research study within its theoretical and practical context. In the present investigation, *Secondary Education in Mizoram: Status, Problems, and Prospects*, the review has been organised to reflect the central concerns of the study while drawing on both national and international scholarship. The works examined span the period from 2000 to 2024, thereby offering insights into historical developments alongside more recent trends in secondary education.

For clarity and coherence, the literature has been structured around two broad thematic areas:

1. **Studies on the Status of Secondary Education**
2. **Studies on the Problems and Prospects of Secondary Education**

Within each of these themes, the review is further divided into two categories:

- **Studies conducted in India**, encompassing both national-level investigations and state-specific analyses; and
- **Studies conducted outside India**, which provide comparative and international perspectives.

This layered structure ensures that the review not only aligns with the objectives of the present study but also situates the context of Mizoram within wider educational discourses. By moving from broader national and international trends to specific concerns, the review creates a logical progression that informs and strengthens the subsequent analysis of secondary education in Mizoram.

2.1.0 STUDIES RELATED TO THE STATUS OF SECONDARY EDUCATION

2.1.1 Studies conducted in India

Maiti (2006) examined the post-independence development of secondary education among major tribal communities in the districts of Midnapore, Purulia, and Bankura in West Bengal. The study highlighted that, although considerable progress had been made in expanding access to secondary education, disparities persisted in the overall status of schools. A central concern was the uneven distribution of infrastructure across institutions. While some schools enjoyed adequate facilities, others operated with limited resources, leading to imbalances in educational quality. These differences in infrastructure shaped learning environments and, in turn, influenced the broader status of secondary education in the region.

Rani (2007) explored the progress and achievement of secondary education in India. The study observed that, despite considerable expansion in the number of educational institutions, enrolment rates at the secondary level continued to lag behind expectations. It was further revealed that a range of factors such as poverty, poor quality of instruction, socioeconomic disadvantage, and inadequate infrastructure contributed to weak outcomes in secondary education.

Reddy (2007) examined the development of secondary education in India, noting that the pace of growth remained slow until the turn of the century. The findings pointed out that a large section of children in rural areas continued to be excluded from secondary schooling. The study stressed the importance of enhancing the quality of education, reducing dropout rates, and ensuring the system responded more effectively to student needs. It also recommended regular curriculum renewal to make secondary education more relevant and responsive.

Wu and Carlson (2009), in their policy report *Secondary education in India: Universalizing opportunity* stressed the crucial role of secondary education in promoting economic mobility, strengthening social outcomes, and supporting democratic values. The report observed that, although India had achieved

considerable progress in primary education, the secondary sector remained underdeveloped, with a Gross Enrolment Ratio (GER) of approximately 40 to 52%, which was substantially lower than that of countries such as China and Sri Lanka. The authors also pointed to disparities in access and quality across rural and urban areas, gender groups, and socioeconomic categories. They further warned that the rapid expansion of primary education had placed immense strain on the secondary system, with enrolment expected to increase from 40 million in 2008 to 60 million within a decade.

Mylliemngap (2011) assessed the infrastructure of secondary schools in Shillong Town. The findings indicated generally positive conditions, as a large proportion of schools had adequate facilities such as well-constructed buildings, playgrounds, fencing, classrooms, information and communication technology resources, and reliable water supply. At the same time, the study drew attention to certain limitations. None of the schools offered transportation services, creating commuting difficulties for both students and staff. The research also observed that most schools lacked hostel accommodation, which posed further challenges for learners.

Nyokir (2011) examined the state of secondary education in four districts of Arunachal Pradesh. The study showed that overall enrolment had increased and retention rates were reasonably stable. Yet, the academic performance of students at the tenth-grade level remained weak, indicating unsatisfactory learning outcomes. Although many schools were equipped with play areas, water supply, and maps, a considerable number lacked essential infrastructure. Deficiencies included the absence of boundary walls, sufficient furniture, separate toilets, science kits, libraries, textbooks, play materials, musical instruments, and charts.

Madan (2013) examined the secondary-level curricula of CBSE, ICSE, and SSC boards in Mumbai schools. The study found that, in terms of syllabus content, textbooks, and instructional practices, CBSE and ICSE were largely comparable, while the SSC board was weaker on these parameters. The CBSE curriculum offered a fixed selection of subjects, whereas ICSE provided greater flexibility in subject choice. With regard to classroom dynamics and teaching approaches, CBSE

promoted activity-based learning, ICSE relied on traditional methods, and SSC followed a conventional approach with some use of demonstrations. Teacher–student ratios were balanced in CBSE and ICSE schools, while SSC schools maintained a relatively more manageable ratio. The study also reported that ICSE students generally came from higher socioeconomic backgrounds, while CBSE and SSC boards catered predominantly to middle-class families.

Roland (2013) investigated the enrolment of government secondary school students in relation to socioeconomic status in South Sikkim. The study revealed a strong association between students' backgrounds and their enrolment patterns. Enrolment disparities were evident not only in relation to socioeconomic conditions but also across gender and rural–urban contexts. The findings suggested that low enrolment in government schools was influenced by a negative perception of public institutions, parental preference for private schools among families with higher socioeconomic status, and challenges in rural areas such as illiteracy, poverty, lack of awareness, and inadequate resources. The study concluded that improving enrolment in secondary education would require targeted efforts to strengthen the socioeconomic conditions of disadvantaged regions.

Pathak (2014) conducted a series of case studies on underperforming secondary schools. The research demonstrated that schools, as learning organisations, should not be regarded solely as profit-oriented entities. Analysis of the five case studies showed that institutional performance deteriorated when the original service-driven ethos was weakened. The decline was largely attributed to the failure of school management bodies to exercise consistent oversight. The study further revealed that the absence of systematic revitalisation and restructuring measures contributed to the deterioration of these institutions, ultimately leading to their designation as “sick schools.”

Rani and Sujatha (2014) analysed the growth of secondary education in India since independence and observed that increasing enrolment at this level was primarily driven by the expansion of primary and upper primary schooling. The study drew attention to the rapid proliferation of private secondary schools, raising concerns

about uneven quality and questioning the role of privatisation in promoting equitable access. Although private institutions helped address certain infrastructural gaps, government secondary schools were still hampered by insufficient resources and limited institutional support. The paper also argued that secondary education had long been overlooked in terms of policy focus and financial investment, despite its central role in preparing the future workforce and fostering social equity.

Dash (2015) assessed the state of secondary education in Odisha. The study reported a considerable decline in dropout rates across several regions, although the problem remained acute in tribal and disadvantaged areas. Many secondary schools were found to lack basic facilities such as proper sanitation, playgrounds, and adequate school buildings. The analysis also showed that a large proportion of teachers did not have the required qualifications and were frequently appointed on a contractual basis. Overall, the research concluded that the condition of secondary education in Odisha was unsatisfactory and recommended comprehensive measures to secure universal access and to improve quality standards.

Kumari (2015) examined secondary education in Delhi and found that while most government-run schools were equipped with essential resources; many unaided private schools had access to superior facilities. Private institutions offered better infrastructure, including classrooms, internet connectivity, laboratories, and libraries, which often influenced parental choice of schools. The study further revealed that private schools achieved stronger examination results, whereas government schools employed a greater proportion of academically qualified and experienced teachers. The research also pointed out that growth in secondary school enrolment had remained limited over recent decades, while private institutions recorded steady increases. Despite efforts to extend access, the study confirmed that a significant number of children continued to be excluded from secondary education.

Zoramthangi (2016) analysed the evaluation system at the secondary level under the Mizoram Board of School Education (MBSE). The study observed that, while several aspects of the evaluation process required further improvement, the MBSE had made visible progress in different areas of its functioning. The High School

Leaving Certificate (HSLC) examination had undergone several revisions and modifications. The research recommended that examination questions be designed to demand higher-order cognitive skills rather than relying on rote recall. It also reported that private high schools performed better than government high schools in terms of examination results, and that male students consistently outperformed female students during the period of study.

Deccan Chronicle (2017) drew attention to the issue of teacher quality in private schools in Telangana, reporting that around 30 to 40% of teachers were unqualified, lacking the D.Ed. or B.Ed. credentials mandated under the Right to Education Act. The article noted that many of these teachers were recruited through informal walk-in interviews and employed without professional training. Such practices raised concerns regarding the quality of instruction and the effectiveness of student learning in private institutions.

Reema (2017) investigated assessment practices in secondary schools in Kerala. The findings showed that many teachers were involved in different stages of student assessment, including planning, administration, scoring, and record keeping, and providing feedback. The research also indicated that limited access to computer facilities constrained students' opportunities for computer classes, which were often restricted to a single period due to inadequate resources. A further concern was teacher bias, as some teachers were found to display favouritism towards particular students. The study also noted that most teachers did not prioritise preparing question papers that reflected application-based skills. The conclusion emphasised that students faced several challenges in the assessment system, including time pressures, heavy workloads, and the effects of teacher bias.

Jeya and Sivakumar (2018) surveyed the infrastructure facilities of high schools. The findings indicated no major differences in the facilities available to secondary schools located in rural, urban, and semi-urban areas. These facilities included co-curricular resources, amenities for teachers and students, teaching and learning provisions, and general infrastructure. Variations were observed in co-curricular resources depending on the period in which schools were established. Differences

were also noted among government, government-aided, and private secondary schools in terms of supplementary facilities.

Kusuma Trust (2018) investigated issues of access, progression, and learning in secondary education. The research revealed that progression through this stage was not consistently linear, and learning outcomes were inadequate. Considerable differences in achievement levels were recorded among students; with many struggling in basic reading comprehension and arithmetic. The study also reported a growing presence of private schools at the secondary level. It concluded that students entering secondary education often had weak foundations in language and arithmetic concepts taught at the primary and upper primary stages.

Mandal (2018) examined the development of secondary education in West Bengal since Independence. The study acknowledged substantial quantitative growth, such as increases in schools, enrolments, and teaching staff, but identified persistent problems that weakened quality. These included a shortage of teachers, the influence of political interests, frequent policy shifts, and a tendency towards the privatisation of secondary education.

Mollah (2018) assessed the status of secondary education in West Bengal during the 2016-17 academic years, focusing on a range of indicators. The study found that, in terms of enrolment and the Gender Parity Index, girls performed better than boys across all districts. Both the Gross Enrolment Ratio and Net Enrolment Ratio remained below 100 at state and district levels. The dropout rate exceeded the national average in every district. A high pupil-teacher ratio was recorded in 19 out of 21 districts, which negatively affected the education system. The student-classroom ratio was also unfavourable across all districts. Based on these indicators, the study concluded that the status of secondary education in West Bengal was unsatisfactory.

Poddar and Zeilang (2018) analysed the status of secondary education in India, with a focus on government initiatives and the prevailing conditions of the system. The study reported that, although the government had introduced several positive

measures to improve quality, further effort was still required to achieve future targets in secondary education.

Singh (2018) studied the evolution of secondary education in Darjeeling from the post-independence period to recent years. The results showed considerable growth in schools, enrolments, and teaching staff. Despite adequate infrastructural support in many schools, the study identified shortcomings, including incomplete implementation of RMSA initiatives, a shortage of science teachers, insufficient laboratory facilities, and limited medical resources.

Mahapatra and Goowalla (2019) examined the infrastructure of government and private secondary schools in Dimapur, Nagaland. The study reported that private institutions were generally better equipped, particularly in relation to essential facilities such as playgrounds, electricity supply, and classroom upkeep. By contrast, many government schools operated under inadequate conditions, with some functioning in makeshift buildings that contained only two rooms, one allocated to teachers and the other for students. The findings pointed to a wide gap in the provision of educational resources between the two types of schools.

Sinha and Kumar (2019) investigated the status of secondary education in Nagaland, focusing on disparities in academic achievement. The study drew attention to the need for sustainable development in both the management and the long-term prospects of this sector. Specific areas identified for improvement included student enrolment ratios, teacher recruitment, hostel facilities for girls, financial provision, and opportunities for skill enhancement. The research noted that gaps in these areas contributed to pressing challenges such as declining enrolment at the higher secondary stage and shifts in students' career pathways.

Kapur (2020) studied the condition of secondary education in rural areas and observed that it remained largely underdeveloped. The investigation pointed to several shortcomings in rural schools, including a shortage of trained teachers, limited teaching materials, ineffective pedagogical practices, and inadequate facilities. The research also acknowledged the introduction of targeted policies and programmes aimed at addressing these gaps. Beyond academic concerns, broader

socio-economic challenges such as poverty, illiteracy, unemployment, and underdevelopment were found to hinder the growth of secondary education in rural communities.

Miglani (2020) examined the trajectory of secondary education within the framework of India's five-year plans. The study noted that secondary education had long received limited attention in national planning, with inadequate financial support restricting its progress. A key reason identified for this neglect was the preference for directing resources towards primary education. Greater emphasis on the secondary stage emerged only after the National Policy on Education of 1986, which was influenced by the increasing number of educated yet unemployed youth. The analysis further explained that the earliest five-year plan prioritised elementary schooling, and subsequent plans continued to provide insufficient focus on secondary education, particularly in terms of funding.

Raut (2020) conducted an extensive study on the status of tribal ashram schools up to the secondary level in the Amravati division of Maharashtra. The research pointed to the role of government policies and schemes in improving educational opportunities for tribal learners. It further observed that public schools were generally more effective than private tribal residential institutions. Despite these efforts, most boarding students expressed dissatisfaction with hostel facilities, and enrolment among tribal children continued to lag behind that of their mainstream peers. The study also noted a rise in dropout rates following the completion of secondary education. Other persistent issues included inadequate laboratory provision, frequent family migration, language barriers, and an imbalance between the number of female teachers and girls enrolled, parental indifference to education, illiteracy, and poverty.

Deb (2021) examined the development of secondary education in Tripura, both before and after the state's formation. The findings documented a serious shortfall in infrastructural resources across schools. While a limited number of institutions, primarily in the capital and sub-divisional towns, had adequate facilities, many rural schools continued to function without essential resources. The study also reported

shortages of headmasters and science teachers. Although the number of schools expanded rapidly, progress was largely quantitative, with limited improvements in quality. Rising student enrolment was accompanied by increasing dropout rates, which posed a significant barrier to educational advancement in the state.

Kaleem and Akhtar (2021) reviewed the state of secondary and higher secondary education in India. Their analysis showed a steady rise in student enrolment and improvements in the gross enrolment ratio at the secondary level in recent years. Progress was also recorded in achieving gender parity. At the same time, the review noted that, although advances had been made in student enrolment, teacher recruitment, and school expansion, the number of secondary institutions remained inadequate for the goal of universalising secondary education. The study concluded that while Indian secondary education has demonstrated encouraging trends, both quantitative growth and qualitative enhancement are still required.

New Delhi Television Limited (2021) reported a marked rise in girls' enrolment in government schools, attributing this progress to greater accessibility, government initiatives such as Beti Bachao Beti Padhao, and shifting parental attitudes toward female education. Data released by the Ministry of Education indicated that the gross enrolment ratio for girls at the secondary stage increased from 77.45% in 2014-15 to 81.32% in 2018-19. The article pointed out that awareness campaigns, financial incentives, the provision of girls' toilets, and the expansion of residential schools had all contributed to this improvement. These measures were instrumental in reducing the gender gap and strengthening the participation of girls in secondary education.

Sehjal (2021) studied the effectiveness of secondary school teachers with reference to gender, location, and school type. The findings suggested that gender had little influence on teaching efficacy, as male and female teachers performed at comparable levels. Differences were more pronounced between urban and rural teachers, with urban educators showing stronger outcomes. Further variations were also observed according to the type of institution, indicating that school context shaped the effectiveness of teachers' work.

Singh (2021) investigated policies, facilities, and providers influencing secondary education among tribal communities in Madhya Pradesh. The study observed that poor infrastructure and limited educational resources restricted the extent to which tribal students could benefit from government schemes. Inadequate transport was identified as a major barrier to regular school attendance, critically affecting learning opportunities. Many schools were found to operate with insufficient facilities and without a stable teaching workforce, both of which hampered progress. While a positive teacher–student relationship existed, language differences sometimes created communication difficulties. The study also reported that although tribal students demonstrated potential in cultural and sporting activities, their participation remained limited, often due to shyness, low motivation, and related factors.

Devi, Surana, and Shah (2022) developed the PIE Index to assess the condition of primary and secondary education in India. The results showed considerable variation across states: Punjab, Kerala, and Tamil Nadu ranked highly, whereas several other states lagged, particularly in infrastructure and equity. The study also drew attention to rising dropout rates at the secondary level, which exceeded 14% in 2020-21, and recommended stronger investment in teacher training and infrastructural development.

Karim (2022) examined the status of secondary education in Bihar. The research pointed out that the state's poor literacy levels stemmed from long-standing neglect of the education sector. The findings stressed the urgent need to increase the proportion of secondary schools to meet growing demand, since only 4% of institutions catered to this stage compared with 47% offering primary education. The dropout rate at the secondary level was found to be higher than the national average, and the shortage of teachers added to the problem. The study also noted an increase in private unaided schools alongside a decline in government institutions. Gender disparity remained significant, with both male and female student numbers falling at the secondary stage. The research concluded that secondary education in Bihar had been consistently overlooked.

Das (2022) investigated the infrastructural status of secondary schools under the framework of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in districts of West Bengal. The study reviewed facilities such as school buildings, playgrounds, libraries, laboratories, and ICT resources. The analysis indicated that many rural and urban schools lacked essential infrastructure, including adequate computer facilities, proper restrooms, reliable water supply, and sufficient library resources. Across all districts surveyed, the research showed that infrastructure provision fell short of RMSA requirements.

Mahajan (2022) undertook a detailed study of secondary schools in rural Ludhiana district. Among the 30 schools surveyed, only four received a below-average rating. The research found that teachers were generally punctual and supportive toward students. Schools that performed better were characterised by the presence of young, well-qualified teachers, which had a positive impact on educational quality. The study further observed that students demonstrated respect, discipline, and enthusiasm for learning.

Mohalik and Sethy (2022) examined the status of secondary education in Jharkhand within the framework of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The study found widespread deficiencies, with many schools failing to meet basic requirements such as adequate restrooms, electricity, and overall infrastructure. The researchers attributed these shortcomings largely to the lack of seriousness on the part of the government in implementing policies and plans effectively.

Rajak (2022) investigated the importance and challenges of secondary education, emphasising its role as a critical bridge to higher education and skilled employment. The study identified several systemic obstacles that undermine its effectiveness, including the non-detention policy at the primary level, which weakened quality standards, inadequate integration of values and life skills, uneven gross enrolment rates, and persistent concerns regarding equity and social justice.

Howlader and Roy (2023) assessed the progress of secondary education in India since Partition, attributing developments to on-going reforms designed to address both present and future needs. Their findings showed substantial gains in access,

enrolment, girls' participation, and curriculum reforms through the National Curriculum Framework. The gross enrolment ratio at the secondary level reached 73.14% in 2019, a considerable increase compared with the immediate post-Partition period. The authors argued that these achievements reflected the government's sustained commitment to strengthening quality and reducing systemic barriers in secondary education.

Vankar (2023) investigated the educational experiences of Scheduled Caste students in Sabarkantha District at the secondary and higher secondary levels. Teachers reported that discriminatory practices negatively affected students' psychological well-being, although government improvement initiatives had produced some positive outcomes. Students expressed satisfaction with certain measures, yet delays and insufficient financial support limited their impact. Parents confirmed that discrimination persisted in schools and classrooms but acknowledged that government schemes had facilitated progress to some extent. Concerns were raised about the inadequate and delayed provision of facilities and scholarships, which left many students dissatisfied.

Mehta (2023) analysed the status of secondary education in India and documented significant growth in the number of schools and teaching staff. Despite increased enrolment, the study noted that a large number of girls remained excluded from secondary schooling. Many institutions also lacked essential facilities, signalling gaps in resource allocation. The assessment concluded that secondary education continued to receive insufficient priority in educational investment.

2.1.2 Studies conducted abroad

Bregman et al. (2003) carried out a study on the quality of secondary education in Africa (SEIA). The study found that secondary education in Africa often fails to adequately equip students for both their future careers and lifelong learning. The research highlighted the inadequacies in numerous African secondary schools in terms of curriculum and administrative aspects. The study also identified a trend in which many of these schools were taking measures to revamp their curricula and management practices. Furthermore, the research emphasized the need to re-evaluate

the goals of secondary education in Africa as a key priority to enhance its overall quality.

Quist (2003) undertook a research project focused on the role of secondary education as a means of promoting national development in Ghana. The study critically evaluated this dynamic within the context of the post-colonial era. The study's findings highlighted a significant challenge in secondary education, primarily attributed to inadequate and unsuitable funding. The research also deliberated on the imperative of advancing secondary education in Ghana, emphasizing its growth in various domains, particularly towards a more technology-driven, globally aware, and adaptable form of education. The study further emphasized the importance of prioritizing and enhancing educational opportunities and scholarships for girls, highlighting their crucial role in national development.

European Training Foundation (2008) outlines the global evolution of secondary education across OECD countries, underscoring significant increases in enrolment juxtaposed with rapidly emerging challenges in ensuring quality and relevance. The report finds that while more students are attending upper secondary schools, policymakers worldwide are struggling to maintain teaching excellence and adapt curricula to meet evolving economic and social demands. Common issues identified include improving instructional quality, addressing inequities in access, and modernizing education systems to align with market and lifelong learning needs. The note also highlights high-performing systems such as Finland and Korea as exemplars, attributing their success to robust teacher training, well-designed curricula, and equitable access to quality education

Kim et al. (2009) conducted a case study centred on secondary education and teacher excellence in the Republic of Korea. The outcomes of this case study revealed a substantial surge in secondary education within Korea. Additionally, the research uncovered that despite this expansion, significant concerns persisted concerning the quality of secondary education in the country. This dissatisfaction primarily stemmed from the issue of disproportionately large class sizes.

Rahman et al. (2010) investigated the evolution of secondary education in Bangladesh from the colonial era to the 21st century. The study documented substantial progress, with significant efforts made to expand access, particularly for female students. These measures included curriculum reforms and initiatives promoting gender equity, which contributed to increased enrolment across different sectors. At the same time, the analysis pointed out that improvement in quality had not kept pace with expansion, as reflected in examination results. The researchers stressed the need for greater financial investment in the sector, noting the persistent shortage of resources allocated to secondary education.

Koutrouba (2012) explored secondary school teachers' perceptions in Greece of the qualities that define an effective educator. The findings showed that classroom instruction improved considerably when teachers applied varied teaching approaches and established meaningful communication with students. Effective teaching was associated with strategies that made lessons clear, personalised, and engaging, thereby encouraging active participation. Teachers also emphasised that building trust, demonstrating strong subject knowledge and communication skills, cultivating supportive relationships, showing openness, and maintaining respect were central to teaching effectiveness. The study concluded, however, that the rigid curriculum in Greek secondary schools limited the extent to which teachers could employ such strategies.

Palagolla and Wickramarachchi (2019) examined the integration of information and communication technology (ICT) in Sri Lankan secondary schools. Although teachers expressed positive attitudes toward digital tools, actual classroom application remained limited. Barriers included weak infrastructure, lack of leadership support, poor planning, and insufficient teacher training. The study also noted that teachers with stronger English proficiency were more likely to adopt ICT, indicating a link between language skills and digital integration.

Kostiuchyk and Bondar (2021) analysed secondary education reform priorities in Ukraine in the context of globalisation, with comparisons to China, Germany, and Poland. Their study showed that international and European standards promoting

equity and quality had strongly shaped policy in all four countries. In Ukraine, recent legislation introduced free primary education, territorial access to general secondary schooling, infrastructure for learners with special needs, and adequate funding through state and local governments. A key reform involved shifting from content-heavy curricula to competency-based education, emphasising interdisciplinary, transversal, and ICT-related skills. While these changes marked progress, the authors argued that Ukraine still needed to align more closely with global standards to achieve the full potential of its reforms.

2.2.0 STUDIES RELATED TO THE PROBLEMS AND PROSPECTS OF SECONDARY EDUCATION

2.2.1 Studies conducted in India

Lall and House (2005) examined the challenges facing India's education system, with particular attention to rural contexts at both the primary and secondary levels. The research observed that despite numerous government policies and recommendations, practical outcomes were often limited. Key concerns in secondary education included high dropout rates beyond the tenth standard, weak learning outcomes, inadequate infrastructure, ineffective school management, teacher absenteeism, widespread vacancies, poor quality, and insufficient funding. The study also pointed out that large numbers of students continued to be excluded from education altogether. In addition, the absence of a common schooling system resulted in enrolment patterns being determined by socioeconomic status, with some students entering government schools and others private institutions. The study concluded that disparities in resources and social background produced deeply unequal educational opportunities.

Vijayalakshmi (2005) investigated the difficulties encountered by tribal students enrolled in high schools in Kerala. The study considered multiple aspects, including the school environment, teacher attitudes, classroom practices, examinations, library access, co-curricular activities, and study habits. Findings indicated that many tribal students felt undervalued and overlooked, perceiving their presence or absence as inconsequential to school authorities. Reports of neglect from teachers and

discrimination from non-tribal peers were common. Language barriers posed further challenges, limiting communication and learning. Other problems included long distances between schools and homes, a lack of teacher commitment, and inadequate library provision. The study concluded that the home environment of tribal students did little to foster academic engagement, compounding the challenges they faced at school.

Anand (2007) analysed the challenges of secondary education in India, arguing that the system appeared satisfactory on the surface but lacked relevance in contemporary society. The study noted that classroom practices were largely restricted to information transfer for examinations, with little scope for active participation or engagement. This approach, according to the research, undermined educational quality and limited students' future opportunities. In Manipur, in particular, the academic environment was described as unclear, with minimal revision of syllabi. Funds were concentrated on teacher salaries rather than the development of infrastructure such as classrooms, laboratories, and playgrounds, leaving schools under-resourced.

Kingdon (2007) studied the state of educational progress in India's schools and identified low enrolment in secondary education as a pressing concern. The findings suggested that the scarcity of conveniently located secondary schools contributed to this decline, with girls especially reluctant to attend distant institutions due to traditional values and safety concerns. Economic pressures in poor households often led to students leaving school early. The research also highlighted interstate variation in access, reflecting significant inequalities. Secondary school participation was described as both limited and unevenly distributed. Additional problems included poor academic performance, inadequate facilities, high levels of teacher absenteeism, and weak resource provision, all of which undermined the quality of education.

Remadevi (2008) examined the limitations of Kerala's secondary education system and identified constraints in infrastructure, academics, instruction, administration, and finance. Staff rooms offered limited storage, poor ventilation, and inadequate restroom facilities. Classrooms were affected by unreliable electricity, weak

ventilation, and a lack of access to learning resources. Drinking water facilities and provisions for co-curricular activities were also limited. The study noted shortages of qualified librarians, restricted library collections, inadequate laboratory equipment, insufficient professional training for teachers and poorly maintained school buildings. Financial constraints, particularly in private schools, compounded these issues. The curriculum was described as lacking practical relevance, which contributed to student dissatisfaction, while an inflexible administrative structure created difficulties for both teachers and students.

Pajankar and Pajankar (2010) studied the expansion of schooling in India and observed continuing inequalities in access. The goal of providing schools within one to three kilometres of every rural settlement remained unmet, particularly in hilly regions. The researchers argued that this situation required systematic intervention from public authorities. They found that rural school expansion had been slow, resulting in disparities both among and within States and Union Territories. Increases in the number of secondary schools were often due to reclassification rather than the establishment of new institutions. Strengthening school infrastructure across the country was identified as an urgent need.

Suresh (2010) investigated the views of students, teachers, parents, and administrators on academic challenges in secondary schools. The findings showed that government schools tended to have stronger facilities than private schools, including libraries, laboratories, hostels, and teacher quarters. At the same time, the overall school environment was unsatisfactory. Classrooms frequently lacked proper lighting and ventilation, and overcrowding placed strain on the teacher-student ratio, making classroom management difficult. Teacher absenteeism and truancy added to these problems. The study concluded that a large number of secondary schools faced serious challenges related to overcrowding, insufficient facilities, and weak management practices.

Biwal (2011) examined development policies, programmes, and challenges in secondary education in India. The analysis traced distinct trajectories in the sector's growth. Participation from socially disadvantaged groups remained limited, while

progress was recorded in several areas, including an increase in the number of schools and improvements in related dimensions. Student enrolment at the secondary level expanded considerably, yet disparities persisted in access and participation, shaped by geography, gender, and socioeconomic background.

Chiinkhanniang (2011) studied the challenges encountered by tribal students in high schools within the Imphal district of Manipur. The research found that many students faced social difficulties in school, and more than half reported emotional struggles. Infrastructure-related problems were also common, although fewer than half of the students cited these as recurring issues. Health and hygiene concerns affected a substantial number of students, while language barriers emerged as a major obstacle in learning. The study also reported that many students lived in unsupportive home environments and that financial and academic pressures were widespread. Variations in the nature of challenges were linked to gender and school type, with differences observed among students from five tribal groups.

Willy (2011) investigated the progression of secondary education in the Zikzak Block of the West Garo Hills district in Meghalaya. The findings indicated widespread dissatisfaction with secondary education across the block. A shortage of trained teachers was identified as a major factor limiting progress, while heavy workloads constrained teachers' professional development. The absence of adequate medical facilities was also recorded. The study concluded that secondary education in Zikzak lagged behind other parts of the district, leaving the block at a disadvantage in terms of educational development.

Ghosh and Sengupta (2012) studied the spatial challenges shaping secondary education in the Hugli district. The research suggested that high school education in the region was at a critical turning point. Socioeconomic conditions were categorised as moderate, with urban influences increasingly affecting rural schools. The growth of English-medium institutions and the spread of modern education practices were reshaping rural learning environments. The study observed uneven distribution of both socioeconomic factors and school-related resources across different areas,

which hindered the effective functioning of secondary schools. Among these, socioeconomic conditions were identified as the more pressing barrier.

Pratichi Institute and UNICEF (2013) investigated the prospects and challenges of secondary education in West Bengal. Their findings indicated that participation rates in the state exceeded the national average, with many students benefiting from cost-free education. At the same time, several deficiencies were recorded, particularly concerning accessibility. Long distances between homes and schools contributed to higher dropout rates. Shortages of classrooms, teachers, and essential facilities such as laboratories, libraries, and ICT resources further constrained secondary schooling. The study concluded that the challenges were deeply rooted and unlikely to be resolved quickly, recommending long-term interventions and increased financial support as necessary strategies.

Chaudhari (2016) researched the difficulties persisting in secondary education. The study acknowledged improvements in school facilities but pointed out that many habitations remained without access to secondary schools. Government institutions were found to have a lower proportion of permanent buildings compared with private schools. The analysis also noted that secondary education had historically received limited attention in financial planning. It concluded by calling for sustained efforts to improve infrastructure, enhance school facilities, and strengthen the professional development of teachers.

Mitra (2017) conducted a critical evaluation of secondary education in India. The study argued that, although the importance of this stage is widely acknowledged, it continues to be the weakest link in the educational framework. Existing provisions were insufficient to meet the needs of a rapidly expanding population. Access was often shaped by financial capacity rather than academic merit, producing inequities in opportunity. The aims and objectives of secondary education were found to be vaguely defined. The research also drew attention to the adverse effects of an excessive emphasis on examination grades, which fostered dissatisfaction and disillusionment among students.

Singh (2017) examined the challenges confronting secondary school education in India. The study reported a marked increase in enrolment during the previous decade, with growth estimated at around 30 per cent. Female enrolment was found to surpass that of males. Despite this progress, multiple barriers persisted. The research pointed to declining educational quality, regional imbalances, falling standards, and corruption within the education system. Value education was either absent or narrowly confined to religious aspects. Girls' education suffered from limited attention, contributing to high dropout rates. Inadequate infrastructure was also identified as a serious concern. The curriculum was described as unsatisfactory due to uneven syllabi and limited subject options. In addition, societal preference for private schools over government institutions influenced parental choices, affecting enrolment patterns.

Kapur (2018) studied the difficulties facing secondary education in India and observed a fall in enrolment and high dropout rates, particularly before completion of Class X. Even among those who remained in school, only a minority achieved proficiency in mathematics. The study criticised the artificial separation between primary and secondary education in administration and called for comprehensive reform. It argued that the gap between schooling and actual education reflected a deepening learning crisis. The research also documented limited funding for the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), which undermined infrastructure development and accessibility. Many schools lacked computer laboratories and libraries despite the goals of the Digital India programme. The findings concluded that the absence of basic facilities had become the most pressing issue, taking precedence over learning itself.

Umesh and Sivakumar (2018) undertook a detailed analysis of the main challenges affecting secondary education in India, grouping them into five categories: students, teachers, infrastructure, leadership and administration, and community. At the student level, obstacles included inadequate family support, poor emphasis on holistic development, limited access to ICT, and health-related difficulties. For teachers, issues such as weak motivation, low accountability, limited competence, inadequate training, and reluctance to adopt innovative methods were identified. In

terms of infrastructure, schools frequently lacked adequate buildings, classrooms, sanitation, drinking water, laboratories, and libraries. The leadership and administration dimension revealed ineffective management, poorly functioning committees, and weak principals. At the community level, the study observed limited parental involvement, weak community engagement, and low participation in school activities. Together, these factors hindered the effectiveness of secondary education in India.

Babu (2019) studied the problems encountered by secondary school students in the Ramanathapuram district of Tamil Nadu. The research found that gender did not influence the types of difficulties faced, although differences were observed between rural and urban students. No variation emerged between students in private and aided schools, but distinctions were apparent between those attending government and private institutions. With respect to religion, Hindu and Muslim students faced largely similar challenges, while differences were recorded between Hindu and Christian students and between Muslim and Christian students. The study concluded that caste categories such as Forward Castes (FC), Most Backward Castes/Backward Castes (MBC/BC), and Scheduled Castes/Scheduled Tribes (SC/ST) did not significantly shape the problems students encountered.

Daikho (2019) investigated the problems of government secondary schools in the Mao Naga area of Manipur. The research documented a shortage of qualified teachers, language barriers, and poor infrastructure as major obstacles to progress. Teacher distribution was highly uneven: hill districts suffered from inadequate staffing, while valley districts were sufficiently served, creating disparities in enrolment and dropout rates. Co-curricular activities were largely neglected, and teachers had limited access to in-service training. Other challenges included inadequate transport and accommodation facilities, weak supervision by authorities, scarce educational resources, parental illiteracy, and ineffective school mapping. The curriculum was also criticised for being disconnected from students' lives and irrelevant to the local context.

Rakshe (2019) conducted a comparative study of high school students in CBSE-affiliated and Maharashtra State Board schools in Gondia, Maharashtra. The research found differences in health and physical development between the two groups, with CBSE students experiencing more frequent problems. Variations were also noted by gender and living conditions, with female students more likely to encounter challenges. Social and recreational issues, by contrast, were found to be relatively similar across school types.

Windlass (2019) discussed solutions to the challenges facing secondary education in India, drawing on data from the Annual Status of Education Report (ASER) 2017. The article noted that around 25 per cent of secondary-age students struggled to read simple texts in their native language, and dropout rates at this stage remained high. Curriculum gaps, particularly during the transition from elementary to secondary education, were identified as a major cause of learning difficulties. The intense pressure of board examinations and reliance on rote memorisation reduced student engagement and weakened educational quality. Additional problems included a shortage of trained teachers, inadequate ICT facilities such as computers, projectors, and internet connectivity, and the limited provision of life skills training.

Tok and Boli (2019) studied the challenges faced by secondary school students in Arunachal Pradesh. The findings suggested that most students were satisfied with their teachers' instruction, yet several shortcomings persisted. Many teachers did not use teaching aids, and nearly half of the students reported that the syllabus was left incomplete. The predominant method of teaching was lecture combined with illustration, limiting variety in classroom practices. Students also encountered serious infrastructural deficiencies, including overcrowded classrooms, unreliable power supply, and poor ventilation. Access to transport, clean drinking water, laboratories, libraries, and internet connectivity was limited. Academic performance, particularly in government schools, was described as unsatisfactory. The study concluded that restructuring secondary education in Arunachal Pradesh was necessary to address these systemic barriers.

Ansari (2020) explored the challenges and prospects of secondary education in India. The study argued that the absence of a clear and relevant purpose was the most fundamental weakness at this level. The goals of secondary education were found to lack connection to real-life contexts, and the system was unable to develop imagination, critical thinking, or sound judgement. The research pointed to limited vocational training as a factor contributing to unemployment among young people and criticised the weak emphasis on value education, which should promote tolerance, cooperation, honesty, and respect for teachers. Life skills such as communication, leadership, decision-making, and problem-solving were also underdeveloped. Other concerns included insufficient attention to physical education, a shortage of trained teachers, and a curriculum that inadequately addressed cognitive, affective, and psychomotor learning domains. Financial constraints compounded these problems. The study concluded that secondary education in India remained fragile, with issues of stagnation and wastage requiring urgent attention, and stressed that quality must accompany quantitative expansion.

Barman (2020) examined the challenges faced by secondary school teachers in Ganeshguri Municipality of Kamrup District. The study reported that many schools lacked proper infrastructure, including sufficient library resources and standardised staff rooms. Teachers had limited opportunities for training, and provisions for fieldwork were absent. Parental involvement was weak, particularly in government schools where students were mostly from disadvantaged backgrounds. Financial difficulties restricted access to education for many students. Teachers also faced classroom challenges such as discipline issues, lack of student concentration, and behavioural problems including smoking among pupils. The study concluded that both infrastructural and social barriers hindered effective teaching and learning in secondary schools.

Devi (2020) investigated the state of science education in secondary schools in Sonitpur, drawing attention to alarming infrastructural gaps. While some general facilities were available, only a small proportion of schools possessed properly equipped science laboratories. The lack of hands-on resources for STEM subjects was found to severely limit practical learning opportunities. The study concluded that

targeted investment in infrastructure was essential to strengthen science education in the district.

Kumar (2021) examined the difficulties faced by teachers working with children with special needs in Karnataka. The descriptive study of 47 special educators revealed that many lacked adequate knowledge of autism, including instructional strategies and classroom management techniques. These gaps were traced to shortcomings in both pre-service training and in-service professional development. The research argued that without comprehensive disability-specific preparation and continuous professional support, teachers remained underprepared to create inclusive classrooms capable of addressing diverse learning needs.

Mahajan (2021) explored the challenges associated with secondary education in remote parts of India. The study documented fundamental barriers such as financial limitations, weak guidance, inadequate infrastructure, shortages of teaching staff, gender inequalities, limited resources, and the digital divide. Students in rural regions were found to have restricted access to supportive learning environments, basic facilities, and mentoring. The study also observed that many students from these areas experienced low self-confidence, poor communication skills, limited technical proficiency, and a lack of exposure and clear direction, which continued to affect them during and beyond their school years.

Sardar (2021) conducted a case study on the challenges and prospects faced by secondary school teachers in India. The research identified corruption as a factor contributing to the decline in educational quality and noted the persistent neglect of value education. Gender disparities in literacy, favouring men, were also observed. The coexistence of diverse curricular systems was reported to create confusion among students. The study further pointed to irregularities among personnel in government schools and a societal preference for private institutions. Additional challenges included student indiscipline, weak parental support, time constraints, teacher workload, and curriculum-related difficulties.

Bordoloi and Pandey (2022) examined the barriers to accessibility in secondary education in India. The study argued that the issue required urgent attention, as a

large proportion of children of secondary school age were excluded from schooling. Insufficient public funding, the high costs associated with secondary education, and weak government investment in school education were identified as central obstacles to participation and expansion.

ChalkyPapers (2022) investigated challenges faced by teachers in secondary schools, particularly in the classroom environment. The study reported that students increasingly expected interactive and varied approaches to teaching, often responding to questions through debate rather than direct answers. This placed teachers under pressure to manage classroom dynamics effectively. Older teachers were observed to struggle with the integration of new technologies, which had become essential in contemporary education. The study also pointed to strong societal expectations regarding teaching practices, which contributed to additional stress for teachers.

Dhaneswar (2022) studied the quality of secondary education in the tribal districts of Odisha within the framework of the Samagra Shiksha Abhiyan. The research revealed poor conditions in schools, with inadequate classrooms, limited staff facilities, poorly maintained restrooms, absent boundary walls, and unreliable access to safe drinking water. A shortage of headmasters and subject teachers was evident, and many schools operated with only half of their required teaching staff. The analysis also showed gender and category imbalances, with very few female teachers and limited representation from Scheduled Tribe communities. Technological resources were largely unavailable, and special educators had not been appointed, making it difficult to foster an inclusive learning environment.

Gaba (2022) reviewed policy recommendations for universalising secondary education in India. The paper drew attention to continuing challenges such as high dropout rates, limited access for rural and marginalised communities, inadequate infrastructure, and the need for reforms in curriculum and teacher training. The study emphasised that addressing these concerns was essential to improving both equity and quality in secondary schooling.

LotusArise (2022) examined the landscape of secondary education in India, focusing on the difficulties faced by students in small and remote areas. The study reported that resource scarcity and restricted learning opportunities were major barriers. Broader systemic issues were also identified, including a shortage of trained and committed teachers, excessive emphasis on English, and neglect of practical training, weak support for holistic development, limited stakeholder engagement, and infrequent monitoring by higher authorities. Insufficient infrastructure, lack of extracurricular opportunities, absence of career guidance, and poor sports facilities were also noted. In addition, the study documented concerns such as peer pressure, imbalance between academic achievement and life values, indiscipline, declining student interest, and rising mental health challenges.

Mahakur (2022) explored the challenges faced by teachers in implementing curricular and co-curricular activities in secondary schools. The findings indicated that teachers in both government and private schools generally managed classroom curricular activities without major difficulty, though issues with course content were reported more frequently by private school teachers. Government teachers often struggled with limited access to laboratories, which restricted science projects and practical learning. Private school teachers reported heavier workloads, but they were also found to be more effective in executing co-curricular programmes than their counterparts in government institutions.

Parbin (2022) investigated the issues and prospects of secondary education in Assam. The research highlighted several persistent problems, including overcrowded classrooms, undersized school buildings, and an inadequate curriculum that failed to address the needs of students and society. The system was found to lack clear direction in achieving the goals of secondary education, particularly in supporting personality development. A shortage of qualified teachers and limited leadership training opportunities further constrained progress. Additional problems included scarcity of textbooks, parental illiteracy, financial hardship, and insufficient facilities such as laboratories and libraries. The examination system was described as burdensome, creating anxiety among students, while co-curricular activities remained neglected. At the same time, the study pointed to opportunities for

improvement, recommending that secondary education be restructured to enhance vocational and productive skills. Diversified courses in areas such as agriculture, commerce, and technical fields were proposed as means to broaden opportunities and deliver more relevant, high-quality education.

Suja (2022) examined teaching competency and the challenges faced by secondary school teachers in the Jaintia Hills district of Meghalaya. The study reported that teachers possessed appropriate academic qualifications for the secondary level, and comparable levels of competency were observed across government, government-aided, and private institutions. Competency was measured in subject knowledge, instructional methods, communication, professionalism, and evaluation, with similar performance noted across all school types. Teachers identified syllabus completion as a common challenge, and shortages of teaching facilities were found to affect performance to some degree. Difficulties in evaluating students were also reported. While government schools were equipped with adequate classrooms, some government-aided and private institutions struggled with limited classroom space, affecting overall infrastructure.

Choudhary (2023) investigated the strengths and weaknesses of secondary education in India. The study found that the past decade had witnessed improvements in the gross enrolment ratio and transition rates, alongside reductions in dropout levels. At the same time, the system continued to suffer from irregularities, poor infrastructure, and uneven distribution of resources across states, towns, and villages. Academic and socio-economic factors both contributed to student disengagement, while the absence of nearby schools hindered enrolment and retention, particularly among rural girls. Persistent quality concerns were traced to institutional and systemic shortcomings, with underperforming schools limiting both participation and achievement.

Ecole Globale (2023) addressed the on-going challenges facing secondary education in India, emphasising widespread deficiencies in infrastructure, teaching resources, and qualified staff. These gaps were linked to unsatisfactory student outcomes. The paper also incorporated perspectives from Indian boarding schools, which

highlighted the barriers that prevent students from enrolling, remaining, and successfully completing their studies. Financial constraints, gender inequalities, inadequate facilities, and urban–rural disparities were identified as major obstacles, alongside declining quality of instruction.

Patil and Patil (2023) analysed the condition of rural schools in Maharashtra, noting severe shortages of basic amenities such as drinking water, which forced students to travel long distances. Infrastructural weaknesses, including poorly maintained buildings and limited ICT facilities, obstructed the introduction of digital technologies in classrooms. A lack of qualified and ICT-trained teachers compounded these issues. While some improvements had been initiated through targeted programmes, the authors argued that long-term investment in infrastructure, systematic teacher development, and stronger resource provision were essential for improving outcomes in rural secondary education.

TeachToEarn (2023) draws attention to major obstacles in the integration of ICT in Indian education. Many schools, particularly those in rural areas, face severe infrastructural limitations, including the absence of reliable electricity, internet connectivity, and hardware. Even where digital facilities exist, poor maintenance and delays in upgrading systems weaken their effectiveness. The study also stresses the urgent need for comprehensive teacher training programmes, as a large proportion of educators remain underprepared to integrate technology effectively into their classroom practice.

TriumphIAS (2023) provides an overview of the challenges and opportunities within secondary education in India. While the Right to Education Act has strengthened access to primary education, access to secondary schooling continues to be a significant hurdle, particularly in rural and remote regions. The analysis highlights stark disparities in the quality of secondary education across the country, linked to out-dated pedagogical methods, limited resources, and insufficient teacher preparation. It also identifies multiple causes of high dropout rates, including poverty, child labour, early marriages, and inadequate infrastructure. A chronic shortage of qualified and trained teachers, especially in rural areas, adds to the

difficulties, with overburdened staff struggling to provide personalised attention to learners. Persistent inequities based on socioeconomic background, gender, and marginalisation further restricts access to quality secondary education.

Verma et al. (2023) investigated infrastructural challenges across Indian educational institutions through a survey of 450 teachers at the primary, secondary, and higher levels. Their findings revealed widespread dissatisfaction with available facilities, with 43.8% of respondents reporting dissatisfaction, including 13.6% who were strongly dissatisfied. The deficiencies cited included poorly maintained libraries, inadequate restrooms, and limited provision for students with special needs, unsafe drinking water, and a lack of playgrounds. Limited access to digital resources and well equipped libraries emerged as critical barriers to effective teaching and learning, as teachers identified these shortcomings as directly undermining instructional quality.

Barman (2024) highlights the continuing resource gaps that constrain inclusive education in India. Many schools lack essential infrastructure such as accessible buildings, ramps, and modified toilets, while appropriate learning materials and assistive technologies including Braille books, audio aids, and digital resources are often unavailable. The study also underlines the shortage of trained teachers and the absence of sustained professional development opportunities, both of which prevent teachers from adequately meeting the diverse needs of learners with disabilities. These conditions collectively undermine efforts to create inclusive and supportive school environments.

Joshi and Khatiwada (2024) reviewed the barriers to integrating ICT in education and provided a strong empirical foundation for understanding the multiple constraints involved. Their findings emphasised the interconnection between technology access, teacher training, and policy, and they called for a comprehensive approach that combines infrastructure investment, professional development, and equitable implementation strategies.

2.2.2 Studies conducted abroad

Diven (2004) studied the challenges and prospects of secondary education in Morocco. The research identified finance as a major obstacle in this sector. Imbalances in course selection and unequal enrolment between general and technical secondary schools were also reported as critical concerns. The study drew attention to the disparity between technical and general education, which posed a significant challenge. Other issues included the lack of subject streamlining, the need for curriculum and teaching method reform, and the declining appeal of technical education due to concerns about unemployment after graduation. The study also outlined avenues for improvement, such as planned reforms aligned with construction and vocational requirements, fostering cultural and religious awareness to instil confidence and knowledge in students, and nurturing critical skills to enable learners to lead fulfilling lives.

Deyoung (2006) examined the problems and trends in secondary education in Kyrgyzstan, Central Asia, since 1990. The findings highlighted the many difficulties encountered by the public education system throughout the 1990s and into the early twenty first century. Educators and officials reported that much of the strain stemmed from resource shortages, including inadequate salaries, limited equipment, and insufficient teaching materials. The study noted a range of problems such as challenges in language instruction, disparities between rural and urban schools, and inequities arising from resource distribution. Economic pressures remained a central issue, with limited resources reducing access and compromising equity. As a result, school attendance among rural students was significantly affected.

Mgina and Lwehabura (2011) investigated the state of secondary school libraries within the framework of the Secondary Education Development Plan (SEDP) in Dodoma municipality, Tanzania. The research found that only a small number of schools possessed libraries. During the implementation phase of SEDP, no public schools and only one private school established a library where none had previously existed. Of the schools that did establish libraries, only a minority had separate library buildings, and few employed professionally trained librarians. The study

concluded that despite SEDP initiatives, the quality of school library services remained inadequate, with many schools lacking libraries altogether or operating with limited resources and staff.

Bishaw and Lasser (2012) analysed the past, present, and future prospects of education in Ethiopia. Their review showed that foreign invasions had profoundly influenced several aspects of Ethiopia's educational history, including curricula, language of instruction, and cultural content. The study stressed the need for an education system that is both culturally relevant and responsive to students' needs, achievable through collaboration between international organisations and local stakeholders. It also recommended strengthening teacher training as a national priority and increasing investment in this area. Achieving gender equality and implementing inclusive education were highlighted as essential goals. Finally, the study called for expanded educational opportunities for students in rural areas.

Suleman et al. (2012) examined the challenges encountered by secondary school teachers in Kohat Division, Pakistan. The findings indicated that there were no significant gender differences in teachers' attitudes toward the issues that hindered their professional effectiveness. At the same time, the study identified a wide range of obstacles affecting teaching performance. These included overcrowded classrooms, inadequate provision of basic facilities, excessive workloads, disruptive student behaviour, insufficient salaries, low morale, and the fragile economic condition of teachers. Other challenges involved household responsibilities, long commutes to schools, strained collegial relationships, and biased and punitive head teachers, limited opportunities for in service training, classroom management difficulties, additional administrative duties, and a shortage of teaching materials. The study concluded that these combined factors undermined the performance of both male and female teachers.

Ahmad et al. (2013) investigated the difficulties confronting the Government Secondary School System in Pakistan. The study highlighted inadequate financial support as a primary concern. The lack of resources within schools demotivated teachers, who were already dissatisfied with salaries that compared poorly with other

professions in the country. The study also revealed that favouritism and nepotism influenced teacher transfers and postings, particularly in rural areas where accommodation was insufficient. Political interference contributed to the appointment of under qualified staff, intensifying the workload of teachers already coping with shortages. A lack of professional training further limited teacher development and reduced the quality of education. Head teachers were often perceived as failing to show respect to teachers, which led to a sense of isolation within the system. The study concluded that political intrusion into schools weakened teacher morale and eroded educational standards.

Matthew (2013) analysed the challenges and potential strategies for improving secondary education in Nigeria. The findings identified several systemic weaknesses, including limited funding, deteriorating infrastructure, shortages of qualified teachers, negative attitudes among some educators, student indiscipline, irregularities in examinations, unsatisfactory academic outcomes, deficiencies in the curriculum, and the problem of school dislocation. The study argued that overcoming these issues required increased financial investment, stronger administrative practices, fairer examination procedures, expanded training for teachers, consistent monitoring of schools, measures to reduce school dislocation, and substantial revisions to the secondary education curriculum.

Abdulrasheed and Bello (2015) investigated the challenges faced by secondary school principals in leadership roles within northern Nigeria. The study found that many principals were not directly involved in instructional supervision, often delegating this responsibility to senior teachers. Inadequate funding emerged as a critical concern, limiting principals' effectiveness and disrupting school operations. The absence of financial resources also hampered the smooth functioning of schools, leaving administrators struggling to meet basic needs. The research further revealed that the secondary education board failed to organise seminars aimed at strengthening principals' leadership skills. Principals were also found to have limited authority in disciplining teachers, which weakened their capacity to maintain standards. To address these concerns, the study recommended the organisation of annual seminars and workshops to improve leadership competencies and called for

direct allocation of school funds to institutional accounts. Such measures, if implemented, were expected to strengthen school leadership and enhance the overall functioning of secondary education in the region.

Ahmadi et al. (2015) examined the issues and prospects associated with implementing the new secondary school curriculum in Nigeria. The study pointed to several opportunities for more effective curriculum delivery. It stressed the importance of collaboration among stakeholders in mobilising the resources and funding needed for curriculum rollout. Teachers were also being prepared through seminars and workshops designed to improve their skills, productivity, and effectiveness. Importantly, the government allowed teachers to take part in curriculum planning and development, marking a shift towards inclusivity in decision making. Teachers were additionally encouraged to engage in in service training to ensure that their professional knowledge remained current. Together, these measures represented promising steps toward strengthening curriculum implementation.

Ike (2017) studied the problems and prospects of secondary education in Nigeria, highlighting a variety of systemic challenges. Staffing instability and inadequate infrastructure were particularly problematic. Basic classroom facilities such as chairs and desks were insufficient, forcing students to share desks in overcrowded and uncomfortable conditions. Libraries and equipment were poorly resourced, while a lack of relevant books and the persistence of examination malpractice further undermined academic standards. The study identified key contributing factors, including inadequate parental support, poverty, politicisation of education, and the presence of multiple education systems. A lack of meaningful progress in educational research was also noted as a hindrance to innovation and improvement in Nigerian secondary education.

Owan et al. (2018) explored the challenges of school management and their effect on student achievement in secondary schools within the Calabar Education Zone of Cross River State, Nigeria. The study found that students in the area demonstrated commendable academic performance, with clear links between effective school

management and positive outcomes. Strong school discipline, motivated teachers, and effective classroom management all contributed significantly to student success. Among these factors, discipline had the greatest influence on achievement, followed by teacher motivation and classroom practices. The findings suggested that when school environments are well managed and teachers are supported, students are better able to thrive academically.

Goshu and Woldeamanuel (2019) investigated the challenges affecting the quality of education in Ethiopian secondary schools. Their findings revealed that a low completion rate in primary education had adverse effects on the progression of secondary education. The study also pointed to disparities in access and noted significant shortcomings in students' learning outcomes. A shortage of qualified staff and limited commitment from education administrators further compounded these issues. Key concerns included weak school environments, inadequate infrastructure, low teacher salaries, and poor policy implementation. Although access to secondary education had improved, quality remained a pressing issue. Despite achieving a satisfactory gross enrolment ratio, academic performance and overall educational standards were low. The study also found that the curriculum did not adequately address labour market needs and lacked the flexibility to reflect local contexts.

Chowdhury et al. (2021) examined the implementation of the “creative curriculum” at the secondary level in Bangladesh, designed to foster critical thinking and reduce rote learning. The study revealed that the intended pedagogical reforms were undermined by insufficient teacher training, lack of resources, and the persistence of an exam-driven culture. These limitations restricted the curriculum's ability to achieve its transformative objectives.

Ezamba et al. (2021) analysed the challenges of classroom management faced by secondary school educators in Onitsha South and North, Nigeria. The study identified a wide range of difficulties, including inadequate seating due to overcrowding, time constraints, disruptive noise, varied student personalities, and language barriers. To address these challenges, the researchers proposed solutions

such as allocating sufficient time for lesson preparation, creating effective classroom structures, respecting students' rights, providing relevant teaching materials, enforcing clear rules, ensuring subject mastery, and adopting student-centred teaching methodologies.

Kamonges (2021) studied the challenges and potential of secondary education in Uganda. The research highlighted persistent shortages in teacher recruitment and appointment, leaving many positions unfilled. The study, drawing on findings from the National Curriculum Development Centre (2013), noted that the curriculum faced serious obstacles, including outdated colonial-era content, overloaded syllabi, and textbooks dominated by rote-learning approaches. Limited use of visual aids, interactive activities, and assessment strategies reinforced teacher-centred methods, preventing learners from developing essential life skills and competencies. Integration of ICT remained minimal, with many teachers lacking the necessary proficiency to apply digital tools in the classroom.

Sadulski (2023) provided a global perspective on educational challenges, emphasising the pivotal role of international organisations such as UNESCO, USAID, and the World Bank in rebuilding systems disrupted by COVID-19. The paper argued that tackling inequities in education requires more than financial support. Investments in modern infrastructure, teacher compensation, professional development, and effective public–private partnerships are critical to creating inclusive and resilient secondary education systems worldwide.

Maremba (2024) examined the growing crisis in Uganda's secondary education, focusing on the burden of exorbitant and unpredictable school fees. The study revealed that even government schools charge as much as \$700 per term, forcing families to sacrifice essential needs such as healthcare in order to afford schooling. This financial strain has led to high dropout rates, highlighting deep inequities that continue to limit access to secondary education.

2.3.0 Analysis of the Review of Related Literature

The review of related literature provides a comprehensive understanding of the advances made and the persistent challenges that shape secondary education at both national and international levels. While the social and cultural context of each region influences the particular issues that emerge, there are striking commonalities that point to systemic patterns across countries. For clarity, the literature has been examined under two broad categories: the status of secondary education and the problems and prospects that define its development.

2.3.1 Status of Secondary Education

Within India, secondary education has expanded considerably since independence, with steady growth in enrolment and visible improvements in gender parity (Rani & Sujatha, 2014; Wu & Carlson, 2009; Kaleem & Akhtar, 2021). This expansion has been largely driven by the successful broadening of access to primary education, which has created greater demand at the secondary stage. Yet the quantitative achievements stand in contrast with enduring qualitative weaknesses. Several studies point to deficiencies in infrastructure, inconsistencies in educational quality, and lack of curricular alignment across school boards (Maiti, 2006; Myllemngap, 2011; Madan, 2013). Government schools, in particular, are repeatedly identified as struggling with poorly maintained classrooms, limited access to science laboratories, and restricted opportunities to engage with digital technologies, which significantly constrain the quality of teaching and learning (Mahapatra & Goowalla, 2019; Devi, 2020).

International studies provide parallel observations. Research conducted in African countries (Bregman et al., 2003), South Korea (Kim et al., 2009), and Bangladesh (Rahman et al., 2010) highlights the continuing tension between expanded access and the maintenance of quality. Limited infrastructure, rigid curricula, and insufficient financial investment emerge as recurrent barriers. These insights make clear that the effective functioning of secondary education depends not only on enrolment growth but also on robust infrastructure, qualified teachers, and curricula that are both contextually relevant and adaptable to societal change.

2.3.2 Problems and Prospects of Secondary Education

The challenges facing secondary education in India reveal themselves as deep structural and systemic concerns. Studies by Anand (2007), Kingdon (2007), Mitra (2017), and Bordoloi and Pandey (2022) consistently point to persistent deficits in infrastructure, limited use of ICT, out-dated pedagogical practices, inadequate administrative support, and shortages of qualified teachers. Research focusing on tribal and remote regions (Singh, 2021; Mahajan, 2021; Devi, 2020) adds further complexity, showing that marginalised communities often experience exclusion due to cultural and linguistic barriers, geographical isolation, and financial hardship. These conditions, in turn, drive higher dropout rates and reduce student motivation.

International perspectives reinforce this picture. Studies from Nigeria (Ike, 2017; Owan et al., 2018), Pakistan (Suleman et al., 2012), and Uganda (Kamonges, 2021) identify similar barriers, ranging from poor infrastructure and unstable financial systems to underprepared teachers and rigid curricular frameworks. Research from Europe and Asia (European Training Foundation, 2008; Kostiuhyk & Bondar, 2021) demonstrates that even countries with advanced economies face challenges in adapting curricula, ensuring equity, and sustaining educational relevance in rapidly changing societies. This convergence across contexts suggests that the problems of secondary education are not confined to particular nations but represent enduring global concerns.

The literature also presents avenues for improvement. Scholars argue for pedagogical innovation that reduces reliance on rote learning and fosters critical and creative thinking (Chowdhury et al., 2021; Koutrouba, 2012). Others highlight the importance of sustained investment in teacher preparation and professional development (Ahmadi et al., 2015), the strengthening of school leadership (Abdulrasheed & Bello, 2015), and the involvement of communities in educational processes (Quist, 2003). Taken together, these contributions underscore that meaningful progress requires a comprehensive approach that integrates policy reform, infrastructure enhancement, effective teaching practices, and the empowerment of teachers and school leaders.

2.4.0 Identification of Research Gaps

Although the body of literature on secondary education is substantial, several gaps remain, particularly in relation to Mizoram. These gaps underline the need for context-specific inquiry that captures the lived realities of students, teachers, and administrators:

1. **Integrated Analysis of Infrastructure:** Existing studies frequently examine discrete elements such as buildings or laboratories but seldom present a holistic view of infrastructural readiness. There is little work that integrates ICT facilities, science laboratories, and inclusive education provisions, which together form the backbone of effective learning environments.
2. **Contextual Enrolment and Gender Dynamics:** While overall enrolment trends have been examined, nuanced analyses of gender-specific enrolment patterns across different types of school management remain absent. Such studies would shed light on equity and socio-cultural influences in Mizoram.
3. **Detailed Teacher Profiles:** Although teacher-related challenges are noted widely, few studies provide systematic profiles of teachers with respect to qualifications, training, gender balance, and institutional affiliation. Such profiles are crucial to formulating informed recruitment and training policies.
4. **Best Practices and Innovations:** Limited research exists on the identification and documentation of innovative practices or exemplary models within Mizoram's secondary schools. Highlighting such practices would allow for the dissemination of contextually grounded strategies for improvement.
5. **Teaching and Learning Processes:** Pedagogical challenges are often discussed in general terms, but detailed investigations of classroom practices, teacher–student interactions, and the use of instructional strategies in Mizoram are rare. Such research would provide insights into both strengths and shortcomings in teaching methods.
6. **Assessment and Evaluation Practices:** The literature seldom examines the assessment practices employed in Mizoram's schools in detail. Understanding their nature, effectiveness, and limitations is particularly important in light of

national reforms advocating for formative and competency-based assessments under NEP 2020.

7. **Teacher and Student Experiences:** While broad challenges are acknowledged nationally, there is a lack of qualitative work that documents the lived experiences of teachers and students in Mizoram. Such narratives are essential for understanding how structural challenges are felt in practice.
8. **Administrator Perspectives:** Perhaps the most neglected area is the role of school administrators. Their decisions directly shape institutional functioning, yet little research has captured their perceptions and practices. Exploring these perspectives would reveal both the potential and the constraints of local educational leadership.

Conclusion

The review of literature reveals that while secondary education has expanded globally in terms of enrolment and gender participation, persistent challenges remain. Across contexts, deficiencies in infrastructure, shortages of qualified teachers, limited pedagogical innovation, and assessment systems dominated by examinations continue to compromise both quality and equity. In India, increased enrolment has been achieved largely through the expansion of primary education, yet disparities in resources, weak institutional accountability, and barriers faced by marginalised groups undermine progress. International studies similarly demonstrate that access alone is insufficient without sustained investment in teacher development, curriculum reform, and inclusive practices.

Within Mizoram, research remains fragmented, with little systematic analysis of infrastructure, teaching practices, assessment, and stakeholder perspectives. This absence highlights the need for a comprehensive and context-specific inquiry. The present study seeks to address this gap by offering an integrated examination of Mizoram's secondary education system, aiming to generate evidence-based insights that inform both local improvements and wider educational debates.

CHAPTER III
METHODOLOGY

CHAPTER III

METHODOLOGY

The research methodology outlines and explains the techniques employed for collecting and analysing data in the study. It plays a vital role in ensuring the quality and credibility of the research while contributing to the advancement and dissemination of knowledge. A well-structured methodology is essential, as it provides a coherent and logical framework for designing, organising, and conducting the study in a systematic and consistent manner. It also serves as the foundation for evaluating the reliability and validity of the findings. The methodology adopted for the present study is discussed under the following sections:

- 3.1.Method of the study
- 3.2.Population of the study
- 3.3.Sample of the study
- 3.4.Tools used
- 3.5.Procedure of data collection
- 3.6.Analysis of Data

3.1. Method of the study

The study adopted a mixed-methods research design, specifically an explanatory sequential design. In the first phase, quantitative data were collected and analysed to examine the status, problems, and prospects of secondary education in Mizoram. In the second phase, qualitative data were collected through Focus Group Discussions (FGDs) and a semi-structured questionnaire to explain and validate the quantitative results. This design facilitated a comprehensive understanding of the research problem by integrating numerical findings with qualitative insights.

3.2 Population of the study

The population of the present study comprises all stakeholders associated with secondary education in Mizoram under the Mizoram Board of School Education. It includes secondary schools, teachers, students, and headmasters or headmistresses representing various management types such as State, Samagra, Deficit, Adhoc Aided, Lumpsum Aided, and Private institutions. These groups together form the foundation for assessing the status, problems, and prospects of secondary education in the state.

Secondary Schools: The population of secondary schools includes all secondary institutions in Mizoram functioning under the Mizoram Board of School Education. This encompasses schools belonging to different management types such as State, Samagra, Deficit, Adhoc Aided, Lumpsum Aided, and Private schools. These schools collectively represent the institutional framework for evaluating the current status of secondary education in the state.

Table 3.1

Population of Secondary Schools in Mizoram as on 31st August 2023

Management	State	Samagra	Deficit	Adhoc Aided	Lumpsum Aided	Private	Total
No.of Schools	198	99	9	129	48	217	700

Source: Statistics of school education 2022-23

Secondary School Teachers: The population of secondary school teachers consists of all teachers serving in secondary schools under the Mizoram Board of School Education. This includes teachers from State Government, Samagra Shiksha, Deficit, Adhoc Aided, Lumpsum Aided, and Private schools. These teachers form a key group for understanding the challenges and problems related to classroom teaching, curriculum implementation, and the overall functioning of secondary schools in Mizoram.

Table 3.2***Population of Secondary School Teachers in Mizoram as on 31st August 2023***

Management		State	Samagra	Deficit	Adhoc	Lumpsum	Private	Total
					Aided	Aided		
No.of Teachers	Male	744	342	70	592	139	640	2626
	Female	455	308	52	269	87	389	1613
	Total	1199	650	122	861	226	1029	4239

Source: Statistics of school education 2022-23

Secondary School Students: The population of secondary school students comprises all learners enrolled in secondary schools under the Mizoram Board of School Education. This includes students from State Government, Samagra Shiksha, Deficit, Adhoc Aided, Lumpsum Aided, and Private schools. This group represents the learners' perspectives and experiences, providing valuable insight into the challenges and barriers they encounter across various aspects of the educational process.

Table 3.3***Population of Secondary Schools students in Mizoram as on 31st August 2023***

Management		State	Samagra	Deficit	Adhoc Aided	Lumpsum Aided	Private	Total
No.of Teachers	Male	6264	1294	1126	2817	888	5810	18928
	Female	6601	1350	1667	3333	933	5866	20385
	Total	12865	2644	2793	6150	1821	11676	39313

Source: Statistics of school education 2022-23

Headmasters/Headmistresses of Secondary Schools: The population of headmasters and headmistresses includes all school heads of secondary schools under the Mizoram Board of School Education. This comprises administrators from State Government, Samagra Shiksha, Deficit, Adhoc Aided, Lumpsum Aided, and Private schools. These school leaders provide informed perspectives on the prospects, challenges, and developmental needs of secondary education in Mizoram.

3.3.0 Sample

The study employed a multi-phase sampling design combining quantitative and qualitative approaches to ensure comprehensive data collection. A multistage stratified proportionate random sampling technique was used for the quantitative phase, while purposive sampling was adopted for the qualitative phase, which included Focus Group Discussions (FGDs). This design allowed the study to achieve both breadth and depth, ensuring that diverse perspectives were represented.

Although the sampling aimed to mirror the actual distribution of schools by management type and district, strict proportional representation was not always maintained. Minor deviations occurred in certain categories and districts, particularly where the number of schools was limited, to ensure adequate representation for meaningful analysis.

3.3.1 Sample of the schools:

For the quantitative phase, 15% of the total population of secondary schools in Mizoram, that is, 107 out of 700 schools, was determined as the target sample size based on data from the Directorate of School Education (2023). A multistage stratified proportionate random sampling technique was employed to ensure fair representation across management types and districts.

In the first stage of stratification, the schools were classified according to their management types: Government, Deficit, Adhoc Aided, Lumpsum Aided, Private, and Samagra. Samples were then drawn proportionally from each category based on their share of the total school population.

In the second stage, further stratification was carried out district wise within each management category, applying proportionate allocation to maintain balanced geographical representation.

In the final stage, schools within each district management stratum were selected through simple random sampling to ensure that each school had an equal chance of inclusion.

This stratified multistage sampling strategy ensured representativeness across both administrative and geographical dimensions, allowing for more accurate and generalisable findings.

In the qualitative phase, 22 stakeholders were purposively selected for Focus Group Discussions (FGDs) to gather in depth insights. Participants were drawn from Government, Deficit, Adhoc Aided, Lumpsum Aided, Samagra, and Private schools to reflect the full range of institutional experiences and perspectives.

Tables 3.4 and 3.5 present the distribution of sampled schools by management type and district respectively.

Table 3.4*Distributions of sampled schools by Management:*

Managements	Total Schools	Sample	%
Govt	198	29	15
Samagra	99	15	15
Deficit	9	4	44
Adhoc Aided	129	19	14
Lumpsum Aided	48	7	15
Private	217	33	15
Total	700	107	15

Table 3.5*Distributions of sampled schools by District:*

District	Total Schools	Sample	%
Aizawl	197	31	16
Champhai	57	9	16
Hnahthial	23	4	17
Khawzawl	28	4	15
Kolasib	46	7	15
Lawngtlai	63	10	16
Lunglei	94	14	15

Mamit	54	8	15
Saitual	50	7	14
Serchhip	47	7	15
Siaha	41	6	15
Total	700	107	15

3.3.2 Teachers

A total of 428 teachers were arbitrarily selected for the study, with four teachers chosen from each of the 107 sampled schools. Efforts were made to include teachers from different subject areas and with varied professional experience to ensure a balanced representation of teaching perspectives across the state.

3.3.3 Students

The study included 1,070 students, with ten students selected from each sampled school. Care was taken to ensure gender balance and inclusion of students from different academic levels so that the student sample reflected the broader secondary school population in Mizoram.

3.3.4 Administrators

Out of the 107 sampled schools, 96 school administrators including headmasters, headmistresses, and principals participated in the study. A few administrators were unavailable during the researcher's visit, accounting for the slightly lower participation rate. Follow up visits were attempted where possible, but inclusion was limited to those available during the data collection period.

3.3.5 Focus Group Discussion

A total of 22 stakeholders were purposively selected to participate in the Focus Group Discussions (FGDs). Representation was ensured across all major school management types, including Government, Deficit, Adhoc Aided, Lumpsum Aided, Samagra, and Private schools, allowing for diverse institutional perspectives and experiences to emerge.

Table 3.6

Samples selected for the Focus Group Discussion

Sl.No.	Stakeholders	No.
1.	Administrators	6
2.	Teachers	6
3.	Students	10
Total		22

3.4.0 Tools used

The following tools were employed to study the status, problems, and prospects of secondary education in Mizoram.

3.4.1 Observation Checklist

3.4.2 Personal Data Sheet

3.4.3 Questionnaire for teachers

3.4.4 Questionnaire for students

3.4.5 Questionnaire for administrators.

3.4.6 Questionnaire for Focus Group Discussion

In alignment with the objectives of the study, all tools were developed by the investigator with careful attention to their relevance, clarity, and appropriateness of

content. Each item was thoughtfully constructed to ensure that it directly addressed specific aspects of the research questions and contributed meaningfully to the overall purpose of the study.

To ensure the validity and reliability of the instruments, particular attention was given to content validity. Content validity refers to the extent to which a tool accurately measures the construct it is intended to assess. To establish this, the developed questionnaires were submitted for expert review to twelve faculty members from the Department of Education, Mizoram University, who possess expertise in educational research and tool development.

The experts evaluated the instruments in terms of relevance, comprehensiveness, clarity, and alignment with the research objectives. The tools underwent a rigorous revision process based on their detailed feedback and critical observations. Items considered unnecessary or repetitive were removed, while new items suggested by experts to improve the depth and coverage of the instruments were included.

The revised tools were finalised and deemed suitable for field administration following this systematic review and refinement process. This careful validation procedure significantly enhanced the credibility and rigour of the data collection instruments used in the study.

3.4.1 Observation Checklist

To assess the status of secondary education in Mizoram with respect to key structural and support components, a structured Observation Checklist was developed by the investigator. A checklist serves as a systematic observational tool designed to record the presence, quality, or frequency of specific features or practices within a setting. It promotes objectivity and uniformity in data collection through the use of predefined indicators that the observer can verify and record.

This tool was employed during field visits to selected schools to gather data on three major dimensions: ICT Infrastructure, Inclusiveness, and Overall Infrastructure Facilities. Prior to each observation, informed consent was obtained from the participating schools to ensure ethical compliance and transparency.

The checklist was organised into the following domains:

- **ICT Infrastructure:** This section comprised 10 categories that assessed the availability and functionality of information and communication technology resources such as computers, internet connectivity, digital classrooms, and related facilities.
- **Inclusiveness:** This section consisted of 18 categories that examined the extent to which schools provided inclusive education facilities, including support for children with special needs and accessibility provisions.
- **Overall Infrastructure Facilities:** This domain was subdivided into the following thematic areas:
 - Status of School Building and Physical Conditions
 - Status of Classroom Facilities
 - Status of Other Room Facilities
 - Status of Sanitation and Water Facilities
 - Status of Other Essential Facilities

Each item on the checklist was designed in alignment with the objectives of the study and with reference to both national and state level standards for school infrastructure. The tool offered a comprehensive framework for objectively recording the physical and functional conditions of the sampled schools.

3.4.2 Personal Data Sheet

The investigator developed a Personal Data Sheet to systematically gather background information from the participating teachers. The primary purpose of this tool was to examine the demographic and professional profiles of teachers, which were essential for contextualising their responses and identifying meaningful patterns within the study.

The data sheet included the following key variables:

- **Professional Qualifications:** Information regarding the academic and professional degrees held by the teachers.

- **Type of Management:** Details about the category of school in which the teacher was employed, such as Government, Deficit, Aided, Private, or Samagra.
- **Teaching Experience:** The total number of years the teacher had been engaged in the teaching profession.
- **Gender:** The gender identity of the respondent.

The Personal Data Sheet served as a fundamental instrument for classifying teacher respondents and enabled the researcher to analyse the data in relation to their background characteristics, thereby adding depth and clarity to the interpretation of results.

3.4.3 Questionnaire for teachers

The investigator developed a comprehensive Questionnaire for Teachers to collect detailed information on various aspects of teaching practices, assessment methods, and professional challenges faced by secondary school teachers. The questionnaire was carefully designed in alignment with the objectives of the study and structured to ensure clarity, relevance, and ease of response.

The tool was organised into the following major dimensions:

1. **Teaching Learning and Methods of Instruction:** This section examined the pedagogical strategies and instructional methods employed by teachers. It was further categorised under the following areas:
 - Curriculum design and its implementation
 - Classroom teaching methods
 - Teaching and learning procedures
 - Use of technological tools in teaching
 - Teaching and learning objectives
2. **Assessment and Evaluation Procedures:** This dimension explored the methods and practices used by teachers to evaluate student performance. It included:

- Classroom assessment procedures
- Perceived effectiveness of different assessment methods
- Types of assessment used to determine final grades

3. **Problems Faced by Teachers:** This section investigated the challenges and constraints encountered by teachers in their professional environment. It was divided into the following sub areas:

- Infrastructure and amenities
- Classroom and other room facilities
- Teaching resources and materials
- School administration
- Service conditions
- Teaching and learning challenges
- Student related concerns
- ICT implementation
- Inclusiveness and support for diverse learners
- Co curricular activities

The questionnaire followed a semi structured format, combining closed ended questions with an open ended section. Respondents were asked to select answers from predefined options using a tick mark system for ease and consistency. The open ended items at the end of the questionnaire allowed teachers to provide further explanations, comments, and suggestions.

This design facilitated the collection of both quantitative data for statistical analysis and qualitative insights that enriched the understanding of teachers' experiences and perspectives in the context of secondary education in Mizoram.

3.4.4 Questionnaires for students:

The investigator developed a semi structured questionnaire consisting mainly of closed ended questions to examine the specific challenges and constraints experienced by secondary school students. The tool was carefully aligned with the

objectives of the study and designed to ensure clarity, simplicity, and ease of response, while also allowing students to share additional insights where appropriate.

The questionnaire covered the following major dimensions:

- Infrastructure and amenities
- Classroom amenities
- Water facility and hygiene
- Learning
- Administrative aspects
- Teachers
- Other facilities
- ICT implementation
- School based activities
- Student related issues

The questionnaire was prepared in a user friendly and straightforward tick box format to ensure that it was easily comprehensible for secondary school students. To supplement the quantitative data and facilitate qualitative understanding, a remarks section was included at the end of each question. This section allowed students to freely express additional thoughts, opinions, or concerns that were not captured by the closed ended items.

This comprehensive approach enabled both breadth and depth in exploring students' lived experiences and perceptions concerning the status and challenges of secondary education in Mizoram.

3.4.5 Questionnaire for administrators

The investigator developed two semi structured questionnaires for administrators. One focused on examining the current activities and best practices implemented in secondary schools, while the other explored administrators' views on the future prospects of secondary education in Mizoram. Both tools were designed in accordance with the objectives of the study, particularly those related to the anticipated developments and policy directions in the education sector of the state.

The first questionnaire, which concentrated on school activities and best practices, was organised into key dimensions to maintain clarity and focus. These dimensions included:

1. **Co-curricular Activities:** This section aimed to understand the range and frequency of co-curricular activities offered in schools. Administrators were asked to provide information on the types of programmes conducted, the level of student participation, and the contribution of these activities to students' holistic development.
2. **Best Practices:** This dimension examined the exemplary practices adopted by schools to enhance academic performance, promote moral and value based education, and encourage innovative or context specific approaches that strengthen school culture. Questions were framed to elicit detailed responses on initiatives undertaken to improve teaching learning processes and student engagement.

All respondents were presented with a common set of core questions to ensure consistency and comparability across schools. At the same time, the semi structured format allowed flexibility for respondents to elaborate on school specific experiences and perspectives. This approach facilitated the collection of both quantitative and qualitative data.

The second questionnaire focused on administrators' perspectives regarding the future prospects of secondary education in Mizoram. It was organised under the following thematic areas:

- Perceptions regarding the primary goals of secondary education, examining administrators' views on its core purposes and intended outcomes.
- Perceptions of areas that should be emphasised, identifying the academic or developmental domains most in need of improvement.
- Perceptions of initiatives to enhance the prospects of secondary education, highlighting policy level or school level actions considered essential for strengthening the system.

- Envisioning the future of secondary education in Mizoram, capturing projections and expectations about the long term growth and transformation of the sector.
- Perceptions of future accomplishments in light of the NEP 2020 recommendations, assessing administrators' awareness and expectations regarding the implementation of the National Education Policy 2020 at the secondary level.

The questionnaire was presented in a tick based format for ease of response, with an optional remarks section that allowed administrators to elaborate on or add any additional viewpoints. This design ensured both uniformity in responses and the inclusion of context specific insights that enriched the understanding of secondary education in Mizoram.

3.4.6 Questionnaire for Focus Group Discussion

After the quantitative data were collected and analysed, the investigator identified specific patterns, issues, and trends that required deeper exploration to fully understand their underlying causes and contextual significance. To achieve a more comprehensive understanding of the status, problems, and prospects of secondary education in Mizoram, a Focus Group Discussion (FGD) guide was developed.

This qualitative tool was designed based on the findings of the quantitative phase and aimed to elicit rich, descriptive insights from participants. The FGD questions were framed to explore the reasons behind observed challenges, uncover contextual influences, and examine the perceptions and experiences of different stakeholders that could not be fully captured through quantitative methods.

The discussions sought to provide depth to the statistical findings by highlighting personal experiences, institutional realities, and contextual explanations. The qualitative findings obtained from the FGDs were then carefully integrated with the quantitative data to ensure triangulation, thereby enhancing both the validity and interpretative depth of the study.

This sequential explanatory approach strengthened the comprehensiveness of the research by combining the breadth of quantitative evidence with the depth of

qualitative understanding, resulting in a holistic portrayal of secondary education in Mizoram.

3.5.0 Procedure of data collection

The study adopted a two-phase data collection strategy that integrated both quantitative and qualitative methods to ensure a comprehensive, systematic, and ethically grounded investigation. This mixed approach enabled the collection of measurable data alongside in-depth insights, thereby strengthening the reliability and validity of the findings.

3.5.1 Phase I: Quantitative Data Collection

For the present study, data were collected from both primary and secondary sources to achieve a comprehensive understanding of the research problem.

For the secondary data, relevant information was obtained from the Directorate of School Education, Mizoram. These data included essential details on the classification of schools, enrolment figures of students and teachers, and the categorisation of educational institutions under different management types. This information provided a foundational understanding of the structural and demographic composition of secondary schools in the state.

For the primary data, the investigator undertook extensive field visits to all 107 sampled schools situated across the eleven districts of Mizoram. During these visits, observations were carried out using a structured checklist to record infrastructural, administrative, and support facilities. Prior consent for observation was obtained from each school to ensure ethical compliance.

Along with the observational data, quantitative information was also gathered through questionnaires administered to various stakeholder groups as follows:

- 428 teachers
- 1,070 students
- 96 school administrators

Before the administration of questionnaires, informed consent was obtained not only from each school but also from every participating teacher and student individually. The objectives of the study and the instructions for responding to the items were clearly explained to all participants. Questionnaires were distributed directly by the investigator to headmasters, teachers, and students.

Where necessary, clarifications were provided in the Mizo language to facilitate better understanding among participants, particularly students. Adequate time was allotted for completing the questionnaires, and in several instances, the investigator made two or three follow-up visits to the same school to ensure accuracy, completeness, and reliability of the data collected.

3.5.2 Phase II: Qualitative Data Collection:

Focus Group Discussions (FGDs)

After the completion of quantitative data analysis, Focus Group Discussions (FGDs) were conducted to obtain deeper qualitative insights into the findings. Depending on participant availability and convenience, these sessions were held both virtually through Google Meet and in person.

Participants were personally invited to each discussion session, and before the meetings, they were given clear instructions regarding the themes, objectives, and procedures. To ensure the integrity and relevance of the discussions, homogeneous groups were formed, consisting of separate groups of teachers, students, and headmasters. A total of three Focus Group Discussion sessions were organised and scheduled according to the availability of the participants.

The information and perspectives gathered from these discussions were systematically recorded and analysed. The qualitative findings thus obtained were used to complement the quantitative results and provided a more detailed and contextual understanding of the issues examined in the study.

3.6.0 Analysis of Data

The analysis of data was carried out in two distinct phases corresponding to the quantitative and qualitative components of the study. This dual approach ensured that both numerical trends and contextual insights were examined to achieve a comprehensive understanding of the status, problems, and prospects of secondary education in Mizoram.

3.6.1 Quantitative Data Analysis:

The investigator employed descriptive statistical techniques, primarily frequencies and percentages, to analyse the quantitative data collected from the observation checklist, personal data sheet, and questionnaires. These statistical methods were used to summarise and interpret patterns, trends, and distributions among the responses of students, teachers, and administrators. The findings derived from this analysis provided an objective representation of the existing conditions and challenges in secondary education across the state.

3.6.2 Qualitative Data Analysis:

Thematic analysis was employed to analyse the qualitative data obtained from both the Focus Group Discussions (FGDs) and the open-ended remarks sections of the semi-structured questionnaires. This method was selected for its flexibility and suitability in identifying patterns and meanings across diverse participant responses.

All transcripts and written comments were read several times to ensure familiarity with the content. Initial codes were generated inductively based on recurring experiences, concerns, and perspectives expressed by participants. These codes were then organised into broader themes that corresponded with the research objectives of the study.

The analysis was carried out separately for each homogeneous group, namely students, teachers, and administrators, to preserve the distinctiveness of their viewpoints while allowing meaningful comparison across groups. The resulting

themes guided the interpretation of the data and were integrated with the quantitative findings to provide a comprehensive understanding of the issues under study.

Participant quotations were included to add authenticity and contextual richness to the findings. By combining qualitative themes with quantitative patterns, the study adopted methodological triangulation, which strengthened the credibility, depth, and interpretative value of the research conclusions.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS AND INTERPRETATION

This chapter provides a detailed analysis and interpretation of the data collected in accordance with the stated objectives of the research. The primary purpose is to examine the present status, challenges, and future prospects of secondary education in Mizoram through a systematic evaluation of both quantitative and qualitative evidence. The analysis is structured thematically, corresponding to the individual objectives formulated for the study, thereby ensuring clarity and coherence in presentation.

Tables, figures, and excerpts from group discussions are incorporated where relevant to substantiate the findings and to provide a comprehensive understanding of the issues under investigation. Interpretations are framed within the broader educational context of Mizoram, with the intention of identifying significant patterns, recognising emerging trends, and drawing attention to critical challenges observed during the study.

4.1.0 Analysis and Interpretation of Objectives 1

Objectives 1: *To examine the infrastructure facilities available in secondary schools of Mizoram with respect to: a) ICT, b) Inclusiveness, and c) Overall Infrastructure.*

To evaluate the infrastructure facilities available in secondary schools across Mizoram, the researcher employed an observation checklist specifically developed to capture detailed information on diverse infrastructural dimensions. This tool was administered in 107 high schools across the state. In addition to the checklist, remarks provided by school staff during the visits were documented to add contextual depth and offer richer perspectives. The data obtained were analysed systematically, and the findings are presented in the subsequent sections. For clarity, the results are organised thematically by dimension, with qualitative reflections incorporated where appropriate to supplement the quantitative evidence.

The infrastructural facilities in secondary education in Mizoram are presented under the following categories:

- 4.1.1 Information and Communication Technology
- 4.1.2 Inclusiveness
- 4.1.3 Overall Infrastructure
- 4.1.4 School Building and Compound
- 4.1.5 Classroom Facilities
- 4.1.6 Other Room Facilities
- 4.1.7 Sanitation and Water Facilities
- 4.1.8 Other Facilities

4.1.1 The infrastructure facilities available in secondary schools of Mizoram with respect to Information and Communication Technology

Table 4.1

Infrastructure facilities concerning ICT

Sl. No	ICT Infrastructure	Govt		Deficit		Adhoc Aided		Lumpsum Aided		Private		Samagra Shiksha		Total	
		(N= 29)		(N= 4)		(N= 19)		(N=7)		(N = 33)		(N= 15)		(N= 107)	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Separate computer room	76	24.13	50	50	31.57	68.42	28.57	71.42	27.27	72.72	73.33	26.66	48.59	51.4
2	Sufficient number of computers	5	41.37	50	50	21.05	78.94	28.57	71.42	24.24	75.75	46.66	53.33	37.38	62.61
3	Suitable computer tables and chairs	44.82	55.17	50	50	10.52	89.47	0	100	24.24	75.75	33.33	66.66	28.03	71.96

4	Projectors	10.34	89.65	50	50	21.05	78.94	0	100	27.27	72.72	20	80	19.62	80.37
5	Printers	86.20	13.7	100	0	52.63	47.36	57.14	66.66	84.84	15.15	60	40	74.76	25.23
6	Smartboards	41.37	58.62	50	50	10.52	89.47	14.28	85.71	27.27	72.72	46.66	53.33	30.84	69.15
7	Broadband internet connectivity	24.13	75.86	100	0	10.52	89.47	14.28	85.71	51.51	48.48	6.66	93.33	29.9	70.09
8	Consistent internet connectivity	10.34	89.65	100	0	10.52	89.47	14.28	85.71	51.51	48.48	6.66	93.33	26.16	73.83
9	Separate ICT class period	51.72	48.27	50	50	21.05	78.94	14.28	85.71	24.24	81.81	46.66	53.33	34.57	65.42
10	Designated ICT Teachers or Coordinators	55.17	44.82	50	50	10.52	89.47	14.28	85.71	27.27	72.72	46.66	53.33	34.57	65.42

Note: Numbers represent percentages

Table 4.1 presents the status of ICT infrastructure facilities in secondary schools of Mizoram. A total of 48.59% of schools had a separate computer room. Government schools reported the highest provision (76%), followed by Samagra Shiksha schools (73.33%) and Deficit schools (50%). Adhoc aided schools (31.57%), Lumpsum aided schools (28.57%), and Private schools (27.27%) reported considerably lower availability. Teachers explained that in many cases, these rooms were poorly maintained or non-functional.

One teacher stated:

“The room exists, but there are no computers. The room is quite small and dusty, and we do not use it for anything.”

Another added:

“We have an ICT room, but it’s unusable. The room is old and in need of repairs, and due to a lack of funds, we have not been able to make the necessary improvements.”

This reflects national observations that infrastructure is often present in name but not fully usable (NIEPA, 2022).

Only 37.38% of schools reported having a sufficient number of computers. Government schools (58.62%) showed the strongest access, while Deficit schools (50%) and Samagra Shiksha schools (46.66%) followed. Adhoc aided schools (21.05%), Lumpsum aided schools (28.57%), and Private schools (24.24%) were much weaker. In many cases, schools had only a few computers, with several of them non-functional.

An IT teacher remarked:

“We have a pretty good number of computers, ten of them, but only five are working.”

This corresponds with national evidence that functional access is often much lower than reported availability (ASER Centre, 2021).

The availability of proper furniture was limited, with only 28.03% of schools reporting suitable ICT tables and chairs. Deficit schools (50%) and Government schools (44.82%) showed relatively stronger provision, followed by Samagra

Shiksha schools (33.33%). Private schools (27.27%) and Adhoc aided schools (21.05%) reflected weaker coverage, while Lumpsum aided schools reported none.

Projectors were available in only 19.62% of schools. Deficit schools showed the highest provision (50%), followed by Private schools (27.27%) and Samagra Shiksha schools (20%). Government schools (10.34%), Adhoc aided schools (21.05%), and Lumpsum aided schools (11.11%) reported very limited coverage. Teachers also noted that projectors, when available, were often not permanently installed in classrooms, limiting everyday use.

Printers were more common compared to other ICT facilities. Deficit schools recorded the highest provision (100%), followed by Government schools (86.20%) and Private schools (84.84%). Samagra Shiksha schools (60%) and Lumpsum aided schools (57.14%) reported moderate provision, while Adhoc aided schools reflected the lowest coverage (52.63%).

Smart boards were present in 30.84% of schools. Deficit schools (50%), Samagra Shiksha schools (46.66%), and Government schools (41.37%) reported stronger coverage. Private schools (27.27%), Lumpsum aided schools (12.48%), and Adhoc aided schools (10.52%) were weaker. In some institutions, smart boards were stored in staff rooms instead of classrooms, which reduced their instructional value.

Broadband internet connectivity was absent in 70.09% of schools. Deficit schools recorded full coverage (100%) and Private schools reported better provision (51.51%). Government schools (24.13%), Lumpsum aided schools (14.28%), Adhoc aided schools (10.52%), and Samagra Shiksha schools (6.66%) reflected very low levels of availability.

Consistent internet connectivity was available in only 26.16% of schools. Deficit schools recorded full provision (100%) and Private schools (51.51%) followed. Government schools (10.34%), Lumpsum aided schools (14.28%), Adhoc aided schools (10.52%), and Samagra Shiksha schools (6.66%) reported very weak coverage.

A teacher commented:

“The network is very unstable; it keeps going off, so we cannot rely on it for teaching.”

This reflects wider findings that internet reliability is a major barrier to ICT integration in schools (ASER Centre, 2021).

ICT classes were included in the timetable in 34.57% of schools. Government schools (51.72%) reported the highest provision, followed by Deficit schools (50%) and Samagra Shiksha schools (46.66%). Private schools (24.24%), Adhoc aided schools (21.05%), and Lumpsum aided schools (14.28%) showed limited adoption.

ICT teachers or coordinators were reported in 34.57% of schools. Government schools (55.17%), Deficit schools (50%), and Samagra Shiksha schools (46.66%) were comparatively better. Private schools (27.27%), Lumpsum aided schools (14.28%), and Adhoc aided schools (10.52%) were much weaker. In total, 65.42% of schools lacked a designated ICT teacher, leaving ICT to be taught by general subject teachers without specialised training. This finding corresponds with national-level studies showing that ICT instruction is often left to untrained staff (NIEPA, 2022).

The analysis shows that ICT infrastructure in secondary schools of Mizoram remains uneven and underutilised. Government schools, Deficit schools, and Samagra Shiksha schools reflected stronger provision in many categories, while Adhoc aided schools, Lumpsum aided schools, and Private schools consistently lagged behind. The presence of ICT rooms, projectors, and smart boards did not guarantee effective use, as problems of maintenance, non-installation, and shortage of trained staff limited their impact. Internet connectivity emerged as the most critical challenge, with both access and consistency reported as very weak. These findings indicate the urgent need for not only improved provision but also sustained maintenance, proper installation of facilities, recruitment of ICT-trained teachers, and stronger integration of ICT into classroom practice.

4.1.2 The infrastructure facilities available in secondary schools of Mizoram with respect to Inclusiveness

Table 4.2

Inclusiveness in Secondary Education

Sl. No	Inclusiveness	Govt		Deficit		Adhoc Aided		Lumpsum Aided		Private		Samagra Shiksha		Total	
		(N= 29)		(N= 4)		(N= 19)		(N=7)		(N = 33)		(N= 15)		(N= 107)	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Inclusive admission procedure	100	0	100	0	100	0	100	0	100	0	100	0	100	0
2	Facilities	62.06	37.93	50	50	42.1	57.89	28.57	71.42	18.18	81.81	40	60	39.25	60.74
3	Accessible entrance pathways	58.6	41.37	50	50	42.1	57.89	28.57	71.42	18.18	81.81	33.33	66.66	37.38	62.61

4	Wheelchair ramps	13.79	86.20	25	75	15.79	84.21	14.28	85.71	3.03	96.96	33.33	66.66	14.01	85.98
5	Handrails	10.3	89.65	25	75	10.52	89.47	14.28	85.71	3.03	96.96	40	60	13.08	86.91
6	Elevator or lift	0	100	0	100	0	100	0	100	0	100	0	100	0	100
7	Separate toilets for children with special needs	82.76	17.24	100	0	63.15	36.85	13.33	86.67	45.45	54.55	71.42	28.58	57.89	42.11
8	Teaching materials and resources	24.13	75.86	50	50	26.31	73.68	28.57	71.42	18.18	82	26.66	73.33	24.29	75.7
9	Visual aids	20.68	79.31	50	50	21.05	78.95	28.57	71.42	18.18	81.81	20	80	21.49	78.5
10	Braille materials	3.44	96.55	0	100	0	100	0	100	3.03	96.96	0	100	1.89	98.13
11	Audio aids	10.34	89.65	50	50	5.26	94.73	14.28	85.71	6.06	93.93	20	80	11.21	88.78
12	Hearing aids	17.24	82.75	25	75	5.26	94.73	14.28	85.71	6.06	93.93	13.33	86.66	11.21	88.78

13	Inclusion of academically backward children	100	0	25	75	100	0	100	0	81.81	18.18	100	0	91.58	8.41
14	Admission of students from all races, castes, and tribes	100	0	100	0	100	0	100	0	100	0	100	0	100	0
15	Inclusion of students from different socio-economic background	100	0	100	0	100	0	100	0	100	0	100	0	100	0
15	Inclusion of students of different religious groups	100	0	100	0	100	0	100	0	100	0	100	0	100	0
16	Initiatives or programs	82.75	17.24	75	25	73.68	26.31	100	0	24.24	75.75	86.66	13.33	64.48	35.51

Note: Numbers represent the percentages

Table 4.2 highlights the status of inclusiveness in secondary schools of Mizoram.

Inclusive Admission Procedure: All institutions (100%) reported adopting inclusive admission procedures. Government schools, Deficit schools, Adhoc aided schools, Lumpsum aided schools, Private schools, and Samagra Shiksha schools each admitted students irrespective of disability, race, caste, tribe, socio-economic background, or religion. This reflects a strong commitment at the policy level to ensure inclusive access at the entry stage of schooling.

Facilities for Children with Special Needs: Facilities for children with special needs were available in 60.74% of schools. Government schools reported the highest provision (62.06%), followed by Deficit schools (50%), Adhoc aided schools (42.1%), and Samagra Shiksha schools (40%). Lump-sum aided schools (28.57%) and Private schools (18.18%) were comparatively weaker.

One teacher explained:

“We admit all children, but facilities for them are missing. If a child comes with special needs, we struggle because we do not have proper support systems in place.”

This is consistent with national evidence that, while policies support inclusive enrolment, facilities and resources often remain inadequate (UNESCO, 2020).

Accessible Entrance Pathways: Accessible entrance pathways were present in 37.38% of schools. Government schools reported 58.6%, Deficit schools 50%, Adhoc aided schools 42.1%, Lumpsum aided schools 28.57%, Samagra Shiksha schools 33.33%, and Private schools 18.18%.

Wheelchair Ramps: Wheelchair ramps were reported in only 14.01% of schools. Samagra Shiksha schools (33.33%) reflected the highest proportion, followed by Deficit schools (25%), Adhoc aided schools (15.79%), Lumpsum aided schools (14.28%), Government schools (13.79%), and Private schools (3.03%).

A teacher observed:

“There is a ramp in our building, but it is too steep, so children cannot actually use it safely.”

Handrails: Handrails were reported in just 13.08% of schools. Samagra Shiksha schools showed the highest provision (40%), followed by Deficit schools (25%), Lumpsum aided schools (14.28%), Government schools (10.3%), Adhoc aided schools (10.52%), and Private schools (3.03%).

Elevator or Lift: None of the schools, across all categories, reported the presence of an elevator or lift, leaving vertical accessibility unsupported.

Separate Toilets for Children with Special Needs: Provision of separate toilets was extremely rare, reported in only 57.89% of schools. Deficit schools recorded the highest (100%), followed by Government Schools (82.76%).

Teachers acknowledged these limitations, with one noting”

“Children with special needs have to share the same toilets as others, which is difficult for them.”

Teaching Materials and Resources: Inclusive teaching materials and resources were available in 24.29% of schools. Deficit schools recorded the highest (50%), followed by Lumpsum aided schools (28.57%), Samagra Shiksha schools (26.66%), Government schools (24.13%), Adhoc aided schools (26.31%), and Private schools (18.18%).

Visual Aids: Visual aids were reported in 21.49% of schools. Deficit schools (50%) were relatively better placed, while Lumpsum aided schools (28.57%), Adhoc aided schools (21.05%), Government schools (20.68%), Samagra Shiksha schools (20%), and Private schools (18.18%) reported lower levels.

Braille Materials: Braille materials were almost absent, reported in only 1.89% of schools. Government schools (3.44%) and Private schools (3.03%) were the only categories with any provision.

Audio Aids: Audio aids were reported in 11.21% of schools. Deficit schools had the highest (50%), followed by Samagra Shiksha schools (20%), Lumpsum aided schools (14.28%), Government schools (10.34%), Private schools (6.06%), and Adhoc aided schools (5.26%).

Hearing Aids: Hearing aids were reported in 11.21% of schools. Deficit schools accounted for 25%, Government schools 17.24%, Samagra Shiksha schools 13.33%,

Lumpsum aided schools 14.28%, Private schools 6.06%, and Adhoc aided schools 5.26%.

A teacher from a Private school explained:

“Hearing aids are necessary for some children, but they are not available here.”

Inclusion of Academically Backward Children: Inclusion of academically weaker children was reported in 91.58% of schools. Government schools, Adhoc aided schools, Lumpsum aided schools, and Samagra Shiksha schools each reported full inclusion (100%). Private schools admitted 81.81%, while Deficit schools admitted only 25%.

Admission of Students from All Races, Castes, and Tribes: All schools (100%) reported admitting students from diverse racial, caste, and tribal groups.

Inclusion of Students from Different Socio-economic Backgrounds: All schools (100%) admitted students from different socio-economic backgrounds.

Inclusion of Students from Different Religious Groups: All institutions (100%) admitted children from diverse religious groups.

Initiatives or Programmes for Inclusion: Initiatives promoting inclusion were reported in 64.48% of schools. Lumpsum aided schools reflected the highest participation (100%), followed by Samagra Shiksha schools (86.66%), Government schools (82.75%), Deficit schools (75%), and Adhoc aided schools (73.68%). Private schools reflected the lowest involvement (24.24%).

The findings demonstrate that inclusive admission policies were universally applied across all categories of schools in Mizoram, reflecting strong alignment with national and international commitments to educational inclusion. Yet, supportive infrastructure and resources remain weak and uneven. Government schools, Deficit schools, and Samagra Shiksha schools were relatively better in some areas, while Private schools and aided schools consistently lagged behind. Facilities such as wheelchair ramps, handrails, and separate toilets were largely absent or poorly designed, leaving physical accessibility limited. Assistive learning resources such as Braille, audio, and hearing aids were minimal, reducing meaningful participation for children with special needs. Teachers' accounts suggest that while schools fulfil the

policy mandate of admitting all students, practical supports remain symbolic. Inclusive initiatives were more visible in Lumpsum aided and Samagra Shiksha schools but far less evident in Private schools. These results are consistent with wider research across India showing that inclusive education is widely adopted in principle but constrained in practice by resource shortages, weak infrastructure, and limited teacher support (UNESCO, 2020; NIEPA, 2022).

4.1.3 Overall Infrastructure

4.1.4 The infrastructure facilities available in secondary schools of Mizoram with respect to school building and compound

Table 4.3

School building and compound

Sl. No	School building and compound	Govt (N= 29)		Deficit (N= 4)		Adhoc Aided (N= 19)		Lumpsum Aided (N=7)		Private (N = 33)		Samagra Shiksha (N= 15)		Total (N= 107)	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Good building condition	93.1	6.89	75	25	68.42	31.57	57.14	42.85	75.75	23.52	66.66	33.33	76.63	23.36
2	Proper fencing	75.86	24.13	50	50	42.1	57.89	57.14	42.85	48.48	50	60	40	57	43
3	Satisfactory location	93.1	6.89	50	50	84.21	15.78	57.14	42.85	75.75	24.24	40	60	74.76	25.23
4	Spacious compound	89.65	10.34	50	50	78.94	21.05	85.71	14.28	36.36	63.63	66.66	33.33	66.35	33.64
5	Playground	79.31	20.68	50	50	78.94	21.05	71.42	28.57	36.36	63.63	66.66	33.33	62.61	37.38

Note: Numbers represent the percentages

Table 4.3 presents the condition of school buildings and compounds in secondary schools of Mizoram.

Good Building Condition: Altogether, 76.63% of schools confirmed that their buildings were in good condition. Government schools reported the strongest provision (93.1%), followed by Private schools (75.75%) and Deficit schools (75%). Adhoc aided schools accounted for 68.42% and Samagra Shiksha schools 66.66%, while Lumpsum aided schools were the weakest at 57.14%.

A teacher shared:

“The building is functional, yet lack of renovation leads to damp classrooms that affect children’s comfort, especially during the rainy season.”

This reflects broader findings that government-funded schools often receive more regular maintenance support, while aided schools, particularly Lumpsum aided institutions, struggle due to irregular funding (NIEPA, 2022).

Proper Fencing: Fencing was available in 57% of schools. Government schools reported the highest coverage (75.86%), followed by Samagra Shiksha schools (60%) and Lumpsum aided schools (57.14%). Deficit schools accounted for 50%, Private schools 48.48%, and Adhoc aided schools were the lowest at 42.1%.

The absence of proper fencing raised safety concerns, as one teacher explained:

“Without fencing, stray animals often come into the compound, and sometimes children wander outside the premises.”

UNICEF (2019) has also identified fencing as a fundamental requirement to ensure school safety and student security.

Satisfactory Location: School location was considered satisfactory in 74.76% of schools. Government schools recorded the highest proportion (93.1%), followed by Adhoc aided schools (84.21%) and Private schools (75.75%). Lumpsum aided schools reflected 57.14%, Deficit schools 50%, and Samagra Shiksha schools the lowest at 40%. These results suggest that accessibility is more favourable in

Government, Adhoc aided, and Private schools, while Samagra Shiksha institutions face challenges due to their peripheral or rural settings.

Spacious Compound: Compound space was adequate in 66.35% of schools. Government schools reported the highest availability (89.65%), followed by Lumpsum aided schools (85.71%) and Adhoc aided schools (78.94%). Samagra Shiksha schools reflected 66.66% and Deficit schools 50%, while Private schools showed the lowest availability at 36.36%.

A Private school teacher explained:

“We cannot organise sports properly because our compound is too small. Even morning prayers are held in a crowded space.”

Limited compound space restricts opportunities for assemblies, physical education, and outdoor activities, which are vital for holistic development.

Playground: Playgrounds were present in 62.61% of schools. Government schools accounted for the highest provision (79.31%), followed by Adhoc aided schools (78.94%), Lumpsum aided schools (71.42%), and Samagra Shiksha schools (66.66%). Deficit schools reported 50%, while Private schools reflected the lowest proportion at 36.36%.

The limited playground provision in many schools, particularly in the Private sector, contradicts the requirements of the National Education Policy 2020 and the Mizoram Board of School Education affiliation norms, both of which stress playground facilities as essential for holistic student growth.

The findings reveal that Government schools consistently performed strongest across all aspects of school building and compound facilities, while Private schools were the weakest, particularly in compound space and playground availability. Adhoc aided and Lumpsum aided schools reflected moderate provision, with Lumpsum aided schools notably weak in building maintenance. Deficit schools showed average coverage across most indicators, and Samagra Shiksha schools struggled mainly with location and compound-related facilities. Teachers’ testimonies highlighted how poor maintenance and lack of outdoor facilities affect both comfort

and student activities. These results correspond with wider research that has documented disparities in infrastructure across Indian schools, emphasising the need for targeted infrastructural support to ensure safe, secure, and enabling school environments (UNICEF, 2019; NIEPA, 2022).

4.1.5 The infrastructure facilities available in secondary schools of Mizoram with respect to Classroom Facilities

Table 4.4

Classroom facilities

Sl. No	Classroom facilities	Govt (N= 29)		Deficit (N= 4)		Adhoc Aided (N= 19)		Lumpsum Aided (N=7)		Private (N = 33)		Samagra Shiksha (N= 15)		Total (N= 107)	
		Yes	No	Yes No		Yes No		Yes	No	Yes	No	Yes	No	Yes	No
1	Suitable classrooms	96.55	3.44	100	0	78.94	21.05	57.14	42.85	75.75	24.24	80	20	82.24	17.75
2	Satisfactory teachers' chairs and tables	93.10	6.89	75	25	78.94	21.05	57.14	42.85	75.75	24.24	80	20	80.37	19.62
3	Satisfactory students' desks	86.20	13.79	75	25	78.94	21.05	42.85	44.44	75.75	24.24	80	20	77.57	22.42

	and benches														
4	Black/white/green boards and chalks	100	0	100	0	100	0	85.71	14.28	93.93	6.06	100	0	97.19	2.8
5	Proper lighting	96.55	3.44	75	25	78.94	21.05	57.14	42.85	81.81	18.18	80	20	83.17	16.82
6	Proper ventilation	100	0	75	25	68.42	31.57	57.14	42.85	66.66	33.33	60	40	74.76	25.23
7	Suitable classroom spacing	89.65	10.34	50	50	73.68		57.14	42.85	39.39	60.6	80	20	66.35	42.99

Note: Numbers represent the percentages

Table 4.4 presents the availability of classroom facilities in secondary schools of Mizoram across different management types.

Suitable Classrooms: In total, 82.24% of schools reported having suitable classrooms. Deficit schools confirmed complete provision (100%), followed closely by Government schools (96.55%). Samagra Shiksha schools accounted for 80%, Adhoc aided schools 78.94%, and Private schools 75.75%. Lumpsum aided schools reported the lowest at 57.14%.

A teacher explained:

“Some of our classrooms are too congested, and during the rainy season, water seeps in, which makes it very difficult for students.”

This finding is consistent with the Annual Status of Education Report (ASER Centre, 2021), which emphasised that the quality of classrooms is often linked to the financial stability of school management.

Teachers’ Chairs and Tables: Furniture for teachers was reported as satisfactory in 80.37% of schools. Government schools had the highest provision (93.1%), followed by Samagra Shiksha schools (80%), Adhoc aided schools (78.94%), Deficit schools (75%), and Private schools (75.75%). Lumpsum aided schools were lowest, with only 57.14% adequately equipped.

Students’ Desks and Benches: Students’ desks and benches were available in 77.57% of schools. Government schools reported the highest provision (86.20%), while Samagra Shiksha schools (80%), Adhoc aided schools (78.94%), and Private schools (75.75%) followed. Deficit schools recorded 75%, and Lumpsum aided schools reported the lowest at 42.85%.

A teacher remarked:

“The number of desks does not match student strength, and some children end up sitting on the floor during exams.”

This corresponds with UNICEF (2019), which highlighted that insufficient seating continues to be a widespread challenge in under-resourced schools.

Boards and Chalks: Boards (black, white, or green) and chalks were nearly universal, with 97.19% of schools reporting provision. Government schools, Deficit schools, Adhoc aided schools, and Samagra Shiksha schools all confirmed 100% coverage. Private schools recorded 93.93%, while Lumpsum aided schools were slightly weaker at 85.71%.

Proper Lighting: Lighting facilities were available in 83.17% of schools. Government schools documented the highest provision (96.55%), followed by Samagra Shiksha schools (80%). Adhoc aided schools accounted for 78.94%, Private schools 81.81%, and Deficit schools 75%. Lumpsum aided schools were lowest at 57.14%, showing clear disparities in classroom illumination.

Proper Ventilation: Ventilation was reported in 74.76% of schools. Government schools showed complete provision (100%), while Deficit schools accounted for 75%, Adhoc aided schools 68.42%, Private schools 66.66%, Samagra Shiksha schools 60%, and Lumpsum aided schools 57.14%. Poor ventilation, especially in Adhoc aided schools, Lumpsum aided schools, and Samagra Shiksha schools, reflects structural inadequacies that may negatively influence student concentration and comfort.

Suitable Classroom Spacing: Adequate classroom spacing was available in 66.35% of schools. Government schools recorded the highest provision (89.65%), followed by Samagra Shiksha schools (80%) and Adhoc aided schools (73.68%). Deficit schools accounted for 50%, Lumpsum aided schools 57.14%, and Private schools reported the lowest at 39.39%.

A teacher from a Private school explained:

“Our classrooms are overcrowded. Students sit shoulder to shoulder, and this makes it noisy and hard to manage lessons.”

The findings demonstrate that Government schools consistently performed best in terms of classroom facilities, with near-universal provision across most indicators. Deficit schools also performed relatively well. Samagra Shiksha schools

and Adhoc aided schools reflected moderate provision but revealed gaps in ventilation, spacing, and classroom quality. Lumpsum aided schools were the weakest overall, with the lowest percentages in nearly all categories, particularly suitable classrooms (57.14%), students' desks and benches (42.85%), teachers' furniture (57.14%), lighting (57.14%), and ventilation (57.14%). Private schools were slightly stronger than Lumpsum aided schools but faced severe limitations in classroom spacing (39.39%) and overcrowding. Teachers' voices emphasised the difficulties students experience in congested, poorly ventilated, or under-furnished classrooms. These results align with national and international studies (ASER Centre, 2021; UNICEF, 2019), which stress that disparities in classroom infrastructure reflect underlying inequalities in funding and support. Addressing these gaps is crucial to creating equitable, safe, and effective learning environments in secondary schools of Mizoram.

4.1.6 The infrastructure facilities available in secondary schools of Mizoram with respect to other room facilities

Table 4.5

Other room facilities

Sl. No	Other room facilities	Govt		Deficit		Adhoc Aided		Lumpsum Aided		Private		Samagra Shiksha		Total	
		(N= 29)		(N= 4)		(N= 19)		(N=7)		(N = 33)		(N= 15)		(N= 107)	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Separate science laboratory room	79.31	20.68	50	50	31.57	68.42	28.57	71.42	21.21	78.78	66.66	33.33	46.72	53.27
2	Adequate laboratory equipment	37.93	62.06	50	50	5.26	94.73	0	100	15.15	84.84	20	80	20.56	79.43
3	Specifically assigned laboratory attendant/teacher	6.89	93.10	25	75	0	100	0	100	3.03	96.96	6.66	93.33	4.67	95.32
4	Library room	58.62	41.37	50	50	36.84	63.15	28.57	71.42	33.33	66.66	66.66	33.33	45.79	54.2
5	Sufficient books	31.03	68.96	50	50	5.26	94.73	14.28	85.71	21.21	78.78	26.66	73.33	22.42	77.57
6	Reading space in	13.79	86.20	25	75	0	100	0	100	9.09	90.9	20	80	10.28	89.71

	the library														
7	Suitable tables and chairs in the library	20.68	79.31	50	50	0	100	0	100	6.06	93.93	13.33	86.66	11.21	88.78
8	Arts and crafts room	6.89	93.10	25	75	15.78	84.2	0	100	6.06	93.93	13.33	86.66	9.34	90.65
9	Separate room for the headmaster/principal	96.55	3.44	100	0	73.63	26.31	57.14	42.85	51.51	48.48	66.66	33.33	71.96	28.03
10	Separate rooms for teachers and non-teaching staff	96.55	3.44	100	0	73.63	26.31	57.14	42.85	76.47	24.24	73.33	26.66	81.3	18.69
11	Students' recreational room	15	89.65	25	75	0	100	0	100	9.09	90.9	0	100	6.54	93.45
12	Auditorium hall	20.68	79.31	25	75	5.55	94.73	14.28	85.71	3.03	96.96	0	100	9.34	90.65
13	Separate assembly room	17.24	82.75	50	50	0	100	14.28	85.71	9.09	90.9	13.33	86.66	12.14	87.85
14	Canteen	13.79	86.20	25	75	0	100	0	100	3.03	96.96	6.66	93.33	6.54	93.45

Note: Numbers represent the percentages

Table 4.5 highlights the status of other room facilities in secondary schools of Mizoram, showing marked differences across school management types.

Separate Science Laboratory Room: An overview of the data shows that 46.72% of schools confirmed having a separate science laboratory. Government schools registered the highest provision (79.31%), followed by Samagra Shiksha schools (66.66%) and Deficit schools (50%). Adhoc aided schools accounted for 31.57%, Lumpsum aided schools for 28.57%, and Private schools for 21.21%.

A science teacher remarked:

“We have a laboratory, but because it is small and not maintained well, practical experiments are often not possible.”

This corresponds with national-level findings that highlight the shortage of functional laboratories in many Indian schools (NIEPA, 2022).

Adequate Laboratory Equipment: The statistics reveal that only 20.56% of schools had sufficient laboratory equipment. Deficit schools were comparatively better (50%), followed by Government schools (37.93%) and Samagra Shiksha schools (20%). Private schools accounted for 15.15%, Adhoc aided schools 5.26%, while Lumpsum aided schools reported none.

One science teacher shared:

“Our equipment has not been updated for years. At times, we have to demonstrate experiments with improvised materials.”

These gaps reflect UNESCO’s (2020) concern that science education in developing regions is often hindered by outdated or non-functional resources.

Laboratory Attendant or Teacher: Findings indicated that just 4.67% of schools appointed laboratory attendants or teachers. Deficit schools documented the highest presence (25%), while Government schools (6.89%) and Samagra Shiksha schools (6.66%) reflected minimal provision. Adhoc aided schools, Lumpsum aided schools, and Private schools registered none.

Library Room: Library rooms were identified in 45.79% of schools. Samagra Shiksha schools performed best (66.66%), followed by Government schools (58.62%) and Deficit schools (50%). Adhoc aided schools accounted for 36.84%, Private schools for 33.33%, and Lumpsum aided schools for 28.57%.

A teacher explained:

“We have a small space called a library, but it is just a bookshelf in the corner of a room.”

Sufficient Books: The responses highlighted that only 22.42% of schools had sufficient books. Deficit schools documented the strongest provision (50%), followed by Government schools (31.03%) and Samagra Shiksha schools (26.66%). Private schools reflected 21.21%, Lumpsum aided schools 14.28%, and Adhoc aided schools only 5.26%.

Reading Space in the Library: Reading space was available in a mere 10.28% of schools. Deficit schools accounted for 25%, Government schools 13.79%, Private schools 9.09%, and Samagra Shiksha schools 20%. Adhoc aided schools and Lumpsum aided schools reported none.

Tables and Chairs in the Library: Suitable library tables and chairs were present in only 11.21% of schools. Deficit schools registered the highest (50%), followed by Government schools (20.68%), Samagra Shiksha schools (13.33%), and Private schools (6.06%). Adhoc aided schools and Lumpsum aided schools had none.

Arts and Crafts Room: Arts and crafts rooms were limited, found in only 9.34% of schools. Deficit schools accounted for 25%, Adhoc aided schools for 15.78%, Government schools for 6.89%, Private schools for 6.06%, and Samagra Shiksha schools for 13.33%. Lumpsum aided schools reported none. A teacher explained, “We encourage creativity, but without a proper room, art activities are done in regular classrooms, which are already congested.”

Room for Headmaster/Principal: Separate rooms for headmasters or principals were reported in 71.96% of schools. Deficit schools recorded full provision (100%), Government schools followed with 96.55%, and Samagra Shiksha schools reflected 66.66%. Adhoc aided schools accounted for 73.63%, Lumpsum aided schools 57.14%, and Private schools 51.51%.

Rooms for Teachers and Non-Teaching Staff: Provision of staff rooms was documented in 81.30% of schools. Deficit schools and Government schools reported near-universal provision (100% and 96.55% respectively). Samagra Shiksha schools reflected 73.33%, Adhoc aided schools 73.63%, Private schools 76.47%, and Lumpsum aided schools 57.14%.

Recreational Room for Students: Recreational rooms for students were available in only 6.54% of schools. Deficit schools accounted for 25%, Government schools 15%, Private schools 9.09%, while Adhoc aided schools, Lumpsum aided schools, and Samagra Shiksha schools reported none.

Auditorium Hall: Auditorium halls were found in 9.34% of schools. Deficit schools registered the highest proportion (25%), Government schools accounted for 20.68%, Lumpsum aided schools 14.28%, Adhoc aided schools 5.55%, and Private schools 3.03%. Samagra Shiksha schools reported none. A headmaster commented, “Whenever we want to conduct functions, we just clear one classroom and conduct it there due to the shortage of space.”

Separate Assembly Room: Assembly rooms were available in 12.14% of schools. Deficit schools registered 50%, Government schools 17.24%, Lumpsum aided schools 14.28%, Samagra Shiksha schools 13.33%, and Private schools 9.09%. Adhoc aided schools reported none.

Canteen: Canteen facilities were present in only 6.54% of schools. Deficit schools accounted for the highest share (25%), Government schools reflected 13.79%, Samagra Shiksha schools 6.66%, and Private schools 3.03%. Adhoc aided schools and Lumpsum aided schools reported none.

The findings demonstrate that other room facilities remain largely inadequate in secondary schools across Mizoram. Government schools and Deficit schools showed stronger provision in science laboratories, libraries, and staff rooms. Samagra Shiksha schools displayed moderate achievements, particularly in libraries, but lacked auditoriums and recreational spaces. Adhoc aided schools, Lumpsum aided schools, and Private schools consistently exhibited weak provision, with essential facilities such as canteens, recreational rooms, and well-equipped libraries almost absent. Teachers’ accounts emphasised the difficulties caused by poor laboratory resources, underdeveloped libraries, and the absence of multipurpose

spaces. These outcomes mirror wider research (NIEPA, 2022; UNESCO, 2020), which stresses that supplementary infrastructure is critical for holistic education but is often underfunded, especially in institutions dependent on limited or irregular financial support.

4.1.7 The infrastructure facilities available in secondary schools of Mizoram with respect to sanitation and water facilities

Table 4.6

Status of sanitation and water facilities

Sl. No	Sanitation and water facilities	Govt (N= 29)		Deficit (N= 4)		Adhoc Aided (N= 19)		Lumpsum Aided (N=7)		Private (N = 33)		Samagra Shiksha (N= 15)		Total (N= 107)	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Safe drinking water facility	96.55	3.44	100	0	78.94	21.05	71.42	28.57	87.87	12.12	73.73	26.66	85.98	14.01
2	Cooler drinking water facility	79.31	20.6	75	25	47.36	52.63	57.14	42.85	57.57	42.42	26.26	73.73	57.94	42.05
3	Functional toilets	96.55	3.44	75	25	78.94	21.05	71.42	28.57	84.84	15.15	66.66	33.33	83.17	16.88

4	Separate toilets for boys and girls students	89.65	10.34	100	0	84.21	15.78	71.42	28.57	75.75	24.24	80	20	82.24	17.75
5	Clean and tidy toilets	89.65	10.34	75	25	73.68	26.31	57.14	42.85	72.72	27.27	46	53.33	72.89	27.1
6	Separate toilet for teachers	93.10	6.89	100	0	52.63	47.36	71.42	28.57	75.75	24.24	60	40	74.76	25.23

Note: Numbers represent the percentages

Table 4.6 outlines the condition of sanitation and water facilities in secondary schools of Mizoram.

Safe Drinking Water Facility: The analysis reveals that 85.98% of schools provided safe drinking water. Deficit schools reported full coverage (100%), while 96.55% of Government schools and 87.87% of Private schools indicated availability. Adhoc aided schools registered 78.94%, Samagra Shiksha schools 73.73%, and Lumpsum aided schools 71.42%, reflecting comparatively weaker provision.

A teacher observed:

“We have a water facility, but sometimes the pipes are broken, and students have to fetch water from outside.”

This situation mirrors UNICEF’s (2019) report which stresses that rural and semi-urban schools often struggle to maintain reliable water supply systems.

Cooler Drinking Water Facility: Provision of cooler drinking water was far more restricted, documented in only 57.94% of schools. Government schools registered the highest coverage (79.31%), followed by Deficit schools (75%). Lumpsum aided schools (57.14%) and Private schools (57.57%) performed moderately, while Adhoc aided schools reflected 47.36%. Samagra Shiksha schools remained lowest at 26.26%.

Functional Toilets: Data indicated that 83.17% of schools had functional toilets. Government schools accounted for the highest provision (96.55%), while Private schools (84.84%) and Adhoc aided schools (78.94%) followed. Deficit schools reported 75%, Lumpsum aided schools 71.42%, and Samagra Shiksha schools 66.66%. Although the figures suggest wide availability, teachers highlighted issues of incomplete construction or poor maintenance.

One teacher noted:

“Although toilets are available, irregular water supply makes them unusable at times.”

Separate Toilets for Boys and Girls: Separate toilets for boys and girls were reported in 82.24% of schools. Deficit schools achieved complete provision (100%). Government schools accounted for 89.65%, Adhoc aided schools 84.21%, Samagra Shiksha schools 80%, Private schools 75.75%, and Lumpsum aided schools 71.42%. This facility remains vital for ensuring privacy and encouraging attendance, particularly for adolescent girls (UNESCO, 2020).

Clean and Tidy Toilets: The findings demonstrate that 72.89% of schools maintained toilets in clean condition. Government schools documented the highest level of maintenance (89.65%), followed by Deficit schools (75%), Adhoc aided schools (73.68%), and Private schools (72.72%). Lumpsum aided schools (57.14%) and Samagra Shiksha schools (46%) reflected the lowest maintenance.

One teacher explained:

“We have toilets, but without proper cleaning staff, it is very hard to keep them tidy every day.”

Separate Toilet for Teachers: Separate toilets for teachers were available in 74.76% of schools. Deficit schools provided complete coverage (100%), Government schools followed with 93.1%, while Private schools accounted for 75.75%. Lumpsum aided schools documented 71.42%, Samagra Shiksha schools 60%, and Adhoc aided schools only 52.63%.

The findings indicate that Government schools consistently performed better in water and sanitation facilities, extending provision to filtered and cooler water in many cases. Deficit schools also showed notable strengths, particularly in toilet provision and cleanliness. Private schools performed moderately, while Adhoc aided schools and Lumpsum aided schools reflected significant deficiencies. Samagra Shiksha schools emerged as the weakest across most indicators, particularly in cooler water facilities and clean toilets. Teachers’ voices illustrated persistent struggles with water maintenance and toilet cleanliness, underscoring how infrastructural gaps hinder daily functioning. These patterns are consistent with national and global studies (UNICEF, 2019; UNESCO, 2020), which stress that safe water and sanitation are fundamental for student health, attendance, and dignity. Strengthening provision

and ensuring sustained maintenance remain urgent priorities for secondary schools in Mizoram.

4.1.8 The infrastructure facilities available in secondary schools in Mizoram with respect to other facilities

Table 4.7

The status of other facilities in secondary education in Mizoram

Sl. No.	Other facilities	Govt		Deficit		Adhoc Aided		Lumpsum Aided		Private		Samagra Shiksha		Total	
		(N= 29)		(N= 4)		(N= 19)		(N=7)		(N = 33)		(N= 15)		(N= 107)	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Transportation facilities	0	100	50	50	5.26	94.73	0	100	12.12	87.87	0	100	6.54	93.45
2	Separate guidance and counseling room	3.44	96.55	25	75	0	100	0	100	3.03	96.96	0	100	2.8	97.19
3	Separate medical room	0	100	25	75	0	100	0	100	3.03	96.96	0	100	1.86	98.13
4	Adequate first aid facilities	68.96	31.03	75	25	47.36	52.63	28.57	71.42	45.45	54.54	66.66	33.33	55.1	44.85

5	Hostels for students	6.89	93.10	50	50	15.75	84.21	42.85	57.14	78.78	21.21	0	100	33.64	66.35
6	Separate hostel for boys and girls	0	100	50	50	5.26	94.73	42.85	57.14	60.6	39.39	0	100	24.29	75.7
7	Adequate games and sports equipment	58.62	41.37	75	25	31.57	68.42	28.57	71.42	30.3	69.69	40	60	41.12	58.87
8	Good power supply	68.96	31.03	100	0	52.63	47.36	57.14	42.85	63.63	36.36	53.33	46.66	62.61	37.38
9	Generator	68.96	31.03	75	25	63.15	36.84	28.57	71.42	42.42	57.57	20	80	50.46	49.53
10	Rainwater harvesting system	37.93	62.06	75	25	52.63	47.36	28.57	71.42	27.27	72.72	33.33	66.66	37.38	62.61
11	Solar panels	20.68	79.31	50	50	42.1	57.89	28.57	71.42	24.24	75.75	33.33	66.66	28.97	71.02

Note: Numbers represent percentages

Table 4.7 illustrates the condition of non-academic facilities in secondary schools across Mizoram, highlighting serious limitations across most management types.

Transportation Facilities: Transportation facilities were documented in only 6.54% of schools. Deficit schools registered the highest provision (50%), followed by Private schools (12.12%). Adhoc aided schools accounted for 5.26%, while Government schools, Lumpsum aided schools, and Samagra Shiksha schools reported none. This indicates that the majority of schools rely heavily on parents or guardians for students' daily commuting.

Guidance and Counselling Room: Separate guidance and counselling rooms were almost absent, reported in only 2.8% of institutions. Deficit schools accounted for the highest coverage (25%), while Government schools (3.44%) and Private schools (3.03%) reflected minimal provision. Adhoc aided schools, Lumpsum aided schools, and Samagra Shiksha schools reported none.

Medical Room: Medical rooms were even scarcer, available in just 1.86% of schools. Deficit schools (25%) and Private schools (3.03%) reflected marginal availability, while Government schools, Adhoc aided schools, Lumpsum aided schools, and Samagra Shiksha schools reported none. A teacher explained, "If a child falls sick, we have no medical room. Parents are called immediately, and sometimes students are left waiting." This resonates with UNICEF (2019), which highlighted that lack of basic health facilities in schools directly affects student wellbeing and attendance.

First Aid Facilities: First aid provision was reported in 55.1% of schools. Deficit schools accounted for the highest proportion (75%), followed by Government schools (68.96%) and Samagra Shiksha schools (66.66%). Adhoc aided schools (47.36%) and Private schools (45.45%) reflected moderate availability, while Lumpsum aided schools (28.57%) were least equipped.

Hostel Facilities: Hostels for students were reported in 33.64% of schools. Private schools performed strongest (78.78%), followed by Deficit schools (50%) and Lumpsum aided schools (42.85%). Adhoc aided schools accounted for 15.75% and Government schools for only 6.89%. Samagra Shiksha schools reported none.

Separate Hostels for Boys and Girls: Separate hostels for boys and girls were present in 24.29% of schools. Private schools led with 60.6%, while Deficit schools followed at 50%. Lumpsum aided schools accounted for 42.85% and Adhoc aided schools for 5.26%. Government schools and Samagra Shiksha schools reported none.

Games and Sports Equipment: Adequate games and sports equipment was available in 41.12% of schools. Deficit schools registered the highest provision (75%), followed by Government schools (58.62%). Samagra Shiksha schools accounted for 40%, while Adhoc aided schools (31.57%), Private schools (30.3%), and Lumpsum aided schools (28.57%) reflected much weaker access.

Power Supply: Good electricity supply was reported in 62.61% of schools. Deficit schools recorded complete provision (100%), followed by Government schools (68.96%), Private schools (63.63%), Lumpsum aided schools (57.14%), Adhoc aided schools (52.63%), and Samagra Shiksha schools (53.33%).

Generator: Generators were available in 50.46% of schools. Government schools (68.96%) and Deficit schools (75%) reported the highest levels, followed by Adhoc aided schools (63.15%). Private schools accounted for 42.42%, Lumpsum aided schools 28.57%, and Samagra Shiksha schools 20%.

A teacher remarked:

“Due to power cuts, we often rely on generators, but fuel costs make it difficult to use them regularly.”

Rainwater Harvesting System: Rainwater harvesting systems were reported in 37.38% of schools. Deficit schools reflected the highest adoption (75%), followed by Adhoc aided schools (52.63%). Government schools registered 37.93%, Samagra Shiksha schools 33.33%, Lumpsum aided schools 28.57%, and Private schools 27.27%.

Solar Panels: Solar panels were available in 28.97% of institutions. Deficit schools accounted for 50%, Adhoc aided schools 42.1%, Samagra Shiksha schools

33.33%, Government schools 20.68%, Private schools 24.24%, and Lumpsum aided schools 28.57%.

The findings demonstrate that non-academic facilities in secondary schools of Mizoram remain highly inadequate. Deficit schools consistently reflected stronger provision in areas such as transportation, hostels, sports facilities, electricity, rainwater harvesting, and renewable energy adoption. Government schools also showed moderate strength, particularly in electricity and first aid. Private schools performed best in hostels but lagged in most other facilities. Adhoc aided and Lumpsum aided schools reflected widespread deficiencies across nearly all categories. Samagra Shiksha schools remained among the weakest, with almost no provision for hostels, transport, or medical rooms. Teachers' voices highlighted daily struggles caused by unreliable electricity, limited medical facilities, and lack of multipurpose spaces. These results align with national studies (UNICEF, 2019; NIEPA, 2022), which underline that support infrastructure beyond classrooms is essential for student wellbeing and overall quality of schooling. The evidence indicates that comprehensive investment in non-academic facilities is necessary to ensure a more holistic educational environment in Mizoram's secondary schools.

4.1.9 Overall Performance regarding Infrastructural Facilities (ICT, Inclusiveness, and Overall Infrastructure) in Secondary Schools in Terms of Management Types

Table 4.8

Overall Percentage Mean Scores of Infrastructure Facilities by Management Type

Management Type	Mean %
Deficit	63.14
Govt.	61.57
Samagra	48.00
Adhoc Aided	47.29
Private	46.14
Lumpsum Aided	42.43

Table 4.8 presents the overall percentage mean scores of the various school managements across infrastructural and facility-related indicators such as ICT, inclusiveness, construction of school buildings, classrooms, other room facilities, sanitation, and other facilities. The findings showed apparent variations among the management categories.

Among all management types, Deficit schools came up with the highest overall mean percentage score of 63.14%, followed very closely by Government schools, with a final mean percentage score of 61.57%. This means that infrastructure-wise and facilities-wise, these two categories of schools scores higher than other school managements.

In contrast, Samagra Shiksha schools (48.00%), Adhoc Aided schools (47.29%), and Private schools (46.14%) showed moderate performance, placing them in the middle range . These institutions had particular strengths in specific areas, but, overall, their performance lagged behind deficit and government schools.

Lumpsum Aided Schools had the lowest score (42.43%), indicating greater difficulties in providing adequate infrastructure and facilities. Their low scores especially exhibited poor conditions of classrooms, sanitation, and supporting facilities.

The results presented an overall picture that Deficit and Government schools were superior to the other types of management in infrastructural facilities, with Lumpsum Aided being the weakest.

4.2.0. Analysis and interpretation of Objectives 2

Objectives 2: *To analyse students' enrolment in terms of gender and types of Management.*

To analyse student enrolment in relation to gender and types of school management, statistical data obtained from the Directorate of School Education were utilised for a five-year period spanning 2019 to 2023. The dataset was carefully examined and systematically interpreted, with specific emphasis on gender distribution and variations across different categories of school management. A structured quantitative approach was adopted to identify emerging trends and to draw

attention to areas requiring concern. The findings are organised in the following sections, arranged thematically by dimension, in order to highlight the most significant patterns observed within each area of enquiry.

4.2.1 Students' enrolment in terms of gender

4.2.2 Students' enrolment in terms of Management type

4.2.1 Students' enrolment in terms of gender

Table 4.9

Students' enrolment in terms of Gender

Years	No. of Students				Total No. of Students
	(2019-2023)				
	Boys	%	Girls	%	
2019	20382	50.54	19988	49.46	40370
2020	20088	49.11	20732	50.89	40820
2021	18695	48.04	20219	51.96	38914
2022	19186	48.69	20224	51.31	39410
2023	18199	47.96	19750	52.04	37949
TOTAL	96550	48.88	1,00,913	51.12	1,97,463

Source: Statistical Cell, Department of School Education

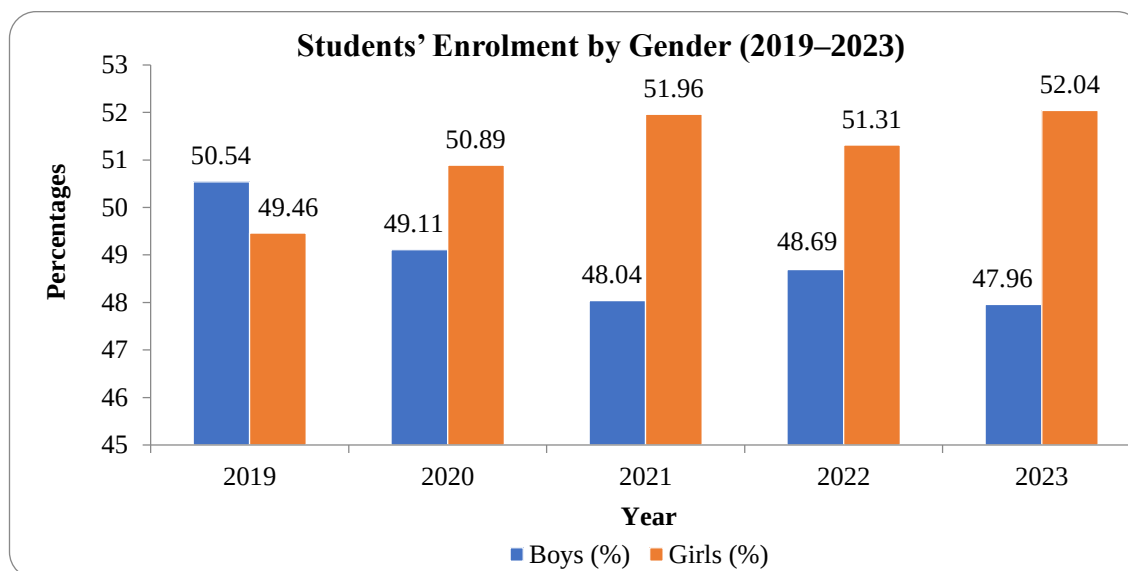
Figure 4.1***Students' enrolment in secondary schools in Mizoram***

Table 4.9 and Figure 4.1 present a five-year analysis of student enrolment in secondary schools of Mizoram, focusing on the distribution of boys and girls between 2019 and 2023. The total enrolment during this period reached 197,463 students, comprising 96,550 boys (48.88%) and 100,913 girls (51.12%). The figures point to a gradual shift towards gender balance, with girls maintaining a steady lead in secondary education throughout the observed years.

In 2019, boys formed a slight majority with 20,382 students (50.54%), while girls accounted for 19,988 (49.46%). This was the only year during the period when male enrolment exceeded that of females. A reversal occurred in 2020, with girls numbering 20,732 (50.89%) and boys 20,088 (49.11%), marking the beginning of a consistent pattern in which girls outnumbered boys across subsequent years.

By 2021, the proportion of girls rose further to 20,219 (51.96%), while boys declined to 18,695 (48.04%). The pattern remained unchanged in 2022 and 2023, when female students represented 51.31% (20,224) and 52.04% (19,750) respectively. The final year also recorded the lowest total enrolment of 37,949 students and the widest gender difference, with boys comprising only 47.96% (18,199).

The gradual increase in female enrolment reflects the influence of gender-responsive policies and the changing perception of girls' education in Mizoram. Initiatives such as targeted scholarships, awareness campaigns, and better access to schools appear to have strengthened participation among female students.

A simultaneous decline in total enrolment suggests emerging concerns about student retention. The reduction was more evident among boys, indicating that certain structural or socio-economic factors may have discouraged continued attendance. UDISE (2022-23) reported dropout rates of 25.2% for boys and 22.8% for girls, producing an overall rate of 24.0%. The data point to a gendered pattern in dropout behaviour, where boys are more likely to discontinue education before completion.

Since 2020, girls have maintained a consistent lead in secondary school enrolment in Mizoram. This progress signifies the positive outcomes of long-term interventions aimed at promoting gender equity in education. The persistence of lower enrolment among boys and the steady decline in total numbers highlight the need for sustained policy efforts to strengthen retention and ensure balanced participation of both genders at the secondary level. The trend reflects an encouraging transformation towards inclusivity, yet it also calls for renewed attention to those at risk of exclusion from the schooling system.

4.2.2 Students' enrolment in terms of Management type

Table 4.10

Students' enrolment in terms of Management

Management	No. of Students					Total No. of Students
	(2019-2023)					
	No. & %					
	2019	2020	2021	2022	2023	
State	14178	13433	12582	13082	12865	66140
	(35.12)	(32.91)	(32.33)	(33.19)	(33.9)	(33.49)
Samagra	2808	2631	2593	2728	2644	13404
	(6.96)	(6.45)	(6.66)	(6.92)	(6.97)	(6.79)
Deficit	2568	3046	2888	3032	2793	14327
	(6.36)	(7.46)	(7.42)	(7.69)	(7.36)	(7.25)
Adhoc Aided	6700	6607	6274	6389	6150	32120
	(16.57)	(16.19)	(16.12)	(16.21)	(16.21)	(16.27)
Lumpsum Aided	1006	1550	1509	1631	1821	7517
	(2.49)	(3.8)	(3.88)	(4.14)	(4.8)	(3.81)
Private	13110	13553	13068	12548	11676	63955
	(32.47)	(33.2)	(33.58)	(31.83)	(30.77)	(32.38)
TOTAL	40370	40820	38914	39410	37949	1,97,463

Note: Numbers in parentheses represent the corresponding percentages

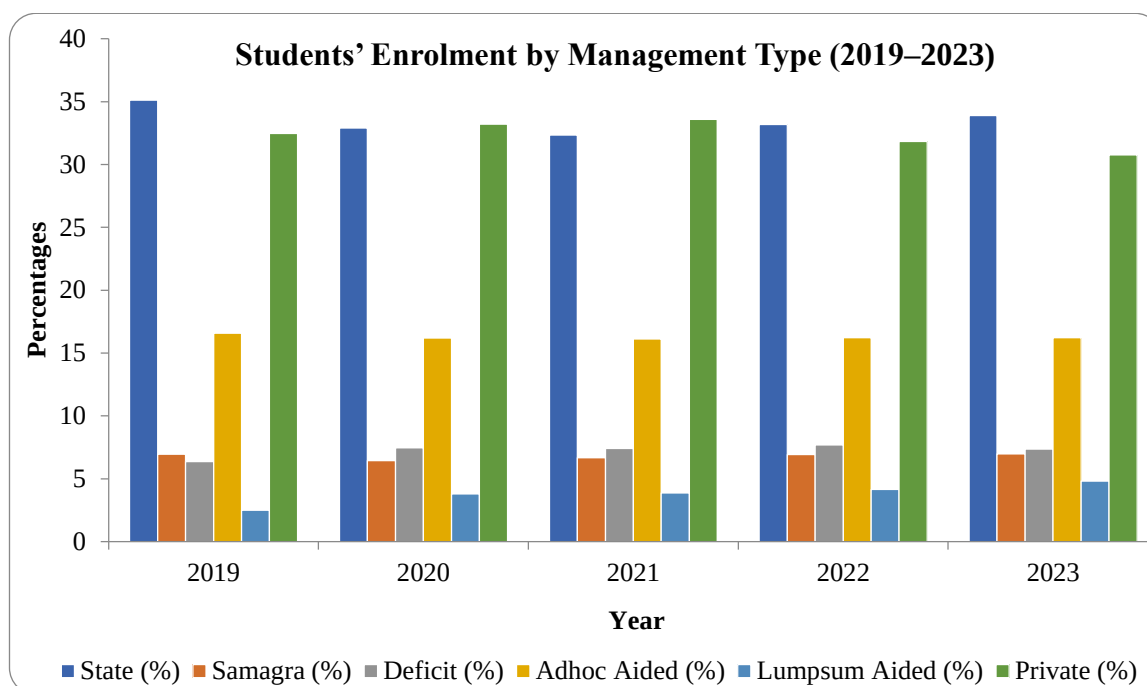
Figure 4.2***Enrolment of Secondary School Students in Mizoram***

Table 4.10 and Figure 4.2 present the distribution of student enrolment in secondary schools of Mizoram from 2019 to 2023, classified by management type. During these five years, 197,463 students were enrolled across the state, representing a diverse mix of government, aided, and private institutions contributing to the secondary education sector.

State Government schools recorded the highest enrolment with 66,140 students (33.49%). Their numbers remained substantial across all years, though a gradual decline was noted from 14,178 in 2019 to 12,865 in 2023. This pattern reflects the enduring prominence of Government schools in providing educational access, alongside emerging concerns about enrolment reduction over time.

Private schools followed closely with 63,955 students (32.38%). Their enrolment reached its peak in 2020 at 13,553 students and later fell to 11,676 by 2023. Such fluctuation may be influenced by changing parental perceptions, financial

pressures, or a growing shift towards publicly funded alternatives, particularly during and after the pandemic years.

Adhoc aided schools reported 32,120 students (16.27%). Enrolment levels remained relatively stable across the years, ranging between 6,150 and 6,700 students. The steadiness in figures suggests a sustained level of trust in these institutions and a consistent preference among communities that rely on partial public assistance for schooling.

Deficit schools accounted for 14,327 students (7.25%). Their enrolment showed a mild increase from 2,568 in 2019 to 3,046 in 2020, followed by steady participation in subsequent years. The figures demonstrate their continuing importance in the state's educational network, particularly in urban and semi urban settings where they supplement government provision.

Samagra Shiksha schools enrolled 13,404 students (6.79%) over the five-year period. Their participation remained stable, with slight annual variations between 2,600 and 2,700 students. These schools play a pivotal role in extending access to education under centrally sponsored initiatives, especially in remote and underserved regions.

Lumpsum aided schools reported the smallest enrolment, totalling 7,517 students (3.81%). Their figures nonetheless rose steadily from 1,006 in 2019 to 1,821 in 2023. The upward trend indicates either institutional strengthening or the gradual inclusion of new schools under this management category, reflecting slow yet measurable progress.

Publicly funded and aided institutions including State Government, Samagra Shiksha, Adhoc aided, Lumpsum aided, and Deficit schools together accounted for 67.62% of total enrolment during the period. The data reaffirm the dominant role of state supported education in Mizoram, serving a large proportion of students from lower and middle income backgrounds who depend on subsidised schooling.

The total number of students across all management types reached its highest point in 2020 at 40,820 and fell to 37,949 in 2023. The decline indicates changing

demographic dynamics, internal migration, or increased dropout rates, factors that warrant closer policy attention. The distribution demonstrates a system where government and aided schools continue to form the foundation of secondary education, while private institutions remain essential contributors to expanding choice and access.

4.3 Analysis and Interpretation of Objectives 3

Objectives 3: *To critically examine the profile of teachers in terms of types of management, professional qualifications, teaching experience, and gender.*

To analyse the profile of secondary school teachers in Mizoram, attention was given to four key dimensions: school management, professional qualifications, teaching experience, and gender. A total of 428 teachers were included in the sample, drawn from 107 secondary schools, with four teachers selected from each institution. Data were collected through a structured personal data sheet designed to capture relevant background information in a systematic manner.

The responses were quantified and analysed to identify patterns, variations, and emerging trends within the teaching workforce. This analysis provides a comprehensive understanding of the professional composition of teachers and highlights disparities and strengths linked to school management categories as well as gender distribution.

For clarity and coherence, the results are presented under the following subheadings:

4.3.1 Profile of Teachers by School Management

4.3.2 Profile of Teachers by Professional Qualifications

4.3.3 Profile of Teachers by Teaching Experience

4.3.4 Profile of Teachers by Gender

4.3.1 Profile of Teachers by School Management

Table 4.11

Profile of teachers in terms of Management

Management	No. of Teachers	%
State	116	27.1
Samagra	60	14.01
Deficit	16	3.73
Adhoc Aided	76	17.75
Lumpsum Aided	28	6.54
Private	132	30.84
TOTAL	428	100

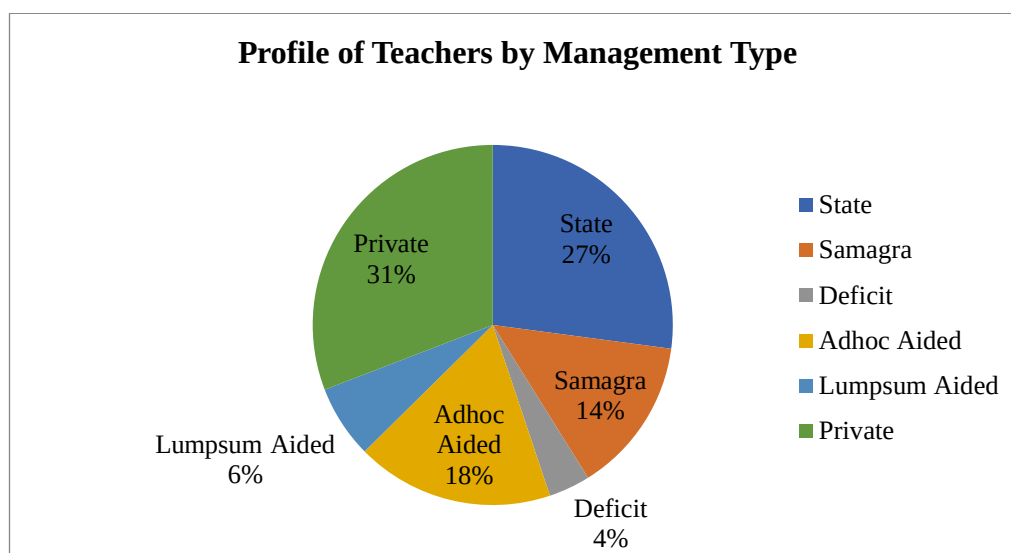
Figure 4.3***Profile of Secondary School Teachers in terms of Management***

Table 4.11 and Figure 4.3 present the distribution of secondary school teachers in Mizoram across different management categories. From the total sample of 428 teachers drawn from 107 schools, the largest proportion was found in Private schools, employing 132 teachers (30.84%). State Government schools followed with 116 teachers (27.1%), reflecting their substantial role in the system. Adhoc Aided schools accounted for 76 teachers (17.75%), while Samagra Shiksha schools employed 60 teachers (14.01%). Lumpsum Aided schools had 28 teachers (6.54%), and the smallest group was in Deficit schools, with only 16 teachers (3.73%).

These figures highlight the strong presence of both private and government schools, which together employ more than half of the teachers in the state. Their combined role forms the backbone of secondary education in Mizoram. At the same time, Adhoc Aided, Lumpsum Aided, and Deficit schools, though smaller in scale, add to the diversity of provision and contribute to widening access to education in different parts of the state.

4.3.2 Profile of Teachers by Educational and Professional Qualifications

Table 4.12

Profile of teachers in terms of educational and professional qualifications

Management	No. of Teachers	Educational Qualifications (No. & %)		Professional Qualifications			
		UG	PG	Untrained	B.ed	M.ed	DI.ed
State	116	47 (40.52)	69 (59.48)	9 (8)	102 (88)	3 (2.58)	2 (2)
Samagra	60	16 (26.66)	44 (73.33)	0	52 (86.66)	8 (13.33)	0
Deficit	16	4 (25)	12 (75)	1 (6.25)	13 (81.25)	2 (13)	0
Adhoc Aided	76	46 (61)	30 (39)	16 (21)	56 (74)	3 (4)	1 (1.3)
Lumpsum Aided	28	17 (61)	11 (39)	8 (28.5)	19 (68)	0	1 (3.5)
Private	132	33 (25)	99 (75)	54 (41)	69 (52)	4 (3)	5 (4)
TOTAL	428	163 (38)	265 (62)	88 (20.56)	311 (72.66)	20 (4.67)	9 (2.11)

Note: Numbers in parentheses represent the corresponding percentages

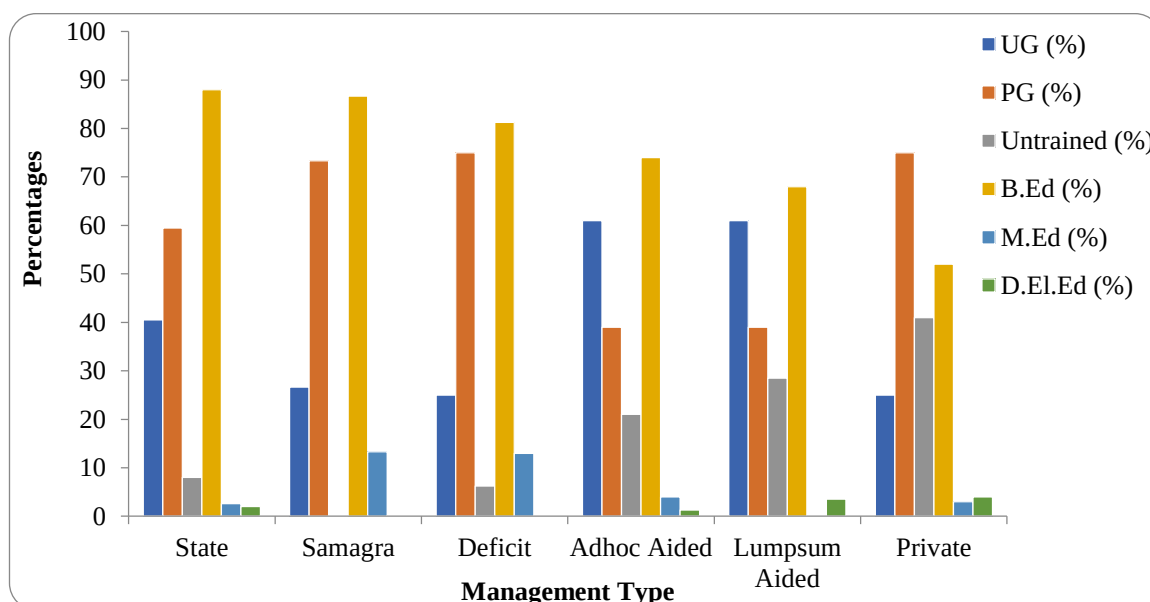
Figure 4.4***Profile of teachers in terms of educational and professional qualifications***

Table 4.11 and Figure 4.4 present the educational and professional qualifications of secondary school teachers in Mizoram across different management categories.

- i. **Educational Qualifications:** The data show that most teachers held postgraduate degrees, pointing to a relatively well-qualified workforce. Out of 428 teachers, 265 (62%) were postgraduates and 163 (38%) were undergraduates. Across management types, Deficit schools reported the highest share of postgraduates (75%), followed by Samagra schools (73.33%) and State government schools (59.48%). Private schools employed the largest absolute number of postgraduates (99 teachers, 75%), although 25% of their teachers held only undergraduate degrees, indicating variation within this group. Adhoc Aided and Lumpsum Aided schools presented a different picture, with 61% of teachers in both categories being undergraduates, suggesting comparatively lower academic qualifications in these schools.
- ii. **Professional Qualifications:** The analysis of professional qualifications indicated that most teachers had formal training. Of the total sample, 311 teachers (72.66%) possessed a Bachelor of Education (B.Ed.), 20 (4.67%) had completed a Master of Education (M.Ed.), and 9 (2.11%) held a Diploma

in Elementary Education (D.El.Ed.). At the same time, 88 teachers (20.56%) were untrained, pointing to gaps in professional preparedness.

Differences across school types were evident. Samagra schools had the strongest profile, with all teachers trained: 86.66% held a B.Ed. and 13.33% an M.Ed., with no untrained teachers. State government schools also reflected strong preparation, with 88% of teachers B.Ed.-qualified, 2.58% M.Ed.-qualified, and only 8% untrained. Deficient schools showed a similar trend, with 81.25% B.Ed.-qualified and 13% M.Ed., and just one teacher untrained (6.25%).

Adhoc Aided and Lump sum Aided schools were less consistent. While 74% of Adhoc Aided teachers and 68% of Lump sum Aided teachers had a B.Ed.; sizeable proportions remained untrained (21% and 28.5%, respectively). Private schools raised the greatest concern, as although 52% of teachers had a B.Ed. and 3% an M.Ed., as many as 41% lacked professional qualifications, raising questions about teaching quality in this sector.

It is important to note that in government schools, some of the untrained category consisted of vocational education (VE) teachers. These teachers were recruited primarily for their technical expertise in fields such as Information Technology, Agriculture, and Automotive trades, and were not required to hold B.Ed. qualifications. According to the State Project Director of Samagra Shiksha Mizoram (2025), 236 VE teachers had been approved for recruitment under this category, partly explaining the lower percentage of formally trained teachers in government-managed schools.

Private and aided schools often appointed teachers with academic degrees but without professional certification. This practice points to the need for stronger emphasis on professional training across all school types, in order to ensure consistent teaching quality within secondary education in Mizoram.

4.3.3 Profile of Teachers by Teaching Experience

Table 4.13

Profile of teachers in terms of teaching experience

Management	No. of Teachers	Teaching experiences (in terms of ages)				
		(No. & %)				
		0-5	6-10	11-15	16-20	21 and above
State	116	19 (16)	9 (8)	16 (14)	26 (22)	46 (40)
Samagra	60	13 (22)	15 (25)	32 (53)	0	0
Deficit	16	2 (12)	6 (38)	3 (19)	2 (12)	3 (19)
Adhoc Aided	76	19 (25)	15 (20)	15 (20)	8 (10)	19 (25)
Lumpsum Aided	28	9 (32)	7 (25)	6 (21)	3 (11)	3 (11)
Private	132	62 (47)	32 (24)	18 (14)	11 (8)	9 (7)
TOTAL	428	124 (29)	84 (20)	90 (21)	50 (11)	80 (19)

Note: Numbers in parentheses represent the corresponding percentages

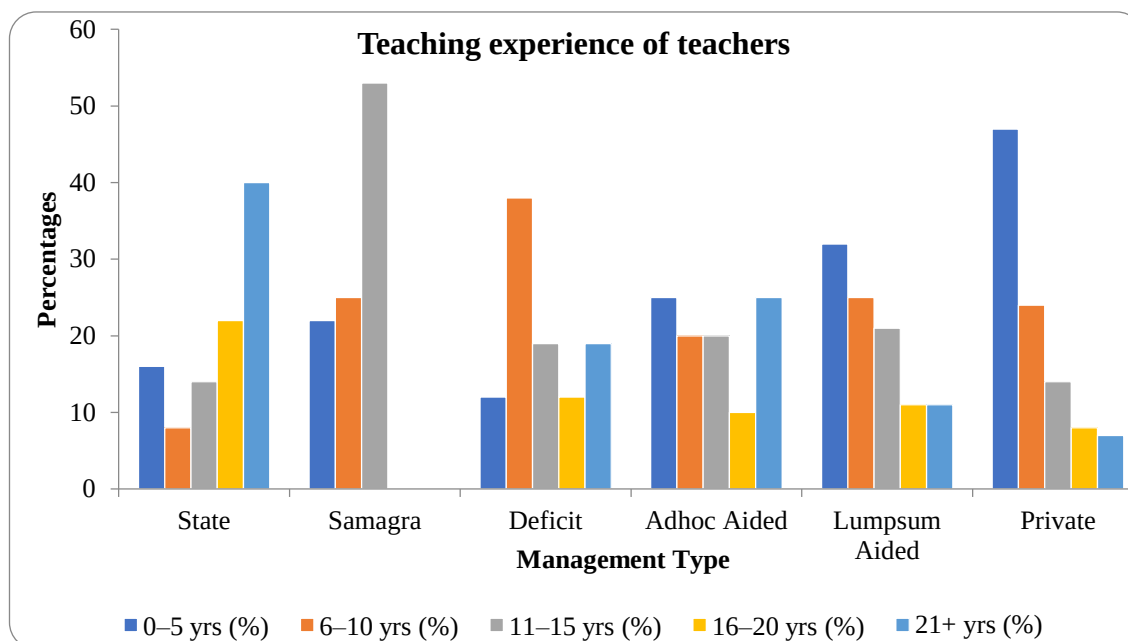
Figure 4.5*Profile of teachers in terms of teaching experience*

Table 4.13 and Figure 4.5 outline the teaching experience of secondary school teachers in Mizoram, classified by management type. Among the 428 teachers surveyed, the largest share, 124 (29%), had between 0 and 5 years of service, showing the strong presence of early-career teachers. This was followed by 90 teachers (21%) with 11-15 years of experience, 84 teachers (20%) with 6-10 years, 80 teachers (19%) with 21 years or more, and 50 teachers (11%) with 16-20 years. The figures suggest that while many teachers are relatively new to the profession, a steady core of senior staff continues to provide long-term experience.

State government schools had the highest proportion of experienced teachers, with 40% serving for over 21 years and 22% serving for 16-20 years. This reflects strong retention and continuity within the state-managed sector. Samagra schools showed a contrasting profile, as none of their teachers had more than 15 years of service. Instead, more than half (53%) were concentrated in the 11-15 years category, indicating more recent appointments under the Samagra Shiksha scheme.

Deficit schools displayed a balanced spread across categories, with the largest proportion (38%) reporting 6-10 years of experience. Adhoc-aided and lump sum-aided schools showed higher proportions of younger staff, with 25% and 32%

respectively in the 0-5 years category, although both also retained senior teachers, suggesting continuity alongside renewal.

Private schools were characterised by a younger workforce. Nearly half of their teachers (47%) had 0-5 years of experience, and 24% had 6-10 years. Just 7% reported more than 21 years of service, pointing to either a preference for younger recruitment or higher turnover in this sector.

The findings suggest that secondary education in Mizoram is shaped by both early-career and long-serving teachers, though the balance differs across management types. State schools retain the most experienced staff, while private institutions depend largely on newer teachers. These patterns carry important implications for workforce stability, opportunities for mentoring, and the transfer of expertise across the system.

4.3.4 Profile of Teachers by Gender

Table 4.14

Profile of teachers in terms of gender

Management	Total No. of Teachers	No. of Teachers			
		Male	%	Female	%
State	116	67	58	49	42
Samagra	60	33	55	27	45
Deficit	16	9	56	8	44
Adhoc Aided	76	47	62	29	38
Lumpsum Aided	28	17	61	11	39
Private	132	79	60	53	40
TOTAL	428	252	59	177	41

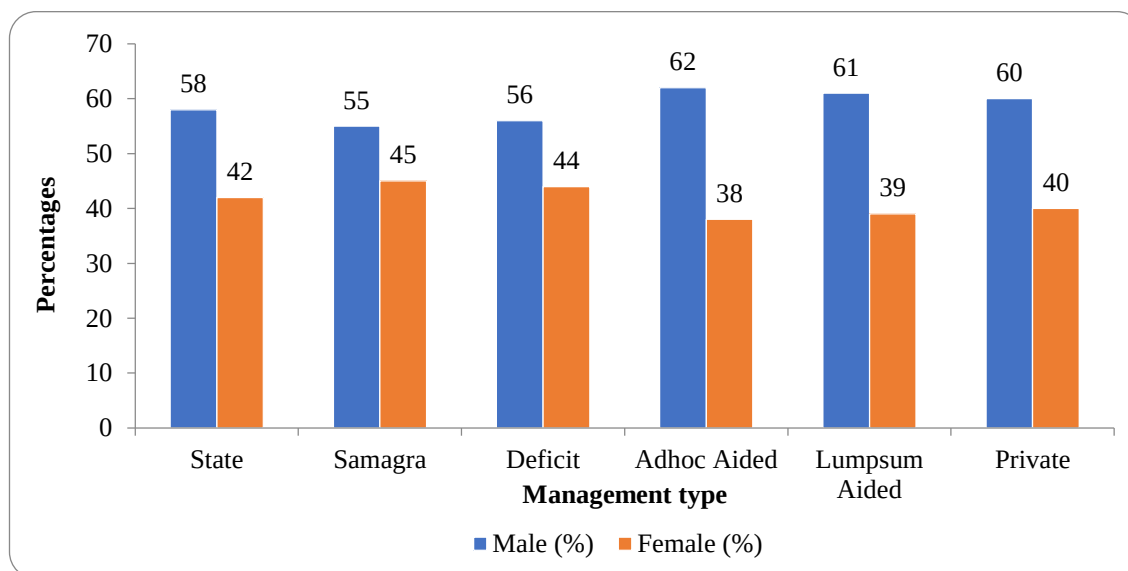
Figure 4.6***Profile of teachers in terms of gender***

Table 4.14 and Figure 4.6 summarize the gender distribution of secondary school teachers in Mizoram. Of the 428 teachers surveyed, 252 were men (59%), and 177 were women (41%), indicating that the teaching workforce at the secondary level continues to be male-dominated.

Across most management categories, men formed the larger share. In state Government schools, 58% of teachers were men and 42% were women. Adhoc-aided schools reflected a similar division, with 62% men and 38% women. Lumpsum-aided schools reported 61% male and 39% female staff, while Private schools employed 79 men (60%) and 53 women (40%).

Samagra and Deficit schools reflected a more balanced pattern compared with other types. In Samagra schools, 55% of teachers were men and 45% were women. Deficit schools showed near parity, with men representing 56% and women 44%, though the overall sample in this group was small.

The results indicate that men outnumber women in nearly all management categories, with closer balances only in Samagra and Deficit schools. The predominance of men highlights the continuing underrepresentation of women in the

secondary teaching workforce. Strengthening gender-sensitive recruitment policies and creating supportive professional environments may help achieve a more balanced teacher profile across Mizoram's secondary schools.

4.4.0 Analysis and Interpretation of Objectives 4

Objectives 4: *To examine the activities and best practices in the secondary schools of Mizoram.*

To address this objective, a semi-structured questionnaire was administered to the administrators of 107 secondary schools across Mizoram. The tool included both close-ended questions and open-ended sections, enabling the collection of quantitative data alongside contextual insights. In instances where the headmaster or principal was unavailable, the head-in-charge or a nominated teacher completed the questionnaire. The data collected were analysed through both statistical and thematic approaches. In addition, insights from focus group discussions (FGDs) were incorporated wherever relevant, adding depth to the interpretation of the results.

The findings are presented in the sections that follow, beginning with co-curricular activities and their frequency. For clarity and coherence, the analysis of activities and best practices in secondary education in Mizoram has been organised under the following categories:

4.4.1 Provision of activities in secondary schools in Mizoram

4.4.2 Frequency of activities in secondary schools in Mizoram

4.4.1 Provision of activities in secondary education in Mizoram

Table 4.15

Provision of activities

Sl. No	Provision of co-curricular	Govt		Deficit		Adhoc Aided		Lumpsum Aided		Private		Samagra Shiksha		Total	
		(N= 29)		(N= 4)		(N= 19)		(N=7)		(N = 33)		(N= 15)		(N= 107)	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Games and Sports	28	96.55	4	100	19	100	6	85.71	30	90.09	15	100	102	95.32
2	Football	25	86.20	4	100	17	89.47	6	85.71	23	69.69	12	80	87	81.3
3	Volleyball	25	86.20	4	100	17	89.47	6	85.71	21	63.63	14	93.93	87	81.3
4	Basketball	11	37.93	3	75	7	36.84	2	28.57	21	63.63	2	13.33	46	42.99

Table 4.15 presents the provision of co-curricular activities in secondary schools of Mizoram. Games and Sports emerged as the most widely available activity, reported in 95.32% of schools. Deficit, Adhoc-aided, and Samagra Shiksha schools all recorded full coverage (100%), followed closely by Government schools (96.55%), while Private schools (90.09%) and Lumpsum-aided schools (85.71%) reported slightly lower figures.

Football and Volleyball were equally common, available in 81.3% of schools overall. Football was organised in all Deficit (100%), with high levels in Adhoc-aided (89.47%), Government (86.20%), and Lumpsum-aided schools (85.71%), moderate provision in Samagra Shiksha schools (80%), and the lowest presence in Private schools (69.69%).

Volleyball showed a similar pattern, with the highest in Deficit schools (100%), Samagra Shiksha schools (93.93%), Adhoc-aided schools (89.47%), Government schools (86.20%), Lumpsum-aided schools (85.71%), and lower in Private schools (63.63%).

Basketball was available in 42.99% of schools, strongest in Private schools (63.63%) and Deficit schools (75%), followed by Government (37.93%), Adhoc-aided (36.84%), and Lumpsum-aided (28.57%), while Samagra Shiksha schools reported the lowest (13.33%).

Badminton and Table Tennis were each available in 28.03% of schools, most frequently in Deficit (50%), Adhoc-aided (31.57%), and Government schools (27.58% and 31.03%), while coverage was lower in Private (33.33%), Lumpsum-aided (14.28%), and Samagra Shiksha schools (13.33% and 6.66%).

A teacher reflected on the importance of sports by stating:

“Students are always enthusiastic about football and volleyball, but facilities are limited, and sometimes we have to borrow grounds.”

Cultural and creative activities were less common. Arts and Crafts were reported in 22.42% of schools, highest in Deficit schools (75%), followed by Adhoc-aided schools (31.57%), Lumpsum-aided schools (28.57%), Government schools (20.68%), Private schools (15.15%), and Samagra Shiksha schools (13.33%).

Drama was organised in 23.36% of schools, more prominent in Deficit schools (50%), followed by Adhoc-aided schools (31.57%), Government schools (34.48%), and smaller proportions in Lumpsum-aided schools (14.28%), Private schools (15.15%), and Samagra Shiksha schools (6.66%).

Debate was practised in 28.03% of schools, again with the highest in Deficit schools (75%), followed by Government schools (34.48%), Adhoc-aided schools (31.57%), Lumpsum-aided schools (28.57%), Private schools (24.24%), and Samagra Shiksha schools (6.66%).

Music was present in 22.42% of schools, especially in Deficit schools (75%), with far lower representation in Government schools (20.68%), Adhoc-aided schools (10.52%), Lumpsum-aided schools (14.28%), Private schools (30.3%), and Samagra Shiksha schools (13.33%).

One teacher remarked:

“Drama and debate are very rare, and when we try, there is no proper platform. Students are interested, but we do not have the support.”

These observations correlate with findings that creative and performing arts often remain underrepresented in Indian secondary schools, overshadowed by sports and examinations (NCERT, 2021).

Community service was more visible, reported in 50.46% of schools. Lumpsum-aided schools recorded the highest participation (85.71%), followed by Deficit schools (75%), Government schools (65.51%), and Adhoc-aided schools (63.15%). Samagra Shiksha schools reflected moderate provision (33.33%), while Private schools reported the lowest (27.27%).

Outings and excursions were conducted in 63.55% of schools, with Deficit schools (75%) and Government schools (72.41%) leading, followed by Private schools (63.63%), Adhoc-aided schools (57.89%), Lumpsum-aided schools (57.14%), and Samagra Shiksha schools (53.33%).

Students noted the importance of such activities:

“We learn a lot during excursions, but it does not happen every year. It depends on funds and the principal’s interest.”

This aligns with reports highlighting that financial resources strongly determine the regularity of field-based learning opportunities (UNESCO, 2020).

Specialised groups and clubs were much less prevalent. The NCC was available in only 13.08% of schools, mostly in Deficit schools (50%) and Government schools (34.48%), with smaller presence in Adhoc-aided schools (10.52%) and absent in Lumpsum-aided, Private, and Samagra Shiksha schools.

Eco Clubs were formed in many schools, reported in 59.81% of schools, with high levels in Samagra Shiksha schools (80%) and Government schools (79.31%), and followed by Adhoc-aided schools (58.94%), Deficit schools (50%), Private schools (33.33%), and the lowest in Lumpsum-aided schools (14.27%).

The Scouts and Guides were available in only 6.54% of schools, highest in Deficit schools (50%), with minor shares in Private schools (9.09%) and Government schools (6.89%), and absent elsewhere.

Drama Clubs (2.8%), Art and Cultural Clubs (3.73%), Sports Clubs (3.73%), and Science Clubs (0.93%) were reported only by a handful of schools, while the NSS was confined entirely to Deficit schools (75%).

A teacher from a Government school explained:

“We had an Eco Club once, but after the teacher in charge retired, it stopped functioning. Continuity is a problem.”

This is consistent with broader evidence that clubs in schools often depend on individual teachers’ commitment rather than institutional policy (UNICEF, 2019).

The findings illustrate that while sports activities such as football and volleyball dominate the co-curricular landscape, cultural activities remain underdeveloped across most school categories. Deficit schools stand out for their stronger provision of arts, drama, debate, and music, whereas aided, private, and Samagra Shiksha schools reflect much weaker levels. Community service and

excursions have moderate visibility but remain irregular and often resource-dependent. Structured clubs and groups such as NCC, Scouts and Guides, and Eco Clubs are unevenly distributed, with limited continuity across schools. The overall picture suggests that while co-curricular opportunities are present, they remain imbalanced and dependent on institutional priorities, funding, and individual teacher initiative rather than being systematically integrated into the secondary school framework.

week															
5	Once a month	3	10.34	1	25	4	21.05	1	14.28	12	36.36	1	6.66	22	20.56
6	Never	0	0	0	0	1	5.26	1	14.28	2	6.06	1	6.66	5	4.67

Table 4.16 examines the frequency of activities in secondary schools across Mizoram. The findings show that such activities were generally limited, with no school conducting them daily or several times a week. This absence highlights how tightly packed academic schedules leave little room for broader developmental engagement.

A large majority of schools (74.76%) scheduled co-curricular programmes once a week, particularly in Government schools (89.65%) and Samagra schools (86.66%). A smaller share (20.56%) held these activities only once a month, while very few (1.86%) organised them twice a week. Alarming, 4.67% of schools did not organise any co-curricular activities, a shortfall most visible in Lump sum Aided, Private, and Adhoc Aided schools.

Teachers and administrators often acknowledged the importance of such programmes but felt restricted by academic priorities, particularly the pressure to maintain strong board examination results.

A vice principal explained:

“At the end of the day, people judge us by our High School Leaving Certificate examination results, so we concentrate on that. It’s not just the schools, but a reflection of our general mind-set here in Mizoram.”

This testimony reflects a common tension: while schools aspire to foster all-round development, the strong societal focus on academic performance continues to take precedence. Added to this are constraints such as shortages of trained staff, inadequate funding, and the absence of infrastructure to support regular activities. Teachers, already burdened with heavy teaching and administrative loads, often find it difficult to devote time to additional programmes.

The overall picture suggests a pressing need to rethink the role of co-curricular activities in school life. Far from being optional, they are essential in cultivating students’ confidence, creativity, leadership, and social skills. Expanding

institutional support for these programmes could enable schools to deliver a more balanced and enriching educational experience.

Best Practices in Secondary Education in Mizoram

The best practices in secondary education in Mizoram are presented under the following heads:

4.4.3 Best practices regarding academic performance

4.4.4 Best practices to inculcate value and moral education

4.4.5 Additional best practices

4.4.3 Best practices regarding academic performance in secondary education in Mizoram

Table 4.17

Best practices regarding academic performance

Sl. No	Academic Best Practices	Govt		Deficit		Adhoc Aided		Lumpsum Aided		Private		Samagra Shiksha		Total	
		(N= 29)		(N= 4)		(N= 19)		(N=7)		(N = 33)		(N= 15)		(N= 107)	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Collaboration with parents	22	75.86	4	100	15	78.94	7	100	27	81.82	11	73.73	86	80.37
2	Practical activities	17	58.62	4	100	6	31.57	4	57.14	14	42.42	4	26.66	49	45.79
3	Individualized instruction or personalized learning	2	6.89	1	25	1	5.26	1	14.28	3	9.09	1	6.66	9	8.41
4	Study camp	16	55.17	0	0	13	68.42	2	28.57	3	9.09	9	60	43	40.18

Table 4.17 outlines the best academic practices adopted by secondary schools in Mizoram to strengthen student performance. The most widely adopted practice was parental collaboration, reported in 80.37% of schools. All Deficit and Private schools, and the majority of Government (82.75%) and Aided institutions, organised parent–teacher meetings. These usually began with general discussions, followed by one-to-one sessions.

A headmaster explained:

“We frequently hold Parent–Teacher Meetings. Initially, we meet with all parents to discuss school policies, rules, and expectations. Later, based on individual student performance, we follow up with one-on-one meetings, either in person or through phone calls.”

Practical, activity-based learning was implemented in 45.79% of schools. Deficit schools were most active (75%), followed by Government (65.51%), while Samagra (33.33%) and Adhoc Aided (36.84%) reported much lower engagement. Inadequate infrastructure, limited time, and pressure to complete the syllabus were cited as key obstacles.

Individualised instruction was adopted in only 8.41% of schools, showing it to be the least practised strategy. Even in Deficit schools, which were most proactive, just 25% made attempts at personalised support. Large class sizes made this impractical.

As one teacher from a private school noted:

“Providing individual attention is nearly impossible when we have over 50 students in one section.”

Study camps were organised in 40.18% of schools, especially in Adhoc Aided (52.63%) and Government (44.82%) institutions. These sessions were usually held on weekends or holidays to assist students requiring additional academic support.

A headmaster remarked:

“Our school regularly organises extra classes, especially for students who are academically weaker. Teachers take turns and handle different subjects after school hours.”

The findings show that while 80.37% of schools actively practised parental collaboration and 40.18% organised study camps, only 45.79% implemented activity-based learning and a very limited 8.41% attempted individualised instruction. The data indicate that Mizoram’s secondary schools are strongest in home–school cooperation and remedial support, but need to expand learner-centred methods to foster curiosity, confidence, and independent thinking among students.

4.4.4 Best practices to inculcate value and moral education in secondary education in Mizoram

Table 4.18

Best practices to inculcate value and moral education

Sl. No	Provision of co-curricular	Govt (N= 29)		Deficit (N= 4)		Adhoc Aided (N= 19)		Lumpsum Aided (N=7)		Private (N = 33)		Samagra Shiksha (N= 15)		Total (N= 107)	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Conducting assembly	23	79.31	3	75	16	84.2	6	85.71	25	75.75	8	53.33	81	75.7
2	Pledge-taking	8	27.58	3	75	4	21.05	2	28.57	4	12.12	2	13.33	23	21.49
3	Devotion	24	82.75	4	100	19	100	6	85.71	32	96.96	13	86.66	98	91.58
4	Participating in cultural promotion	14	48.27	2	50	9	47.36	4	57.14	9	27.27	5	33.33	43	40.18

Table 4.18 describes the approaches used by secondary schools in Mizoram to strengthen value and moral education. Devotion was the most widely adopted practice, reported in 91.58% of schools. This practice was universal in Deficit and Adhoc Aided schools, with all teachers confirming its regular use. Government schools (82.75%), Private schools (96.96%), Samagra schools (86.66%), and Lump sum Aided schools (85.71%) also reflected high levels of devotion. Teachers often used this time for moral reflection and cultural lessons, creating a space where values were taught alongside daily routines.

Daily assemblies were conducted in 75.7% of schools. They were most common in Adhoc Aided (84.2%) and Lump sum Aided (85.71%) schools, followed closely by Government schools (79.31%) and Private schools (75.75%). Samagra schools reported a lower proportion (53.33%). Assemblies usually included announcements, short talks on discipline, and reminders of shared values such as honesty, respect, and cooperation.

Pledge-taking was reported in only 21.49% of schools. Deficit schools reflected the highest practice, with 75% of institutions including regular pledge sessions. Government schools (27.58%), Adhoc Aided schools (21.05%), Lump sum Aided schools (28.57%), Private schools (12.12%), and Samagra schools (13.33%) showed much lower levels. This indicates that civic and national identity practices receive less emphasis in many schools.

Cultural promotion activities were practised in 40.18% of schools. Lumpsum Aided schools (57.14%) and Deficit schools (50%) reported higher engagement, while Government schools (48.27%) and Adhoc Aided schools (47.36%) showed similar levels. Private schools (27.27%) and Samagra schools (33.33%) reported lower participation. These activities often included traditional music, art, drama, and community festivals, giving students opportunities to connect with their cultural identity while also fostering respect for diversity.

The findings highlight that devotion and assemblies are the most common avenues for moral and value-based education in Mizoram's secondary schools, while pledge-taking and cultural promotion are practised less widely. Strengthening these

areas through structured programmes and better institutional support could provide students with a richer and more balanced moral foundation.

4.4.5 Additional best practices in secondary education in Mizoram

Table 4.19

Other best practices

Sl. No.	Other Best practices	Type of Management													
		Govt		Deficit		Adhoc Aided		Lumpsum Aided		Private		Samagra Shiksha		Total	
		(N= 29)		(N= 4)		(N= 19)		(N=7)		(N = 33)		(N= 15)		(N= 107)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Providing guidance and counseling	22	75.86	2	50	13	68.42	5	71.42	25	75.75	9	60	76	71.02
2	Vocational education	16	55.17	2	50	3	15.78	2	28.57	6	18.18	4	26.66	33	30.84

3	Mentoring programs	5	17.24	2	50	2	10.52	1	14.28	4	12.12	2	13.33	16	14.95
4	Environmental awareness	24	82.75	4	100	14	73.68	6	85.71	17	51.51	6	40	71	66.35

Table 4.19 describes the additional best practices followed by secondary schools in Mizoram. Guidance and counselling were reported in 71.02% of schools. This practice was most visible in Government institutions (75.86%), Private schools (75.75%), and Lumpsum Aided schools (71.42%). Adhoc Aided schools (68.42%) and Samagra Shiksha schools (60%) showed moderate levels, while Deficit schools were lower at 50%. Despite these relatively high proportions, counselling services were usually informal, with no dedicated space or professional counsellors.

Vocational education was available in 30.84% of schools. Government schools recorded the highest proportion (55.17%), followed by Deficit institutions (50%). Lumpsum Aided schools stood at 28.57%, Samagra Shiksha at 26.66%, Adhoc Aided at 15.78%, and Private schools at only 18.18%. Training areas included tailoring, weaving, knitting, automobile repair, and beauty and wellness, often introduced under the Samagra Shiksha scheme.

Mentoring programmes were reported in just 14.95% of schools. Deficit schools reflected the strongest presence (50%), while Government schools showed 17.24%, Samagra Shiksha schools 13.33%, Private institutions 12.12%, Lumpsum Aided schools 14.28%, and Adhoc Aided schools only 10.52%. These programmes, where they existed, focused mainly on academic help or emotional guidance but lacked formal frameworks.

Environmental awareness was promoted in 66.35% of schools, making it the second most widely practised initiative after counselling. Deficit schools achieved full coverage (100%), while Lumpsum Aided schools stood at 85.71%, Government schools at 82.75%, and Adhoc Aided institutions at 73.68%. Private schools reported a much lower share (51.51%), and Samagra Shiksha schools were the weakest (40%). Activities included tree planting, cleanliness drives, and eco-clubs, often linked with observances such as Environment Day.

The findings show that guidance and counselling and environmental awareness are the most widely adopted best practices, while vocational education and mentoring remain less developed. Strengthening these practices with dedicated spaces, formal structures, and sustained institutional support could enhance the holistic development of students in Mizoram's secondary schools.

4.5.0 ANALYSIS AND INTERPRETATION OF OBJECTIVE 5

Objectives 5: To analyse the teaching-learning processes and methods of instruction.

To collect data on the teaching and learning processes and methods of instruction, a semi-structured questionnaire was designed, comprising both close-ended items and open sections for detailed remarks. This instrument was administered to a sample of 428 teachers, with four teachers selected from each of the 107 secondary schools included in the study. The responses provided an in-depth understanding of classroom practices, instructional strategies, and the extent of technology integration in teaching. The data were analysed using both quantitative methods and qualitative insights derived from open-ended responses and focus group discussions, enabling a more comprehensive and nuanced exploration of the teaching-learning environment.

The teaching and learning processes and methods followed by secondary school teachers in Mizoram are discussed under the following subheadings:

- 4.5.1 Curriculum approaches in teaching and learning
- 4.5.2 Methods of teaching in the classroom
- 4.5.3 Teaching and learning procedures
- 4.5.4 Technological tools used in the teaching-learning process
- 4.5.5 Teaching and learning goals of secondary school teachers

4.5.1 Curriculum approaches in teaching and learning followed by secondary school teachers in Mizoram

Table 4.20

Curriculum approaches in teaching and learning

Sl. No.	Curriculum approaches in teaching and learning	Type of Management													
		Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Subject-centered approach	83	71.55	11	68.75	49	64.47	18	64.28	100	75.75	41	68.33	302	70.56
2	Learner-centered approach	74	63.79	12	75	45	59.21	17	60.71	92	69.69	46	76.66	286	66.82

3	Activity-centered approach	40	34.48	8	50	24	31.57	10	35.71	40	30.3	30	50	152	35.51
4	Teacher-centered approach	28	24.13	5	31.25	23	30.26	12	42.85	45	34.09	4	6.66	117	27.33

Table 4.20 presents the curriculum approaches adopted by secondary school teachers in Mizoram. The subject-centred approach emerged as the most widely used, with 70.56% of teachers across all school types relying on this method. Private schools reported the highest proportion (75.75%), followed by government schools (71.55%). This strong preference reflects the persistence of traditional teaching practices, shaped largely by syllabus completion and preparation for board examinations.

The learner-centred approach, focusing on student participation and individual needs, was reported by 66.82% of teachers. It was particularly prominent in Samagra schools (76.66%) and Deficit schools (75%), suggesting a gradual shift towards more inclusive and participatory teaching. Government schools (63.79%) and Aided schools also showed reasonable engagement, indicating that this approach is gaining traction as teachers increasingly recognise the value of student-focused learning.

The activity-centred approach, which emphasises experiential and hands-on learning, was less common, practised by only 35.51% of teachers overall. Deficit schools (50%) and Samagra schools (50%) showed stronger adoption, while other management types reported lower figures. Constraints such as inadequate infrastructure, limited resources, and time pressures appear to restrict the consistent use of this approach in many schools.

The teacher-centred approach was the least reported overall, with 27.33% of teachers still relying on it. Its presence was most visible in Lump sum Aided schools (42.85%) and least in Samagra institutions (6.66%). The relatively low usage of this method points to a gradual shift away from rigid, authority-driven instruction towards more engaging and interactive practices.

Teachers' voices further highlight the tension between reform and tradition.

A senior teacher nearing retirement observed:

"Despite nearing retirement, I observe that classrooms remain focused on rote learning, driven by certification and heavy syllabus demands."

A younger teacher reflected:

“Some senior colleagues insist that students reproduce textbook answers word for word. When students respond in their own words, they are often discouraged. This attitude undermines the independent thinking of students.”

These perspectives reveal that while new approaches such as learner-centred and activity-based teaching are increasingly visible, entrenched practices and systemic pressures continue to limit bigger pedagogical change. The findings underline the need for sustained professional support, ongoing training, and structural reforms that empower teachers to move beyond content delivery towards fostering critical thinking and meaningful learning experiences.

4.5.2 Methods of teaching in the classroom followed by secondary school teachers in Mizoram

Table 4.21

Methods of teaching in the classroom

Sl. No.	Methods of teaching	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Lecture method	105	90.51	15	93.75	51	67.1	21	75	117	88.63	52	86.66	361	84.34
2	Discussion	63	54.31	10	62.5	28	36.84	16	57.14	97	73.48	16	26.66	230	53.73
3	Demonstration method	46	39.65	10	62.5	36	47.36	18	64.28	71	53.78	14	23.33	195	45.66
4	Question and answer method	80	68.96	10	62.5	50	65.78	15	53.57	92	69.69	31	51.66	278	64.95

Table 4.21 presents the methods of teaching commonly used in secondary schools across Mizoram. The data showed that the lecture method continues to dominate classroom practice, with 84.34% of teachers overall reporting its use. It was most commonly applied in Government, Deficit, Private, and Samagra schools. While this method offered efficiency in covering extensive syllabi, its predominance reflected the persistence of conventional, teacher-directed instruction.

The question-and-answer method was also widely used, reported by 64.95% of teachers. It appears to be especially favoured in Private schools, closely followed by Government and Adhoc Aided institutions. This approach provided some level of student engagement by allowing learners to clarify doubts and reflect on their understanding, though it often remained within the bounds of teacher control.

The discussion method was employed by only over half the teachers (53.73%), with the highest use in Private schools. In contrast, Samagra school teachers reported the least use of discussion based teaching. The relatively moderate adoption of this method suggested that many teachers still faced challenges in facilitating open-ended conversations within the classroom, possibly due to time constraints or large class sizes.

Demonstration methods, essential for subjects requiring practical understanding, such as science and mathematics, were used by 45.66% of teachers. Deficit and Lumpsum Aided schools showed a relatively higher frequency of this method, while Samagra schools reported the lowest. Despite the recognised value of demonstration for experiential learning, its limited application pointed to resource limitations or lack of training.

Encouragingly, a few teachers shared that they were incorporating constructivist strategies into their lessons.

One teacher stated,

“My students are actively engaged during lessons. They draw on their everyday experiences and prior knowledge to build new understanding. I also incorporate inquiry-based tasks and assign projects that allow them to construct knowledge independently.”

This reflects a growing awareness of progressive teaching approaches that empower students as active participants in the learning process.

Yet, the overwhelming reliance on lectures revealed a tension between reported curriculum intentions and classroom realities. While Table 4.20 suggested a shift towards learner-centred philosophies, the actual classroom practice described here shows that traditional methods continued to dominate. Teachers appeared to be navigating a space between policy expectations and practical constraints, often blending traditional and modern strategies in their daily teaching. This gradual movement towards interactive teaching, though still in its early stages, signals a positive trend in Mizoram's secondary education landscape.

4.5.3 Teaching and learning procedures followed by secondary school teachers in Mizoram

Table 4.22

Teaching procedures

Sl. No	Teaching procedures	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Making lesson plans	82	70.68	11	68.75	56	73.68	17	60.71	117	88.63	30	50	313	73.13
2	Access to updated technology and resources	46	39.65	11	68.75	17	22.36	3	10.71	61	46.21	12	20	150	35.04
3	Adopting teaching aids	56	48.27	8	50	26	34.21	16	57.14	61	46.21	25	41.66	192	44.85
4	Monitoring students' progress	70	60.34	12	75	30	39.47	12	42.85	93	70.45	30	50	247	57.71

5	Extra tutoring or extra class	54	46.55	9	56.25	25	32.89	16	57.14	77	58.33	28	46.66	209	48.83
6	Academic support programs	25	21.55	5	31.25	17	22.36	7	25	32	24.24	13	21.66	99	23.13

Table 4.22 presents the teaching and learning procedures adopted by secondary school teachers in Mizoram. A large share of teachers (73.13%) reported preparing lesson plans for their classes. Private schools reported the highest use of lesson planning (88.63%), followed by Adhoc Aided schools (73.68%), Government schools (70.68%), and Deficit schools (68.75%). Lump sum Aided schools reported 60.71%, while Samagra Shiksha schools were lowest at 50%. Lesson plans were prepared either weekly or annually, depending on institutional practices and monitoring systems.

Access to updated technology and learning resources was reported by only 35.04% of teachers. Deficit schools reported the strongest provision at 68.75%, while Government schools reported 39.65%. Private schools (46.21%) fared better than Adhoc Aided (22.36%), Samagra Shiksha (20%), and Lump sum Aided (10.71%) schools. The shortage of technological resources was widely acknowledged as a key barrier to integrating modern tools into daily classroom practice.

The use of teaching aids was reported by 44.85% of teachers. Lump sum Aided schools (57.14%) and Deficit schools (50%) reported the highest adoption, followed by Government schools (48.27%), Private schools (46.21%), and Samagra Shiksha schools (41.66%). Adhoc Aided schools reported the lowest use at 34.21%. Teachers explained that they used a mix of handmade and printed aids depending on subject and resource availability.

Monitoring of student progress was reported by 57.71% of teachers. Deficit schools reported the highest proportion (75%), followed by Private schools (70.45%), Government schools (60.34%), Samagra Shiksha schools (50%), Lump sum Aided schools (42.85%), and Adhoc Aided schools (39.47%). Teachers highlighted practices such as review sessions, record-keeping, and parent meetings as part of the monitoring process.

Remedial classes or extra tutoring were organised in 48.83% of schools. Private schools reported the highest proportion (58.33%), followed closely by Deficit (56.25%) and Lump sum Aided schools (57.14%). Government schools reported 46.55%, Samagra Shiksha schools 46.66%, and Adhoc Aided schools 32.89%. These sessions were usually scheduled after regular school hours or during holidays, particularly to assist students preparing for board examinations.

Only 23.13% of schools reported offering academic support programmes beyond regular classes. Deficit schools were highest at 31.25%, followed by Lump sum Aided schools (25%), Private schools (24.24%), Adhoc Aided schools (22.36%), Government schools (21.55%), and Samagra Shiksha schools (21.66%).

Teachers also described additional initiatives to support student learning.

A teacher from a Government school shared:

“I collaborate with the CLlx programme and use its interactive digital content in my science lessons.”

Another teacher remarked:

“I organise quizzes, science exhibitions, debates, and use educational apps to enhance classroom learning.”

Some also mentioned the use of worksheets and model test papers as part of reinforcement activities.

The findings indicate that lesson planning is well established across most schools, though technology access, structured academic support, and consistent use of teaching aids remain limited. Teachers often go beyond basic requirements to enrich learning, yet many are constrained by weak infrastructure, lack of time, and absence of formalised systems to sustain these efforts.

4.5.4 Technological tools used by teachers in the teaching-learning process

Table 4.23

Technological tools used in the teaching-learning process

Sl. No	Technological tools	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Whiteboards/black boards/green boards	112	96.55	15	93.75	72	94.73	28	100	124	93.93	55	91.66	406	94.85
2	Smartboard	60	51.72	10	62.5	10	13.15	1	3.57	21	15.9	17	28.33	119	27.8
3	Projector	20	17.24	7	43.75	10	13.15	5	17.85	21	15.9	6	10	69	16.12

4	Digitally prepared teaching aids	29	25	6	37.5	15	19.73	6	21.42	39	29.54	10	16.66	105	24.53
5	Online learning tools	13	11.20	4	25	8	10.52	3	10.71	42	31.81	10	16.66	80	18.69

Table 4.23 presents the technological tools used in the teaching and learning process across secondary schools in Mizoram. Traditional tools such as whiteboards, blackboards, and green boards remain the most widely used, with 94.85% of teachers across all school types relying on them. Government schools reported the highest use (96.55%), followed closely by Lump sum Aided (100%), Deficit (93.75%), Adhoc Aided (94.73%), Private (93.93%), and Samagra Shiksha (91.66%) schools. Their near-universal presence reflects their practicality, affordability, and centrality to everyday classroom practice.

The integration of smart boards was limited, reported by only 27.8% of teachers. Deficit schools showed the highest adoption (62.5%), while Government (51.72%) and Samagra Shiksha (28.33%) schools reflected moderate use. Private schools recorded 15.9%, Adhoc Aided schools just 13.15%, and Lump sum Aided schools 3.57%. The sharp variations suggest that access to such advanced tools is closely tied to resources and institutional support, with aided schools particularly disadvantaged.

Projector use was reported by 16.12% of teachers. Deficit schools again led (43.75%), followed by Government schools (17.24%) and Lump sum Aided schools (17.85%). Private schools recorded 15.9%, Adhoc Aided schools 13.15%, and Samagra Shiksha schools 10%. These low figures reflect infrastructural and maintenance constraints that hinder the wider use of projectors for multimedia learning.

Digitally prepared teaching aids, such as interactive presentations or e-charts, were used by 24.53% of teachers. Deficit schools reported the highest proportion (37.5%), followed by Government (25%), Lump sum Aided (21.42%), Private (29.54%), Samagra Shiksha (16.66%), and Adhoc Aided schools (19.73%). While still emerging, such practices indicate a growing effort to make lessons more engaging and interactive.

The use of online learning tools was the least adopted, reported by only 18.69% of teachers. Private schools (31.81%) and Deficit schools (25%) demonstrated stronger use, while Government schools (11.2%), Samagra Shiksha

(16.66%), Adhoc Aided (10.52%), and Lump sum Aided (10.71%) schools reported lower figures. In many cases, online tools were limited to sharing materials through platforms like WhatsApp, rather than fully integrating digital platforms into teaching.

A private school teacher explained:

“I regularly use digital teaching aids like interactive PDF files and e-charts to support the teaching-learning process. I created digital charts to illustrate diagrams and explain key processes from various chapters, and I noticed that this approach made the sessions much more engaging and interactive for my students.”

The findings show that while traditional boards remain the dominant medium, digital tools such as smart boards, projectors, and online platforms are gradually finding their way into classrooms, though unevenly across school categories. Deficit and some Government schools appear more proactive in experimenting with digital tools, while aided schools continue to face barriers. Strengthening digital infrastructure, providing targeted funding, and offering regular teacher training would be essential for ensuring a smoother transition towards technology-supported and blended modes of learning in secondary education in Mizoram.

4.5.5 Teaching and learning goals of secondary school teachers

Table 4.24

Teaching and learning goals of secondary school teachers

Sl. No	Primary Goals	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Transmitting knowledge	79	68.10	14	87.5	53	69.73	23	82.14	117	88.63	30	50	316	73.83
2	Developing skills	101	87.06	12	75	54	71.05	28	100	111	84.09	50	83.33	356	83.17
3	Preparing for the job world	59	50.86	11	68.75	28	36.84	14	50	74	56.06	31	51.66	217	50.7

4	Fostering critical thinking	53	45.68	9	56.25	27	35.52	9	32.14	73	55.3	22	36.66	193	45.09
5	Developing a love for learning	56	48.27	7	43.75	33	43.42	18	64.28	70	53.03	31	51.66	215	50.23

Table 4.24 presents the primary goals identified by secondary school teachers in Mizoram. A large majority of teachers (83.17%) emphasised skill development as their foremost objective, with every teacher in Lump sum Aided schools highlighting this goal. Government (87.06%), Private (84.09%), and Samagra Shiksha (83.33%) schools also reported high engagement in developing skills, suggesting that equipping students with practical competencies is widely prioritised across management types.

Knowledge transmission was identified as a key goal by 73.83% of teachers. This approach was particularly strong in Private (88.63%) and Deficit schools (87.5%), whereas only half of the teachers in Samagra Shiksha schools reported prioritising this aim. The differences highlight variations in emphasis across school categories, with some placing more weight on traditional teaching objectives.

Preparing students for the world of work was reported by 50.7% of teachers. Deficit schools (68.75%) and Private schools (56.06%) were comparatively more focused on career readiness, while Adhoc Aided schools (36.84%) reported the lowest emphasis. These findings suggest that while employment preparation is recognised as important, it is not yet fully integrated into the teaching goals of many institutions.

Fostering critical thinking was identified by 45.09% of teachers. Deficit schools (56.25%) and Private schools (55.3%) showed stronger commitment to this aim, while Lump sum Aided (32.14%) and Adhoc Aided schools (35.52%) reflected limited engagement. The relatively low overall figure indicates that critical thinking remains underdeveloped as a priority in secondary education.

Developing a love for learning was reported by 50.23% of teachers. Lump sum Aided schools showed the highest commitment (64.28%), followed by Private (53.03%) and Samagra Shiksha schools (51.66%). By contrast, Government and Adhoc Aided schools reflected lower proportions. These findings illustrate uneven emphasis across school categories on nurturing intrinsic motivation in students.

Beyond these categories, some teachers expressed broader aims that extended beyond academics. They spoke about guiding students to become responsible human beings, fostering moral growth, and helping them discover personal strengths.

One teacher reflected:

“My main goal as a high school teacher is to help my students grow into good human beings. Beyond academic performance and skill development, I believe that if I can instill values of humanity in them, they will not only enrich our education system but also make life more meaningful.”

The responses revealed that while knowledge transmission and skill development continue to dominate, many teachers aspire towards a more holistic vision of education. Their goals include building character, promoting critical thought, preparing students for future careers, and instilling lifelong values. Together, these aims demonstrate the blend of traditional and progressive educational priorities that shape secondary teaching in Mizoram.

4.6.0 ANALYSIS AND INTERPRETATION OF OBJECTIVE 6

Objective 6: *To analyse the assessment and evaluation methods employed by secondary school teachers.*

To examine the assessment and evaluation practices of secondary school teachers in Mizoram, a semi-structured questionnaire was distributed to a sample of 428 teachers, with four teachers drawn from each of the 107 schools included in the study. The instrument consisted of both closed-ended questions and open-ended sections, allowing for the collection of quantitative data alongside richer qualitative insights. It was carefully designed to capture detailed information on the methods teachers use to assess student learning, evaluate classroom performance, and monitor academic progress.

The data were analysed using a combination of statistical approaches and thematic interpretation, ensuring that both measurable trends and personal perspectives were represented. Teachers' written remarks and contributions from focus group discussions were also integrated into the analysis, adding depth to the findings and highlighting practical challenges as well as effective strategies reported in the field.

The assessment and evaluation practices adopted by secondary school teachers in Mizoram are presented under the following subheadings:

4.6.1 Classroom Assessment Practices

4.6.2 Evaluation methods considered most effective by secondary school teachers for assessing students' understanding.

4.6.3 Methods used to determine the final grade

4.6.1 Classroom Assessment Practices adopted by Secondary School Teachers in Mizoram

Table 4.25

Classroom assessment practices

Sl. No	Classroom assessment	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Quiz	35	30.17	7	43.75	23	29.48	7	25	69	52.27	36	60	177	41.35
2	Class test	109	93.96	12	75	68	87.17	27	96.42	129	97.72	50	83.33	395	92.28
3	Discussion	63	54.31	11	68.75	32	42.3	17	60.71	93	70.45	16	26.66	232	54.2

4	Classwork	88	75.86	14	87.5	49	62.82	25	89.28	115	87.12	14	23.33	305	71.26
5	Feedback	35	30.17	4	25	24	30.76	8	28.57	52	39.39	40	66.66	163	38.08
6	Questioning	94	81.03	14	87.5	42	53.84	12	42.85	110	83.33	19	31.66	291	67.99
7	Paper presentation	19	16.37	7	43.75	22	28.2	7	25	37	28.03	15	25	107	25

Table 4.25 illustrates the different classroom assessment strategies adopted by secondary school teachers across Mizoram. Class tests emerged as the most dominant practice, reported by 92.28% of teachers. This method was almost universal in Private schools (97.72%) and Lump sum Aided schools (96.42%), while also being widely used in Government (93.96%), Adhoc Aided (87.17%), and Deficit (75%) schools. Even in Samagra institutions, where figures were comparatively lower, 83.33% of teachers still relied on class tests. These results confirm the central role of class testing as the backbone of assessment in Mizoram's secondary schools.

Quizzes were used less consistently, practised by 41.35% of teachers overall. The highest reliance on quizzes was observed in Samagra Shiksha schools (60%) and Private schools (52.27%), while Deficit (43.75%), Government (30.17%), Adhoc Aided (29.48%), and Lump sum Aided (25%) schools reported more limited use. This suggests that quizzes are valued in certain school types for encouraging quick recall and reinforcing concepts, though they are not embedded uniformly across the system.

Discussion-based assessment was employed by 54.2% of teachers, particularly in Private schools (70.45%) and Deficit schools (68.75%). Government (54.31%) and Adhoc Aided (42.3%) schools showed moderate levels, while Lump sum Aided (60.71%) and Samagra Shiksha (26.66%) schools reflected contrasting trends. These patterns highlight the role of discussions in promoting interactive learning, though they remain less emphasised in schools where teacher-directed methods dominate.

Classwork as an assessment tool was adopted by 71.26% of teachers. This was highest in Private schools (87.12%) and Lump sum Aided schools (89.28%), followed by Deficit (87.5%) and Government schools (75.86%). Adhoc Aided (62.82%) and Samagra Shiksha (23.33%) schools were less likely to use classwork systematically.

Feedback, which reflects a more formative and learner-centred approach, was less common, reported by 38.08% of teachers. It was used more frequently in Samagra Shiksha schools (66.66%) and Private institutions (39.39%), while

Government (30.17%), Adhoc Aided (30.76%), Deficit (25%), and Lump sum Aided (28.57%) schools recorded lower engagement.

Questioning, a fundamental technique to assess understanding during lessons, was practised by 67.99% of teachers. This method was widely used in Private schools (83.33%), Deficit schools (87.5%), and Government schools (81.03%). Adhoc Aided (53.84%) and Lump sum Aided (42.85%) schools showed lower reliance, while Samagra Shiksha schools reflected the weakest at only 31.66%.

Paper presentation was reported by 25% of teachers. Deficit schools recorded the highest (43.75%), followed by Adhoc Aided (28.2%) and Private schools (28.03%). Government schools (16.37%), Lump sum Aided schools (25%), and Samagra institutions (25%) used this method less frequently.

Teachers also shared their perspectives on classroom assessment.

One teacher from a Government school commented:

“Class tests remain our most dependable method because parents and students expect marks to measure progress. Even though I try to use discussion and questioning, ultimately, written tests carry more weight.”

A teacher from a Private school added:

“Quizzes and questioning are part of my daily teaching, as they keep students engaged and encourage them to think beyond the textbook.”

The findings showed that classroom assessment in Mizoram was dominated by class tests, with other strategies such as quizzes, discussion, feedback, and paper presentations used more selectively. While traditional methods remain central, the gradual incorporation of interactive practices like discussion and questioning suggests a slow but steady move towards more student-focused assessment approaches.

4.6.2 Evaluation methods considered most effective by secondary school teachers for assessing students' understanding.

Table 4.26

Most Effective Methods for Evaluating Students' Understanding

Sl. No	Assessment Methods	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Multiple-choice tests	63	54.31	10	62.5	24	30.76	16	70.71	75	56.81	28	46.66	216	50.46
2	Written assignments	51	43.96	10	62.5	24	30.76	15	53.57	58	43.93	27	45	185	43.22
3	Oral presentations	72	62.06	7	43.75	35	44.87	14	50	90	68.18	16	26.66	234	54.67

4	Practical exams and demonstrations	49	42.24	6	37.5	25	30.05	18	64.28	67	50.75	30	50	195	45.56
5	Written test	75	64.65	12	75	58	74.35	16	57.14	85	64.39	31	51.66	277	64.71

Table 4.26 highlights the assessment methods that teachers across different school types in Mizoram perceive as most effective for evaluating student learning. Written tests emerged as the most trusted tool, endorsed by 64.71% of teachers overall. They were most common in Deficit schools (75%) and Adhoc Aided schools (74.35%), followed by Government schools (64.65%), Private schools (64.39%), and Lump sum Aided schools (57.14%). Samagra Shiksha teachers were least inclined towards this approach (51.66%). Teachers explained that written tests align with board examination patterns and provide structured, measurable evidence of student progress.

A teacher explained:

“Written tests help me understand how well each student has grasped the topic. It is easier to evaluate their thinking and writing skills this way, and it also prepares them for the final board examinations.”

Oral presentations were valued by 54.67% of teachers, with the highest adoption in Private schools (68.18%) and Government schools (62.06%). Deficit schools (43.75%) and Adhoc Aided schools (44.87%) reflected moderate usage, while Samagra Shiksha schools reported the lowest proportion (26.66%). Lump sum Aided schools stood at 50%. Teachers observed that oral presentations promote communication skills, build confidence, and create opportunities for active classroom participation.

Multiple-choice tests were regarded as effective by 50.46% of teachers. The highest preference was observed in Deficit schools (62.5%) and Government schools (54.31%). Private schools (56.81%) and Samagra Shiksha institutions (46.66%) also reported substantial reliance, while Adhoc Aided (30.76%) and Lump sum Aided schools (70.71%) reflected varied levels of engagement. Teachers viewed this method as efficient for testing recall and understanding across a wide range of content.

Written assignments, such as essays, reports, or extended responses, were endorsed by 43.22% of teachers. Deficit schools reported the strongest preference

(62.5%), followed by Lump sum Aided (53.57%) and Private schools (43.93%). Government schools (43.96%), Samagra Shiksha (45%), and Adhoc Aided institutions (30.76%) reflected comparatively weaker reliance. This method was valued for fostering subject mastery, critical thinking, and writing proficiency, though some teachers expressed concern about the time required for evaluation.

Practical examinations and demonstrations were recognised by 45.56% of teachers, with the highest usage reported in Lump sum Aided schools (64.28%) and Private schools (50.75%). Samagra Shiksha schools followed at 50%, while Government schools (42.24%), Deficit schools (37.5%), and Adhoc Aided schools (30.05%) reflected lower levels. Teachers noted that practical approaches connect theory to application and provide evidence of hands-on learning.

The findings show that written tests remain the central method of assessment in Mizoram's secondary schools. Oral presentations, multiple-choice tests, written assignments, and practical demonstrations are also applied to varying degrees, reflecting recognition of different ways students can demonstrate their learning. The preference for written tests reflects the influence of examination structures, while the use of complementary approaches demonstrates gradual movement toward more varied assessment practices.

4.6.3 Methods used by secondary teachers in Mizoram to determine the final grade

Table 4.27

Methods Used by Teachers to Determine Students' Final Grades

Sl. No	Final Grade Assessment	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Written Examination	111	95.68	15	93.75	68	87.17	24	85.71	128	96.96	34	56.66	380	88.78
2	Observation	26	22.41	1	6.25	15	19.23	6	21.42	37	28.03	17	28.33	102	23.83
3	Performance assessment	78	67.24	11	68.75	32	41.02	14	50	84	63.63	48	80	267	62.38

Table 4.27 presents the criteria applied by secondary school teachers in Mizoram for assigning students' final grades. Written examinations were reported as the dominant method, with 88.78% of teachers across all management categories depending on this approach. Government (95.68%), Deficit (93.75%), Adhoc Aided (87.17%), Lumpsum Aided (85.71%), and Private (96.96%) schools reflected a very high reliance on examinations. Samagra Shiksha schools reported the lowest figure at 56.66%, indicating that teachers from this group gave greater weight to alternative methods of assessment.

Performance-based assessments, including project work, attendance, and classroom participation, were used by 62.38% of teachers. The strongest presence was noted in Samagra Shiksha schools, where 80% of teachers adopted such methods more frequently than examinations. Government (67.24%), Deficit (68.75%), and Private (63.63%) schools also made substantial use of performance assessment, while Lumpsum Aided (50%) and Adhoc Aided (41.02%) institutions were less active in this area.

One teacher explained:

“Apart from tests and assignments, we also assess our students' final marks based on their class performance, attendance, and portfolios. It gives us a more complete picture of their learning.”

Observation as a criterion was applied by 23.83% of teachers. The highest use was found in Samagra Shiksha (28.33%) and Private (28.03%) schools, with Government (22.41%) and Lumpsum Aided (21.42%) showing moderate use. Adhoc Aided (19.23%) schools reported lower figures, while Deficit schools (6.25%) were weakest. Portfolio assessment was reported in only 13.86% of schools, and was absent in both Deficit and Lumpsum Aided institutions.

The dependence on written examinations can be explained by the Integrated Evaluation Scheme (IES) of the Mizoram Board of School Education, where 80% of grades are derived from annual or board examinations and 20% from internal assessments such as class tests, assignments, and classroom activities. This structure

ensures that examinations remain central to evaluation. At the same time, performance-based and observational methods are slowly gaining space, pointing towards a broader approach to student assessment.

The findings indicate that examinations continue to be the foundation of grading in Mizoram, yet there is a steady introduction of varied methods of assessment. This emerging balance between traditional testing and continuous evaluation enables teachers to capture a more complete picture of students' abilities, efforts, and progress.

4.7.0 ANALYSIS AND INTERPRETATION OF OBJECTIVE 7

Objectives 7: To study the problems faced by teachers of secondary schools in Mizoram.

To investigate the challenges faced by secondary school teachers in Mizoram, a semi-structured questionnaire was developed, incorporating both closed-ended questions and sections for open-ended responses. The tool was administered to 428 teachers, with four participants drawn from each of the 107 sampled schools. This design enabled the collection of both quantitative and qualitative data, ensuring a balanced perspective on the issues under study.

The responses provided valuable insights into challenges relating to infrastructure and amenities, classroom facilities, teaching resources and materials, school administration, service conditions, the teaching-learning process, student-related concerns, ICT integration, inclusiveness, and school activities. Open-ended remarks and focus group discussions complemented the survey data, offering a deeper and more nuanced understanding of teachers' experiences.

The problems encountered by secondary school teachers in Mizoram are presented under the following heads:

- 4.7.1 Infrastructure and amenities
- 4.7.2 Room facilities
- 4.7.3 Teaching resources and materials
- 4.7.4 School administration
- 4.7.5 Service conditions
- 4.7.6 Teaching procedures
- 4.7.7 Students
- 4.7.8 ICT implementation
- 4.7.9 Inclusiveness
- 4.7.10 Activities

4.7.1 The problems encountered by secondary school teachers: Infrastructure and amenities

Table 4.28

Infrastructure and amenities

Sl. No	Infrastructure & amenities	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Poor school building conditions	33	28.44	1	6.25	32	42.1	16	57.14	47	35.6	38	63.33	167	39.01
2	Inadequate road access	3	2.58	2	12.5	6	7.89	10	35.71	10	7.57	35	58.33	66	15.42
3	Unfavorable school compound	41	35.34	5	31.25	26	24.21	10	35.71	90	68.18	16	26.66	188	43.92

4	Unsatisfactory Laboratory	58	50	3	18.75	43	56.57	26	92.85	58	43.93	13	21.66	201	46.96
5	Inadequate Library	51	43.96	5	31.25	47	61.84	22	78.57	66	50	41	68.33	232	54.2
6	Transportation issues	16	13.79	3	18.75	9	11.84	8	28.57	8	6.06	14	23.33	58	13.55
7	Insufficient number of toilets	25	21.55	9	56.25	30	39.47	12	42.85	46	34.84	15	25	137	32

Table 4.28 highlights the challenges secondary school teachers in Mizoram faced concerning infrastructure and basic amenities. Poor school building conditions were reported by 39.01% of teachers. The problem was most acute in Samagra Shiksha schools (63.33%) and Lump sum Aided schools (57.14%), followed by Adhoc Aided (42.10%) and Private (35.60%) institutions. Teachers described how working in rundown or neglected buildings made it difficult to provide a positive and motivating learning environment for students.

Inadequate road access emerged as another difficulty, affecting 15.42% of teachers across schools. This was most strongly reported in Samagra Shiksha institutions (58.33%), where teachers described challenges travelling on poor approach roads, especially during the rainy season. Such conditions created daily stress and disrupted punctuality, sometimes affecting both teachers and students.

Unfavourable school compounds were also common, reported by 43.92% of teachers. Private schools reflected the highest proportion (68.18%), while Government (35.34%) and Lump sum aided (35.71%) schools reported moderate levels. Poorly maintained or cramped compounds limited outdoor learning opportunities, extracurricular activities, and affected the general well-being of the school community.

The state of laboratories was a striking concern, with 46.96% of teachers identifying unsatisfactory facilities. Lump sum Aided schools were most affected (92.85%), followed by Adhoc Aided (56.57%), Government (50%), and Private (43.93%) schools.

A science teacher commented:

“Our science laboratory hasn’t progressed in a very long time. We do have some basic kits, but there’s still a lack of proper equipment needed to cover all the specific areas of science. This creates practical challenges and hinders students’ understanding of concepts through hands-on experience. I believe that if we had a well-equipped laboratory, many more students would be inclined to take an interest in science subjects.”

This highlights how inadequate resources limited both teaching and student engagement in science.

Library resources were another concern, reported as inadequate by 54.20% of teachers. Lump sum Aided schools (78.57%) and Adhoc Aided schools (61.84%) reflected the highest figures, while Government (43.96%) and Deficit (31.25%) schools were relatively better positioned. Teachers explained that the lack of sufficient books restricted lesson preparation and professional growth.

Transportation issues were reported by 13.55% of teachers. The challenge was most prominent in Lump sum Aided schools (28.57%) and Deficit schools (18.75%). For teachers travelling long distances, the absence of reliable transport added extra stress to their daily routine.

Insufficient toilet facilities were reported by 32% of teachers. The problem was widespread in

Deficit schools (56.25%) and Adhoc Aided schools (39.47%), with Lump sum Aided (42.85%) and Private schools (34.84%) also facing difficulties. In some cases, teachers had to share a single toilet or use the same facilities as students, which created discomfort and inconvenience.

The findings reveal that secondary school teachers in Mizoram contend with a range of infrastructure-related barriers, including poor building conditions, limited road access, unsatisfactory laboratories, inadequate libraries, transportation difficulties, and insufficient toilets. These everyday challenges hinder teachers' ability to provide quality instruction and affect the overall school environment, particularly in science and resource-based teaching. Addressing these deficiencies would play a crucial role in supporting teachers and improving the educational experience of students.

4.7.2 The problems encountered by secondary school teachers in terms of Room facilities

Table 4.29

Problems Faced by Teachers Regarding Room Facilities

Sl. No	Room facilities	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	No separate teachers' room	19	16.37	3	18.75	17	22.36	8	28.57	39	29.54	24	40	110	25.7
2	Inadequate facilities in the teachers' room	20	17.24	7	43.75	21	27.63	8	28.57	26	19.69	28	46.66	110	25.7
3	Limited classroom resources	53	45.68	4	25	55	72.36	11	39.28	54	40.9	16	26.66	193	45.09

4	Classroom Size Discrepancy	29	25	9	56.25	14	18.42	16	57.14	54	40.9	21	35	143	33.41
5	Teachers' chairs and tables are not satisfactory	15	12.93	2	12.5	17	22.36	4	14.28	17	12.87	25	41.66	80	18.69
6	Unavailability of blackboard/whiteboard/ greenboard	2	1.72	1	6.25	2	2.63	2	7.14	5	3.78	19	31.66	31	7.24
7	Poor lighting	16	13.79	1	6.25	9	11.84	4	14.28	11	8.33	10	16.66	51	11.91
8	Improper ventilation	14	12.06	3	18.75	8	10.52	1	3.57	8	6.06	39	65	73	17.05

Table 4.29 highlights the problems secondary school teachers in Mizoram faced regarding room facilities. About 25.7% of teachers reported the absence of a separate teachers' room. The highest figure was observed in Samagra Shiksha schools (40%), followed by Private (29.54%), Lump sum Aided (28.57%), Adhoc Aided (22.36%), Deficit (18.75%), and Government schools (16.37%). This shows that while the issue cut across all school types, Samagra Shiksha teachers were most affected.

Inadequate facilities in teachers' rooms were also reported by 25.7% of teachers. The challenge was greatest in Samagra Shiksha schools (46.66%) and Deficit schools (43.75%), followed by Adhoc Aided (27.63%) and Lump sum Aided (28.57%). Private schools (19.69%) and Government schools (17.24%) were comparatively less affected. Teachers explained that the lack of proper tables, chairs, and storage made their workspace uncomfortable and less functional.

Limited classroom resources emerged as a major concern for 45.09% of teachers. Adhoc Aided schools recorded the highest figure (72.36%), followed by Government schools (45.68%), Lump sum Aided (39.28%), and Private schools (40.9%). Samagra Shiksha (26.66%) and Deficit schools (25%) reported lower but still significant shortages. Teachers frequently noted that the lack of adequate materials and audio-visual aids restricted their teaching strategies.

Classroom size discrepancy was another issue, reported by 33.41% of teachers. Lump sum Aided schools (57.14%) and Deficit schools (56.25%) reported the highest proportions, followed by Private schools (40.9%), Samagra Shiksha (35%), and Government schools (25%). Adhoc Aided schools recorded the lowest proportion (18.42%). Teachers explained that overcrowded classrooms made it difficult to manage students effectively and restricted interactive teaching.

Unsatisfactory classroom furniture, including chairs and tables, was reported by 18.69% of teachers. Samagra Shiksha schools reported the highest dissatisfaction (41.66%), while Adhoc Aided (22.36%) and Lump sum aided (14.28%) schools reflected moderate levels. Government (12.93%), Deficit (12.5%), and Private

schools (12.87%) showed the lowest figures, though the issue was not absent in these institutions.

The unavailability of blackboards, whiteboards, or green boards was reported by 7.24% of teachers. Samagra Shiksha schools were the most affected (31.66%), while Lump sum Aided (7.14%), Deficit (6.25%), Private (3.78%), and Adhoc Aided (2.63%) schools showed smaller proportions. Government schools recorded the lowest incidence (1.72%).

Poor lighting was identified by 11.91% of teachers. Samagra Shiksha schools again reported the highest figure (16.66%), followed by Government (13.79%), Lump sum Aided (14.28%), and Adhoc Aided (11.84%) schools. Private schools reported 8.33% and Deficit schools 6.25%.

Improper ventilation was reported by 17.05% of teachers. Samagra Shiksha schools recorded a striking 65%, while Deficit schools (18.75%) were the next highest. Government (12.06%), Adhoc Aided (10.52%), Private (6.06%), and Lump sum Aided schools (3.57%) reported lower levels, though the issue was still present.

The findings demonstrate that teachers across all management types faced a range of problems related to room facilities, from the absence of staff rooms and inadequate teaching resources to overcrowded classrooms, poor furniture, and poor lighting and ventilation. The challenges were most acute in Samagra Shiksha schools, but were also evident in Government, Deficit, Adhoc Aided, Lump sum Aided, and Private institutions, affecting both teaching effectiveness and the overall classroom environment.

4.7.3 The problems encountered by secondary school teachers in terms of teaching resources and materials

Table 4.30

Problems Related to Teaching Resources and Materials

Sl. No	Teaching resources and materials	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Unavailability of teaching aids and materials	48	41.37	5	31.25	41	53.94	12	42.85	41	31.06	22	36.66	169	39.48
2	Insufficient technological resources	40	34.48	5	31.25	43	56.57	10	35.71	57	43.18	16	26.66	171	39.95
3	Insufficient book	43	37.06	5	31.25	36	47.36	12	42.85	38	28.78	15	25	149	34.81

	materials in the library														
4	Not enough time to create teaching aids and lesson plans	18	15.51	6	37.5	14	18.42	10	35.71	33	25	12	20	93	21.72

Table 4.30 highlights the resource-related problems faced by secondary school teachers in Mizoram. A total of 39.48% of teachers reported difficulties due to the unavailability of teaching aids and materials. The highest proportion was recorded in Adhoc Aided schools (53.94%), followed by Lump sum Aided (42.85%), Government (41.37%), Deficit (31.25%), Samagra Shiksha (36.66%), and Private schools (31.06%). Teachers explained that the absence of essential teaching aids narrowed the variety of strategies they could adopt in the classroom and reduced opportunities for students to learn through interactive methods.

Insufficient technological resources were reported by 39.95% of teachers. Adhoc Aided schools again recorded the highest proportion (56.57%), followed by Samagra Shiksha (43.18%), Private (35.71%), Government (34.48%), and Deficit schools (31.25%). Lump sum Aided schools (35.71%) were also significantly affected. Teachers expressed that the lack of functional technological tools limited the integration of modern methods such as digital learning, audio-visual resources, and interactive activities.

Library resources also emerged as a concern. About 34.81% of teachers reported insufficient book materials in their school libraries. Adhoc Aided schools (47.36%) were most affected, followed by Lump sum Aided (42.85%), Government (37.06%), and Deficit schools (31.25%). Private schools (28.78%) and Samagra Shiksha (25%) recorded comparatively lower but still notable challenges. Teachers pointed out that poorly stocked libraries restricted lesson planning, student reference work, and independent study opportunities.

Time constraints were another difficulty identified by 21.72% of teachers. Deficit schools were the most affected (37.5%), followed by Lump sum Aided (35.71%), Private (25%), Samagra Shiksha (20%), Adhoc Aided (18.42%), and Government schools (15.51%). Many teachers explained that heavy workloads, administrative duties, and large class sizes left little time to prepare teaching aids and develop detailed lesson plans, which reduced the quality of classroom delivery.

The findings indicate that teachers across all school types faced overlapping difficulties relating to teaching resources and materials. The shortage of teaching aids, limited technological tools, inadequate library collections, and time constraints were most acute in Adhoc Aided and Deficit schools, though present in others as well. The lack of resources limited teachers' capacity to adopt varied teaching strategies and reduced students' opportunities to engage with richer and more interactive forms of learning. Addressing these gaps would significantly improve both teaching effectiveness and the quality of education in Mizoram's secondary schools.

4.7.4 The problems encountered by secondary school teachers in terms of school administration

Table 4.31

Problems concerning school administration

Sl. No	School administration	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Lack of support from school administration	9	7.75	3	18.75	9	11.84	2	7.14	12	9.09	23	38.33	58	13.55
2	Bad relationship with the administrator	2	1.72	0	0	4	5.26	2	7.14	10	7.57	8	13.33	26	6.07
3	Non-supporting attitude of colleagues	6	5.17	0	0	1	1.31	0	0	2	1.51	22	34.37	31	7.24

4	Not satisfied with the overall administration	17	14.65	4	25	3	3.94	3	10.7 1	43	32.57	18	30	88	20.56
5	Lack of support from the community	43	37.06	4	25	29	38.15	12	42.8 5	20	15.15	31	51.66	139	32.47

Table 4.31 sheds light on the challenges teachers of secondary schools in Mizoram faced concerning school administration. A total of 13.55% of teachers reported a lack of support from the school administration. The problem was most acute in Samagra Shiksha schools (38.33%), while lower proportions were reported in Deficit (18.75%), Adhoc Aided (11.84%), Private (9.09%), Lump sum Aided (7.14%), and Government schools (7.75%). Teachers from Samagra institutions often described feeling neglected or unsupported in administrative matters.

Poor relationships with administrators were mentioned by 6.07% of teachers. The concern was more pronounced in Samagra Shiksha schools (13.33%), followed by Private (7.57%), Lump sum Aided (7.14%), and Adhoc Aided schools (5.26%). Government schools reported very low proportions (1.72%), while Deficit schools reported none. This suggests that while most teachers maintained cordial relations with administrators, a small but significant proportion still encountered difficulties.

Collegial relationships were another area of concern. While Deficit and Lump sum Aided schools reported no such issues, 34.37% of teachers in Samagra Shiksha schools expressed facing non-supportive attitudes from colleagues. Private schools (1.51%), Adhoc Aided (1.31%), and Government schools (5.17%) reported much lower proportions. Across all school types, 7.24% of teachers indicated that lack of peer support negatively affected their work environment.

Dissatisfaction with the overall administration was expressed by 20.56% of teachers. The highest dissatisfaction was found in Private schools (32.57%) and Samagra Shiksha schools (30%), followed by Deficit (25%), Government (14.65%), and Lump sum Aided (10.71%). Adhoc Aided schools reported the lowest proportion (3.94%). Teachers indicated that administrative inefficiency and lack of responsiveness were key factors behind this dissatisfaction.

The most significant challenge reported was lack of community support, mentioned by 32.47% of teachers. Samagra Shiksha schools reflected the highest level (51.66%), followed by Lumpsum Aided (42.85%), Adhoc Aided (38.15%), and Government schools (37.06%). Deficit (25%) and Private schools (15.15%) were less affected, though the problem was still present. Teachers voiced frustration that local

communities, including parents, often showed limited interest in supporting school activities.

One Samagra Shiksha teacher stated:

“It’s disheartening when the community doesn’t support our school, especially when there’s a growing preference for private institutions. We’ve tried raising awareness about how cost-effective and accessible our schools are, but many still send their children elsewhere, even to other localities.”

A teacher from a Government school added:

“Organising School Management and Development Committee meetings was often a struggle because parents and local members didn’t show up. They said they were busy with work, but even a little cooperation a few days a year would have made a big difference.”

The findings emphasise that school administration issues were not confined to internal support but also extended to community involvement. Weak collaboration between schools, administrators, and communities created significant barriers to effective functioning, staff morale, and student retention. Strengthening administrative support systems and building stronger community-school partnerships were therefore crucial for improving the educational environment in Mizoram’s secondary schools.

4.7.5 The problems encountered by secondary school teachers in terms of service conditions

Table 4.32

Problems related to Service conditions

Sl. No	Service conditions	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Unsatisfactory salary	23	19.82	1	6.25	5	6.57	16	57.14	51	38.63	31	51.66	127	29.67
2	Irregular payment of salary	10	9.09	1	6.25	1	1.31	4	14.28	1	0.75	48	80	65	15.18
3	Heavy workload	7	6.03	5	31.25	14	18.42	14	50	80	60.6	11	18.33	131	30.6

4	Lack of professional training	19	16.37	2	12.5	22	28.94	8	28.57	38	28.78	0	0	89	20.79
5	Lack of security in the job	11	9.48	3	18.75	20	26.31	12	42.85	70	53.03	28	46.66	144	33.64

Table 4.32 presents the service-related challenges encountered by secondary school teachers in Mizoram. Salary dissatisfaction was reported by 29.67% of teachers. The problem was most acute in Lump sum Aided schools (57.14%), followed by Samagra Shiksha (51.66%) and Private institutions (38.63%). Government (19.82%), Adhoc Aided (6.57%), and Deficit schools (6.25%) reported lower proportions. Teachers in the aided and Samagra categories shared that inadequate pay affected their motivation and sense of professional security.

Irregular salary payments were a pressing concern for 15.18% of teachers, though the problem was concentrated in Samagra Shiksha schools, where 80% reported delays. Teachers explained that salaries were often released quarterly after documentation and utilisation certificates were verified.

One teacher remarked:

“We get the salary about after three months, and that’s how it has been going. The authority often stated that the delay is due to the Central Government’s funds, as teachers are paid quarterly after the utilisation certificates and documentation from schools are submitted and verified. But, I have to say, after the new government in Mizoram in 2024, we are getting our salary more regularly than the previous time.”

Another teacher added:

“Previously, we waited three to four months for our salaries, but with the new government in Mizoram and the new Education Minister, payments have become more consistent than ever. It was a significant headache for us, especially since all family members rely on our salaries.”

The data showed that while the situation had improved recently, irregular payments still remained a source of frustration for many.

Heavy workload was another major challenge, reported by 30.60% of teachers. Private school teachers recorded the highest proportion (60.60%), followed by Lump sum Aided (50%), Adhoc Aided (18.42%), Samagra Shiksha (18.33%), Deficit

(31.25%), and Government schools (6.03%). Teachers explained that responsibilities often extended beyond teaching.

One Private school teacher described:

“Most of the time, our school particularly works very hard to do well academically, especially in the board exam. Therefore, in that note, especially when the examination is approaching, we, the teachers, must give it our full attention. Before the board exams, all students are asked to enter the hostel so that they can focus fully on their studies and achieve good results. So, we teachers work as teacher cum warden in the hostel, and we take turns based on our subjects. Besides, there are sometimes when we have a confined class, which is a concentrated, subject-specific session, where students are confined to learning only one subject for a longer-than-usual duration. And during those times, it can be very exhausting, and the workload burden becomes too much.”

A Lump sum Aided school teacher added:

“Since our school does not have a separate peon and LDC, responsibilities such as managing the school campus, creating exam questions, and handling computer-related tasks have fallen to teachers with that knowledge. Consequently, it can be burdensome when we want to fully concentrate on our teaching and pay complete attention to our students.”

Limited access to professional training was reported by 20.79% of teachers. The problem was highest in Adhoc Aided (28.94%), Lump sum Aided (28.57%), and Private schools (28.78%). Government (16.37%) and Deficit (12.5%) schools showed lower proportions, while no Samagra Shiksha teachers reported issues in this area. Teachers in the aided and private sectors noted that they rarely had opportunities for capacity building or workshops, leaving them underprepared for modern pedagogical and technological demands.

Lack of job security was the most widespread concern, reported by 33.64% of teachers. The figures were particularly high in Samagra Shiksha (53.03%), Private (46.66%), and Lump sum Aided (42.85%) institutions. Adhoc Aided (26.31%) and

Deficit (18.75%) teachers also reported insecurity, while Government schools reflected the lowest proportion (9.48%). Teachers in contract-based schools highlighted issues such as non-permanent appointments, absence of pension benefits, and lack of paid leave, delayed salaries, and annual contract renewals as major sources of instability. According to *The Hindu* (2023), such conditions contribute to dissatisfaction and stress among schoolteachers in India, particularly in private and contract-based institutions.

The findings reveal that service-related challenges were more severe in Samagra Shiksha, Private, and Lump sum Aided schools, where teachers frequently dealt with poor salaries, delayed payments, heavy workloads, limited training opportunities, and insecure employment. In comparison, Government and Deficit schools offered greater stability, regular payments, and stronger service conditions. Addressing disparities in service conditions is essential to improve teacher motivation, job satisfaction, and retention across Mizoram's secondary schools.

4.7.6 The problems encountered by secondary school teachers in terms of teaching process

Table 4.33

Problems related to the teaching process

Sl. No	Teaching process	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2	Time constraints in classroom teaching	7	6.03	1	6.25	0	0	0	0	6	4.54	6	10	20	4.67
3	Difficulty in managing the classroom while teaching	13	11.2	1	6.25	11	14.47	6	21.42	15	11.36	3	5	49	11.44
4	Difficulty in	8	6.89	1	6.25	4	5.26	2	7.14	3	2.27	4	6.66	22	5.14

	explaining the subject														
5	Difficulty in adapting diverse teaching methods	10	8.62	3	18.75	8	10.52	3	10.71	6	4.54	17	28.33	47	10.98

Table 4.33 highlights the problems secondary school teachers in Mizoram faced in the teaching process. Time constraints in classroom teaching were reported by 4.67% of teachers. The problem was most noticeable in Samagra Shiksha schools (10%), while smaller proportions were reported in Government (6.03%), Deficit (6.25%), and Private schools (4.54%). No such difficulties were recorded in Adhoc Aided and Lump sum Aided schools. Teachers explained that the pressure of syllabus completion, along with administrative and extracurricular responsibilities, often reduced the time available for thorough teaching.

Classroom management during teaching was reported as a challenge by 11.44% of teachers. The issue was most acute in Lump sum Aided schools (21.42%), followed by Adhoc Aided (14.47%), Government (11.2%), and Private Institutions (11.36%). Deficit schools reported 6.25%, while Samagra Shiksha schools recorded 5%. Teachers shared that balancing discipline with lesson delivery was demanding, especially in larger classes.

Explaining complex subject matter was another concern, identified by 5.14% of teachers. Government (6.89%), Deficit (6.25%), Lump sum Aided (7.14%), Adhoc Aided (5.26%), Samagra Shiksha (6.66%), and Private (2.27%) schools all reported cases of this problem. Teachers stated that limited resources and lack of supplementary teaching aids made it harder to simplify difficult concepts for all learners.

Adapting diverse teaching methods was reported as a difficulty by 10.98% of teachers. Samagra Shiksha schools recorded the highest proportion (28.33%), followed by Deficit (18.75%), Adhoc Aided (10.52%), and Lump sum Aided (10.71%) schools. Government (8.62%) and Private (4.54%) schools showed smaller proportions. Teachers explained that inadequate training, coupled with limited availability of teaching aids, restricted their ability to move beyond lecture-based instruction.

The findings reveal that teachers in Mizoram faced multiple pressures in the teaching process, ranging from time management and classroom discipline to explaining difficult concepts and adapting diverse methods. These challenges were most visible in Samagra, Lump sum Aided, and Deficit schools, where inadequate

resources and limited professional training compounded the difficulties. Supporting teachers with better resources, training, and manageable workloads would strengthen their ability to deliver effective and inclusive teaching.

4.7.7 The problems encountered by secondary school teachers in relation to students

Table 4.34

Students related problems

Sl. No	Students related problems	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Unpleasant relationships with students.	4	3.44	1	6.25	3	3.94	2	7.14	1	0.75	0	0	11	2.57
2	Lack of discipline	30	25.86	2	12.5	19	25	7	25	35	26.51	9	15	102	23.83
3	Unfriendly behavior	15	12.93	0	0	8	10.52	2	7.14	6	4.54	0	0	31	7.24

4	Lack of motivation and disengagement of students	20	17.24	4	25	19	25	8	28.57	38	28.78	7	11.66	96	22.42
5	Academic dishonesty and cheating.	13	11.2	4	25	6	7.89	3	10.71	11	8.33	6	10	43	10.04
6	Language barriers and communication barriers	26	22.41	2	12.5	14	18.42	4	14.28	23	17.42	14	23.33	83	19.39
7	Substance abuse and addiction	8	6.89	1	6.25	2	2.63	0	0	8	6.06	0	0	19	4.39
8	Disobedient and disruptive behaviour	35	30.17	3	18.7	23	30.26	12	42.85	37	28.03	2	3.33	112	26.16

Table 4.34 highlights the student-related challenges faced by secondary school teachers in Mizoram. Only 2.57% of teachers reported unpleasant relationships with students. The figures were highest in Lump sum Aided schools (7.14%) and Deficit schools (6.25%), followed by Adhoc Aided (3.94%) and Government schools (3.44%). Private (0.75%) and Samagra Shiksha (0%) teachers reported almost no issues, indicating that most teacher-student relationships were generally positive.

Discipline-related challenges were much more common. A total of 23.83% of teachers reported lack of discipline among students. The highest proportions were found in Adhoc Aided (25%), Lump sum Aided (25%), and Government schools (25.86%). Private (26.51%) and Samagra Shiksha schools (15%) also reflected difficulties, while Deficit schools recorded a lower proportion (12.5%). Disobedient and disruptive behaviour was even more widespread, reported by 26.16% of teachers overall. Lump sum Aided schools showed the highest incidence (42.85%), followed by Adhoc Aided (30.26%), Government (30.17%), and Private schools (28.03%). Deficit schools (18.75%) and Samagra Shiksha (3.33%) reported lower levels.

One teacher from a Lump sum Aided school remarked:

“High school students can be quite challenging to manage. They require a careful balance of empathy and discipline. Unfortunately, some students show a complete lack of respect and obedience during lessons. While we do our best to guide them with understanding, we recognize that many of these students come from challenging socio-economic backgrounds and homes that lack discipline. However, such behaviors often disrupt not only the teaching process but also the entire classroom environment, affecting both peers and teachers alike.”

Lack of motivation and disengagement was reported by 22.42% of teachers. The problem was most evident in Lump sum Aided (28.57%), Adhoc Aided (25%), and Samagra Shiksha schools (11.66%). Government (17.24%) and Deficit (25%) schools also reflected notable proportions, while Private schools (28.78%) reported

similar challenges. Teachers noted that disengagement often stemmed from socio-economic stress and limited parental support.

Language and communication barriers were reported by 19.39% of teachers. Government schools (22.41%) and Samagra Shiksha (23.33%) recorded the highest proportions, followed by Adhoc Aided (18.42%), Private (17.42%), Deficit (12.5%), and Lump sum Aided schools (14.28%). Teachers explained that varying levels of language proficiency limited full participation and understanding during lessons.

Unfriendly behaviour from students was reported by 7.24% of teachers, with higher proportions in Government (12.93%) and Adhoc Aided schools (10.52%). Lump sum Aided (7.14%) and Private schools (4.54%) recorded lower proportions, while Samagra Shiksha (0%) and Deficit schools (0%) reported none. Academic dishonesty and cheating were reported by 10.04% of teachers, with the highest proportions in Deficit schools (25%), followed by Government (11.2%), Private (8.33%), Samagra Shiksha (10%), and Lump sum Aided schools (10.71%).

Substance abuse and addiction, though less common, were noted by 4.39% of teachers. The problem was most present in Government (6.89%), Deficit (6.25%), and Private schools (6.06%). Adhoc Aided schools recorded 2.63%, while no cases were reported in Lump sum Aided or Samagra Shiksha schools.

The findings show that while unpleasant relationships were rare, teachers frequently faced issues of discipline, disobedience, lack of motivation, and language barriers. Problems such as academic dishonesty and substance abuse, though less common, added further challenges. These difficulties were most acute in Lump sum Aided, Adhoc Aided, and Government schools, and to some extent in Private institutions. Teachers emphasised that such student-related challenges not only disrupted classroom management but also placed emotional and professional strain on their daily work. Strengthening behavioural support systems and providing counselling services could help foster a more supportive and effective learning environment.

4.7.8 The problems encountered by teachers in terms of ICT implementation

Table 4.35

Problems related to ICT implementation

Sl. No	Challenges in ICT integration	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Difficulty integrating technology into the curriculum	41	35.34	2	12.5	16	21.05	22	78.57	38	28.78	6	10	125	29.2
2	Insufficient computer resources	52	44.82	3	18.75	39	51.31	17	60.71	49	37.12	28	46.66	188	43.93
3	Unavailability of a projector	39	33.62	3	18.75	25	32.89	12	42.85	35	26.51	11	18.33	125	29.2
4	Improper ICT room.	31	26.72	6	37.5	41	53.94	13	46.42	51	38.63	24	40	166	38.78

5	Lack of training and professional development	28	24.13	7	43.75	31	40.78	9	32.14	34	25.75	23	38.33	132	30.84
6	Time-consuming preparation	14	12.06	3	18.75	28	36.84	14	50	27	20.45	11	18.33	97	22.66
7	Student Attention Challenges in ICT Lessons	13	11.2	2	12.5	22	28.94	6	21.42	14	10.6	3	5	60	14.01
8	Inflexible Curriculum for ICT Integration	12	10.34	2	12.5	21	27.63	8	28.57	29	21.96	13	21.66	85	19.85
9	No internet connectivity	27	23.27	5	31.25	40	52.63	18	64.28	76	57.57	11	18.33	177	41.35

Table 4.35 highlights the challenges faced by secondary school teachers in Mizoram when attempting to integrate Information and Communication Technology (ICT) into their teaching. A total of 29.2% of teachers reported difficulty in incorporating technology into the curriculum. The issue was most evident in Lumpsum Aided schools (78.57%), followed by Government (35.34%), Adhoc Aided (21.05%), Private (28.78%), Deficit (12.5%), and Samagra Shiksha schools (10%). Teachers explained that inadequate infrastructure and limited digital skills made it difficult to use ICT tools effectively within lessons.

Insufficient computer resources emerged as the most pressing challenge, reported by 43.93% of teachers. The highest proportions were recorded in Lumpsum Aided (60.71%) and Adhoc Aided schools (51.31%), while Samagra Shiksha (46.66%), Government (44.82%), Private (37.12%), and Deficit (18.75%) schools were also affected. Teachers stated that outdated or non-functional computers often restricted opportunities to conduct digital lessons.

The unavailability of projectors was reported by 29.2% of teachers. Lumpsum Aided schools (42.85%) were the most affected, followed by Adhoc Aided (32.89%), Government (33.62%), and Private schools (26.51%). Deficit (18.75%) and Samagra Shiksha (18.33%) institutions recorded lower but still notable figures. Similarly, 38.78% of teachers highlighted improper ICT rooms, with the highest challenges in Adhoc Aided (53.94%), Samagra Shiksha (40%), Lumpsum Aided (46.42%), and Private schools (38.63%).

The lack of professional training was another significant challenge. In total, 30.84% of teachers reported insufficient opportunities for professional development in ICT. Deficit school teachers were most affected (43.75%), followed by Adhoc Aided (40.78%), Samagra Shiksha (38.33%), Lumpsum Aided (32.14%), Private (25.75%), and Government schools (24.13%).

One senior teacher explained:

“Integrating ICT into classroom teaching is quite challenging for us because we are not very familiar with technology. Although our education system and the new policy place strong emphasis on digital learning, the lack of adequate professional training for all teachers in this area creates difficulties for some of us.”

Time-consuming lesson preparation was another difficulty, reported by 22.66% of teachers. The problem was most acute in Lump sum Aided (50%) and Adhoc Aided (36.84%) schools, followed by Deficit (18.75%), Samagra Shiksha (18.33%), Private (20.45%), and Government schools (12.06%). Teachers explained that preparing ICT-based lessons required much more time than traditional methods, which was difficult given their already heavy workloads.

Maintaining student attention during ICT lessons was reported by 14.01% of teachers. The concern was highest in Adhoc Aided schools (28.94%), followed by Lump sum Aided (21.42%), Government (11.2%), Deficit (12.5%), Private (10.6%), and Samagra Shiksha (5%). Teachers noted that distractions and lack of student familiarity with ICT tools often disrupted lessons.

Curriculum rigidity was also identified as a challenge, with 19.85% of teachers stating that the syllabus provided little flexibility for integrating ICT. The highest figures were reported in Adhoc Aided (27.63%) and Lump sum Aided (28.57%) schools, followed by Samagra Shiksha (21.66%), Private (21.96%), Government (10.34%), and Deficit schools (12.5%).

Reliable internet connectivity was one of the most critical issues, reported by 41.35% of teachers. Lumpsum Aided (64.28%) and Adhoc Aided schools (52.63%) were most affected, followed by Samagra Shiksha (18.33%), Private (57.57%), Government (23.27%), and Deficit schools (31.25%).

One teacher shared:

“Our internet connection is highly unreliable, mainly due to an unstable power supply in our locality. Although we have smartboards, we are unable to utilize them effectively in our teaching. This inconsistent electricity and internet access significantly disrupt classroom instruction and diminish its effectiveness.”

The findings reveal that ICT integration in Mizoram’s secondary schools was constrained by multiple barriers, including inadequate computer resources, lack of projectors, poor ICT room conditions, insufficient training, time constraints, student-related challenges, curriculum rigidity, and unreliable internet connectivity. Lump sum Aided and Adhoc Aided schools were the most severely affected, though the problems were present across all management types. These results highlight the urgent need for greater investment in infrastructure, reliable internet access, and teacher training to ensure ICT can be meaningfully integrated into classroom practice.

4.7.9 The problems encountered by secondary school teachers in terms inclusiveness

Table 4.36

Problems of teachers associated with Inclusiveness

Sl. No	Inclusiveness	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Lack of resources for Students with Special Needs	55	47.41	6	37.5	38	50	25	89.28	75	56.81	33	55	232	54.2
2	Lack of diversity in teaching materials	48	41.37	3	18.75	33	43.42	19	67.85	63	47.72	17	28.33	183	42.75
3	Lack of Specialization in	38	32.75	6	37.5	30	39.47	6	21.42	54	40.9	23	38.33	157	36.68

Special Needs Education															
4	Lack of specialized support staff and services	19	16.37	5	31.25	20	26.31	2	7.142	60	45.45	19	31.66	125	29.2
5	Inadequate training for teachers in inclusive teaching strategies	28	24.13	3	18.75	23	30.26	7	25	57	43.18	18	30	136	31.77

Table 4.36 presents the challenges secondary school teachers in Mizoram faced with respect to inclusiveness. A significant 54.2% of teachers reported the absence of resources for students with special needs. Private schools recorded the highest proportion (89.28%), followed by Samagra Shiksha (55%), Adhoc Aided (50%), Government (47.41%), and Deficit schools (37.5%). Lump sum Aided schools, though lowest at 25%, also faced difficulties. Teachers highlighted that the lack of assistive devices, adapted learning materials, and supportive tools restricted their ability to cater effectively to students with diverse needs.

A lack of diversity in teaching materials was noted by 42.75% of teachers. This problem was most pronounced in Private schools (67.85%), followed by Adhoc Aided (43.42%) and Government (41.37%). Lump sum Aided schools also reflected high proportions (67.85%), while Samagra Shiksha (28.33%) and Deficit schools (18.75%) reported lower levels. Teachers explained that textbooks and supplementary materials often failed to reflect inclusivity, leaving little scope to adjust lessons to varied learning styles and backgrounds.

Limited specialisation in special needs education was another obstacle, with 36.68% of teachers acknowledging insufficient expertise in this field. Private schools reported the highest proportion (40.9%), followed by Adhoc Aided (39.47%), Samagra Shiksha (38.33%), Deficit (37.5%), and Government schools (32.75%). Lump sum Aided institutions were relatively lower at 21.42%. Teachers remarked that without specialised training, it was challenging to identify barriers and adapt pedagogy for students requiring additional support.

The shortage of specialised support staff was reported by 29.2% of teachers. Samagra Shiksha schools faced the greatest difficulty (45.45%), followed by Deficit (31.25%), Adhoc Aided (26.31%), Government (16.37%), and Private schools (7.14%). Only 7.14% of Lump sum Aided teachers raised this concern. Teachers frequently mentioned that the absence of counsellors, special educators, or therapists left them to manage complex needs on their own.

Training gaps in inclusive teaching strategies were also highlighted by 31.77% of teachers. Samagra Shiksha teachers (30%) and Adhoc Aided teachers (30.26%) reported the highest proportions, followed by Private (25%), Lump sum Aided (25%), Government (24.13%), and Deficit (18.75%) schools.

One teacher remarked:

“We have students with different needs in our classrooms, but we were never trained on how to teach them effectively. We try our best, but without proper guidance, inclusiveness becomes very difficult.”

The findings reveal that inclusiveness in Mizoram’s secondary schools was hindered by multiple factors: inadequate resources, lack of diverse materials, insufficient training, and shortage of specialist staff. These challenges were most acute in Private, Samagra Shiksha, and Adhoc Aided schools, while Government and Deficit schools fared somewhat better but still reported notable gaps. Confronting these barriers will require systematic teacher preparation, provision of resource staff, and adaptation of teaching materials to ensure that inclusive education becomes a practical and sustainable reality.

4.7.10 The problems encountered by secondary school teachers in terms of activities

Table 4.37

Problems related to activities

Sl. No	Activities	Govt (N= 116)		Deficit (N=16)		Adhoc Aided (N= 76)		Lumpsum Aided (N=28)		Private (N =132)		Samagra Shiksha (N= 60)		Total (N=428)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Limited activities	36	31.03	3	18.75	18	23.68	6	21.42	49	37.12	10	16.66	122	28.5
2	Insufficient co-curricular facilities	39	33.62	8	50	38	50	12	42.85	53	40.15	25	41.66	175	40.88
3	Low student interest in co-curricular activities	17	14.65	1	6.25	25	32.89	1	3.57	14	10.6	11	18.33	69	16.12

4	Lack of teachers in charge of co-curricular activities	19	16.37	4	25	9	11.84	4	14.28	29	21.96	2	3.33	67	15.65

Table 4.37 highlights the challenges faced by secondary school teachers in Mizoram in organising co-curricular activities. A total of 28.5% of teachers reported that the range of activities available in their schools was limited. The concern was most prominent among Government school teachers (31.03%) and Private schools (37.12%). Adhoc Aided (23.68%), Lump sum Aided (21.42%), and Deficit schools (18.75%) reported moderate levels, while Samagra Shiksha schools (16.66%) reflected the lowest proportion. Teachers noted that such limitations often reduced opportunities for students to engage in a wider variety of non-academic experiences.

The most common challenge was the shortage of co-curricular facilities, reported by 40.88% of teachers overall. Adhoc Aided and Deficit schools recorded the highest proportion (50% each), followed by Lump sum Aided (42.85%), Private (40.15%), Samagra Shiksha (41.66%), and Government schools (33.62%). Teachers frequently explained that sports equipment was scarce and creative resources were minimal, leading schools to either purchase them in small quantities or ask students to contribute materials.

One teacher explained:

“Due to the lack of proper infrastructure for co-curricular activities, organising such programmes is quite challenging. For example, during handicraft activities like handkerchief stitching, the school provides most of the materials, but at times students are asked to bring basic items such as sewing pins.”

Another teacher added:

“As for sports facilities, although we conduct co-curricular activities once a week, we have very limited equipment. Our students enjoy playing volleyball and basketball on the playground, but because of space and material constraints, they have to wait patiently for their turn. We are working on acquiring more resources so that all students can participate more inclusively.”

Low student interest was also reported by 16.12% of teachers. The problem was most visible in Adhoc Aided schools (32.89%), while Government (14.65%), Samagra Shiksha (18.33%), Private (10.6%), and Lump sum Aided schools (3.57%) reflected smaller proportions. Deficit schools recorded the lowest proportion at 6.25%. Teachers suggested that lack of exposure, absence of incentives, and inadequate facilities discouraged student participation.

The absence of a designated teacher in charge of co-curricular activities was another difficulty, reported by 15.65% of teachers overall. The problem was most evident in Deficit schools (25%), followed by Government (16.37%), Adhoc Aided (11.84%), Lump sum Aided (14.28%), and Private Schools (21.96%). Samagra Shiksha schools reflected the lowest proportion (3.33%). In schools without dedicated coordinators, co-curricular programmes often lacked structure and consistency.

The findings indicate that teachers of secondary schools in Mizoram struggled with restricted activity options, inadequate facilities, limited student interest, and the absence of designated coordinators. These problems were most severe in Adhoc Aided and Deficit schools, though challenges were present across all school types. Expanding facilities, motivating students, and appointing dedicated staff would help schools strengthen co-curricular programmes and make them more meaningful.

4.8 ANALYSIS AND INTERPRETATION OF OBJECTIVE 8

Objectives 8: *To study the problems faced by students of secondary schools in Mizoram*

To examine the problems encountered by students in secondary schools across Mizoram, a semi-structured questionnaire containing both closed-ended items and sections for open-ended responses was designed and administered to 1,070 students, with ten students selected from each of the 107 sampled schools. The tool explored a broad range of issues faced by students, including infrastructure and classroom conditions, availability of learning resources, school administration, teaching methods, academic stress, peer relationships, inclusiveness, co-curricular

opportunities, and ICT facilities. Both quantitative data and qualitative insights, drawn from students' written remarks and focus group discussions, were analysed to provide a deeper and more nuanced understanding of their experiences and challenges within the school environment.

The problems faced by secondary school students in Mizoram are presented under the following heads:

- 4.8.1 Infrastructure and school areas
- 4.8.2 Classroom amenities
- 4.8.3 Water facility and hygiene
- 4.8.4 Learning
- 4.8.5 Administrative aspects
- 4.8.6 Teachers
- 4.8.7 Other facilities
- 4.8.8 Information and Communication Technology
- 4.8.9 Activities
- 4.8.10 Students

4.8.1 The problems faced by secondary school students in relation to infrastructure and accessibility

Table 4.38

Problems of students regarding the schools' infrastructure and accessibility

Sl. No	Infrastructure and accessibility	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Poor school building conditions	130	44.82	7	17.5	86	45.26	55	78.57	161	48.78	86	57.33	525	49.06
2	Unfavorable school compound	79	27.24	17	42.5	53	27.89	60	85.71	229	69.39	59	39.33	497	46.44
3	Improper road to reach the school	41	14.13	2	5	65	34.21	15	21.42	30	9.09	49	32.66	202	18.87

4	School is too far from home	78	26.89	15	37.5	44	23.15	18	25.71	84	25.45	63	42	302	28.22

Table 4.38 presents the challenges reported by students concerning school infrastructure and accessibility in secondary schools of Mizoram. Poor building conditions were the most common concern, highlighted by 49.06% of students overall. The problem was most severe in Lump sum Aided schools (78.57%) and Samagra Shiksha schools (57.33%), followed by Private (48.78%) and Adhoc Aided schools (45.26%). Government schools also reflected a considerable proportion (44.82%), whereas Deficit schools reported the lowest level (17.5%).

One student expressed embarrassment over studying in a deteriorating environment, remarking:

“Our school building is very rusty, and the paint peels off in small pieces. Sometimes, it is embarrassing to study in such a building, especially when friends from other schools tease us.”

Unfavourable school compounds were also widely reported, with 46.44% of students raising this issue. Lump sum Aided schools recorded the highest proportion (85.71%), followed by Private (69.39%), Samagra Shiksha (39.33%), Deficit (42.5%), Government (27.24%), and Adhoc Aided schools (27.89%). Students pointed out the lack of space and poor maintenance, which limited opportunities for recreation and outdoor activities.

A private school student explained:

“We don’t have a playground to play in, so during lunch and recess breaks, we just sit in the classroom. It makes our school days feel really boring and exhausting.”

Access-related problems were another concern. A total of 18.87% of students reported poor road conditions leading to their schools. The problem was especially acute in Adhoc Aided schools (34.21%) and Samagra Shiksha schools (32.66%), followed by Lump sum Aided (21.42%), Government (14.13%), Private (9.09%), and Deficit schools (5%).

Poor road conditions were particularly difficult during the rainy season, as described by a Samagra student:

“We have to walk through almost jungle-like areas, and during the monsoon our uniforms get dirty because of the muddy roads.”

Distance to school was also identified as a challenge, with 28.22% of students reporting that their school was too far from home. Samagra Shiksha schools recorded the highest proportion (42%), followed by Deficit (37.5%), Government (26.89%), Lump sum Aided (25.71%), Adhoc Aided (23.15%), and Private schools (25.45%). Long travel distances often reduced students’ energy for learning and negatively impacted attendance and punctuality.

The findings show that problems related to school infrastructure and accessibility remains significant in Mizoram. Poor building conditions, inadequate compounds, long distances, and poor road access particularly affected students in Samagra Shiksha and Lump sum Aided schools, while those in Deficit schools reported comparatively fewer difficulties. These results suggest the need for targeted improvements in infrastructure and accessibility to provide safer, more supportive, and engaging learning environments for all students.

4.8.2 The problems faced by secondary school students in terms of classroom amenities

Table 4.39

Problems regarding classroom amenities

Sl. No	Classroom amenities	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Small classroom space	136	46.89	10	25	51	26.84	45	64.28	114	34.54	2	1.33	358	33.45
2	The benches and desks are not satisfactory	126	43.44	5	12.5	82	43.15	23	32.85	93	28.18	7	4.66	336	31.4
3	Unavailability of blackboard/whiteboard/	14	4.82	1	2.5	12	6.31	2	2.85	21	6.36	3	2	53	4.95

green board															
4	Improper lighting and ventilation	49	16.89	8	20	62	32.63	43	61.42	45	13.63	41	27.33	248	23.17
5	Unavailability of a fan	91	31.37	18	45	90	47.36	52	74.28	162	49.09	33	22	446	41.68

Table 4.39 highlights the challenges secondary school students in Mizoram faced regarding classroom amenities. Limited classroom space was reported by 33.45% of students overall. The concern was most acute in Lump sum Aided schools (64.28%), followed by Government (46.89%) and Private schools (34.54%). Adhoc Aided schools (26.84%) also reflected notable proportions, while Deficit (25%) and Samagra Shiksha (1.33%) schools showed fewer difficulties.

One student described the discomfort of learning in cramped conditions:

“Our class is very overcrowded, but the classroom itself is not spacious. We have to fit five people at a single table, which is not very long, making it feel cramped, particularly when taking notes. During summer, the mix of restricted space and overcrowding makes the room excessively hot and uncomfortable.”

Dissatisfaction with classroom furniture was reported by 31.4% of students. Government (43.44%) and Adhoc Aided (43.15%) schools recorded the highest proportions, followed by lump sum Aided (32.85%) and Private schools (28.18%). Deficit schools (12.5%) and Samagra Shiksha (4.66%) reported lower levels of concern. Students noted that benches and desks were often broken, uncomfortable, or unsuitable for prolonged use.

Access to teaching boards was a relatively minor problem, with only 4.95% of students reporting the unavailability of blackboards, whiteboards, or green boards. The issue was slightly higher in Adhoc Aided (6.31%) and Samagra Shiksha (2%) schools, though still limited compared to other concerns.

Poor classroom environments emerged as a more significant challenge. Inadequate lighting and ventilation were reported by 23.17% of students. lump sum Aided schools (61.42%) recorded the highest dissatisfaction, followed by Adhoc Aided (32.63%), Deficit (20%), Samagra Shiksha (27.33%), Government (16.89%), and Private schools (13.63%). Students stated that dim lighting and lack of proper airflow made classrooms uncomfortable and hindered concentration.

The absence of fans further compounded these problems, with 41.68% of students identifying this as a major issue. Nearly three quarters of students in Lump sum Aided schools (74.28%) reported the lack of fans, while high proportions were also recorded in Private (49.09%) and Adhoc Aided schools (47.36%). Government (31.37%), Deficit (45%), and Samagra Shiksha (22%) schools showed lower, but still considerable, levels of dissatisfaction.

The findings indicate that although most schools provide the basic necessities for classroom learning, significant gaps remain in ensuring student comfort and well-being. Overcrowded rooms, unsatisfactory furniture, poor ventilation, and lack of cooling facilities particularly affect students in Lump sum Aided, Adhoc Aided, and Government schools. The situation was less severe in Samagra Shiksha schools, where only a small proportion of students reported such difficulties.

4.8.3 The problems encountered by students in relation to water facilities and hygiene

Table 4.40

Problems of students related to water facilities and hygiene

Sl. No	Water facility and hygiene	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Unsanitary toilets	222	76.55	21	52.5	109	57.36	35	50	231	70	78	52	696	65.04
2	No separate toilets for boys and girls	52	17.93	1	2.5	65	34.21	21	30	19	5.75	1	0.66	159	14.85
3	Scarcity of	214	73.79	13	32.5	66	34.73	24	34.28	154	46.66	41	27.33	512	47.85

	water in toilets														
4	Unavailability of safe drinking water	107	36.89	5	12.5	79	41.57	23	32.85	69	20.9	25	16.66	308	28.78
5	Unavailability of cooler water	52	17.93	5	12.5	95	50	9	12.85	56	16.96	57	38	274	25.6
6	Lack of proper dustbins	41	14.13	4	10	24	12.63	1	1.42	20	6.06	1	0.66	91	8.5

Table 4.40 highlights the difficulties students face regarding water facilities and hygiene in secondary schools across Mizoram. Unsanitary toilets emerged as the most serious problem, reported by 65.04% of students. The issue was particularly severe in private schools (78%) and government schools (76.55%). Many students remarked that toilets often looked acceptable during inspections, but daily use revealed unhygienic conditions that caused discomfort and undermined their sense of dignity.

The lack of separate toilets for boys and girls was another challenge, affecting 14.85% of students. This concern was especially visible in Adhoc Aided schools (34.21%) and lump sum Aided schools (30%). In several cases, only partial partitions existed, leaving students embarrassed and reluctant to use the facilities.

Water scarcity in toilets created further difficulties. Nearly half of all students (47.85%) reported inadequate water supply, with government schools the worst affected (73.79%). The shortage was most troubling during times of urgent need, leading to inconvenience and unhygienic practices.

Concerns about safe drinking water were also widespread, with 28.78% of students reporting problems. Adhoc Aided schools (41.57%), government schools (36.89%), and Lump sum Aided schools (32.85%) were most affected.

A student explained:

“We do have access to drinking water through a tap and a cooler, but the coolers have rarely been cleaned since I joined the school. Sometimes the tap water looks discoloured and unclean. Because of this, many of us bring our own bottles from home, as we don’t feel the water provided at school is clean and safe.”

The absence of cooler water was reported by 25.6% of students, most frequently in Adhoc Aided schools (50%) and Samagra Shiksha schools (38%). In addition, 8.5%

of students mentioned the lack of dustbins, which made it difficult to maintain classroom cleanliness and proper hygiene.

The findings make clear that sanitary and water-related facilities remain inadequate in many secondary schools. Unsanitary toilets, insufficient water supply, unreliable drinking water, and poor waste management continue to affect large numbers of students, particularly in Adhoc Aided, private, and government schools. These shortcomings compromise student health, lower morale, and reduce the quality of the school environment.

4.8.4 Problems encountered by secondary school students in the process of learning

Table 4.41

Problems of students in the process of learning

Sl. No	Process of learning	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Academic pressure and workload	65	22.41	16	40	34	17.89	36	51.42	281	85.15	0	0	432	40.37
2	Peer pressure	31	10.68	4	10	17	8.94	10	14.28	54	16.36	12	8	128	11.96
3	Society pressure	35	12.06	6	15	10	5.26	6	8.57	28	8.48	2	1.33	87	8.13

4	Lack of motivation or interest	121	41.72	12	30	35	18.42	23	32.85	111	33.63	38	25.33	340	31.77
5	Time management	119	41.03	18	45	68	35.78	37	52.85	134	40.6	26	17.33	402	37.57
6	Balancing responsibilities	27	9.31	12	30	13	6.84	22	31.42	55	16.66	8	5.33	137	12.8
7	Ineffective Teaching- Learning Methods	82	28.27	9	22.5	13	6.84	5	7.142	33	10	8	5.33	150	14.01
8	Unable to understand the lessons	123	42.41	11	27.5	90	47.36	29	41.42	96	29.09	25	16.66	374	34.95
9	Fear of testing and examination	148	51.03	17	42.5	76	40	31	44.28	104	31.51	71	47.33	447	41.77

Table 4.41 presents the difficulties secondary school students in Mizoram face in the process of learning. Academic pressure and workload emerged as the most prominent issue, affecting 40.37% of students. The problem was especially severe in Private schools (85.15%), followed by Lump sum Aided (51.42%) and Deficit schools (40%). Government schools reported lower levels (22.41%), while no cases were noted in Samagra schools. Continuous assignments, heavy syllabi, and frequent assessments were commonly described as sources of stress, leaving students with little time to engage deeply with content.

Peer pressure was reported by 11.96% of students, most often in private schools (16.36%), while societal expectations were mentioned by 8.13%, particularly in Deficit (15%) and Government schools (12.06%). These external pressures added to students' anxiety over performance and achievement.

Lack of motivation or interest in studies affected 31.77% of students. Government schools recorded the highest proportion (41.72%), with Samagra Shiksha schools also showing notable levels (25.33%). Students often linked this disengagement to monotonous teaching or a curriculum that did not align with their interests. Time management difficulties were cited by 37.57% of respondents, most prevalent in Lump sum Aided (52.85%) and Deficit schools (45%). Government schools also reported significant challenges (41.03%).

Balancing household duties or part-time work alongside studies was another concern, affecting 12.8% of students, particularly in Lump sum Aided (31.42%) and private schools (16.66%). Ineffective teaching–learning methods were noted by 14.01%, most frequently in Government schools (28.27%). Students expressed frustration that lessons often lacked sufficient explanation or interactive strategies, leaving them disengaged.

A total of 34.95% of students reported difficulty in understanding lessons, with Adhoc Aided (47.36%) and Government schools (42.41%) recording the highest levels. One student remarked:

“Sometimes the teacher simply reads from the textbook, and we are left confused. We need more explanation, but there is not enough time.”

Fear of examinations was another major challenge, affecting 41.77% of students overall. Government schools had the highest rate (51.03%), followed by Deficit (42.5%) and Adhoc Aided schools (40%). Many students shared that anxiety about failure overshadowed their preparation and weakened confidence.

The data suggest that students in Mizoram face a wide spectrum of learning-related challenges. Academic workload and exam stress dominate, but difficulties with motivation, comprehension, and time management are also significant. Pressures from peers, family, and society further intensify these struggles. Together, these findings point to the need for reforms in curriculum design, assessment practices, and teaching methods, supported by counselling and academic guidance, to ease pressures and strengthen learning outcomes.

4.8.5 The problems encountered by students with regard to administration aspects

Table 4.42

Challenges regarding administration aspects

Sl. No	Administration aspects	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	The administrator struggles to address problems and conflicts	45	15.51	5	12.5	17	8.94	16	22.85	84	25.45	12	8	179	16.72
2	Poor Student-Administrator Relations	75	25.86	4	10	32	16.84	21	30	86	26.06	50	33.33	268	25.04
3	Lack of understanding by the	71	24.48	9	22.5	32	16.84	10	14.28	75	22.72	10	6.66	207	19.34

administrators/principals															
4	Not satisfied with the overall administration of the school	84	28.96	4	10	31	16.31	29	41.42	66	20	20	13.33	234	21.86

Table 4.42 outlines the administrative challenges faced by secondary school students in Mizoram. A total of 16.72% of students stated that administrators struggled to address problems and conflicts. This concern was more noticeable in Lump sum Aided (25.45%) and Private schools (22.85%), where many students felt their grievances were either overlooked or resolved superficially.

Poor student-administrator relations were reported by 25.04% of students. The issue was most visible in Samagra Shiksha schools (33.33%) and Private schools (30%). Government schools (25.86%) also reflected similar concerns, whereas Deficit and Adhoc Aided schools recorded lower proportions. Several students remarked that administrators appeared distant and unapproachable, discouraging them from sharing concerns or seeking advice.

A lack of understanding from administrators and principals was raised by 19.34% of students, particularly in Government schools (24.48%) and Adhoc Aided schools (16.84%). Students expressed that their needs were frequently overlooked, especially in non-academic areas.

One student commented:

“Our principal does not see why we need time for sports and co-curricular activities. When we request a games period, they insist academics come first. They don’t recognise that breaks help us refresh our minds and that not everyone excels only in studies. Some of us are talented in sports or music, but there is no consideration for these interests.”

Dissatisfaction with school administration was reported by 21.86% of students. Lump sum Aided schools reflected the highest dissatisfaction (41.42%), followed by Government (28.96%) and Adhoc Aided schools (16.31%). Samagra Shiksha schools showed the lowest figures (13.33%).

A student voiced frustration:

“The administration fails in so many areas. They don’t maintain proper facilities, the library has hardly any updated books, and they rarely listen to us. Rules are made or changed suddenly without explanation. It feels like we are only expected to obey, not to be heard.”

The findings indicate that administrative challenges continue to affect students across Mizoram. Conflict resolution remains weak in Private and Lump sum Aided schools, while strained student-administrator relations are particularly evident in Samagra and Private schools. The lack of empathy and recognition from school leadership further fuels discontent, and dissatisfaction is most acute in Lump sum Aided schools where management concerns appear widespread. Strengthening participatory leadership, improving communication, and giving due weight to student voices are essential for building a more supportive and inclusive school climate.

4.8.6 The problems encountered by secondary school students regarding the student-teacher relationship

Table 4.43

Challenges faced by students related to teachers

Sl. No	Student-Teacher Challenges	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Uninteresting teaching by teachers	69	23.79	14	35	21	11.05	17	24.28	56	16.96	11	7.33	188	17.57
2	Difficulty Understanding Teacher's Instruction	118	39.33	30	33.33	23	15.33	19	23.75	109	36.33	3	3.75	302	30.2
3	Teachers are not	27	9.31	1	2.5	16	8.42	1	1.42	9	2.72	7	4.66	61	5.7

	punctual														
4	Teachers' lack of preparation before their teaching	21	7.24	1	2.5	40	21.05	3	4.28	3	0.9	10	6.66	78	7.28
5	Verbal abuse	97	33.44	15	37.5	34	17.89	26	37.14	206	62.42	13	8.66	391	36.54
6	Emotional abuse	104	35.86	13	32.5	40	21.05	18	25.71	221	66.97	18	12	414	38.69
7	Physical abuse	45	15.51	1	2.5	35	18.42	10	14.28	180	54.54	20	13.33	200	18.69
8	Teachers' lack of subject knowledge	9	3.1	0	0	6	3.15	4	5.71	12	3.63	0	0	31	2.89
9	Insincerity of teachers	10	3.44	1	2.5	5	2.63	1	1.42	9	2.72	8	5.33	34	3.17

10	Unfriendly relationship with teachers	46	15.86	4	10	23	12.1	20	28.57	50	15.15	12	8	155	14.48
11	Un-empathetic attitude	118	40.68	6	15	54	28.42	36	51.42	63	19.09	22	14.66	299	27.94
12	Favouritism	123	42.41	10	25	53	27.89	36	51.42	116	35.15	14	9.33	352	32.89

Table 4.43 highlights the challenges students in Mizoram face in their interactions with teachers. Uninteresting teaching was noted by 17.57% of students, with the highest proportion in Deficit schools (35%). Many explained that lessons often lacked engaging approaches, which reduced their interest in learning and made classroom experiences monotonous.

A significant 30.2% of students stated that they had difficulty understanding their teachers' instructions. This problem was most frequently reported in Government schools (39.33%) and Private schools (36.33%). Students pointed out that while teachers often possessed strong subject knowledge, they struggled to explain concepts clearly, creating a communication gap that limited effective learning.

Punctuality and preparation also emerged as issues. A total of 5.7% of students said their teachers were not punctual, and 7.28% noted that teachers entered classrooms without proper preparation. Adhoc Aided schools showed the highest dissatisfaction in this regard (21.05%), where lack of preparation disrupted lesson flow and affected comprehension.

Verbal abuse was one of the most serious concerns, affecting 36.54% of students. Private schools recorded the highest proportion (62.42%), followed by Government schools (33.44%). Emotional abuse was reported by 38.69% of students, again most pronounced in Private schools (66.97%). Such practices included harsh criticism, public humiliation, or indifference to emotional needs.

One student commented:

“The absence of encouragement and constant criticism from teachers can lead to feelings of worthlessness and anxiety, which have lasting effects on both academic performance and mental well-being.”

Physical abuse was experienced by 18.69% of students, despite regulations against corporal punishment. Private schools (54.54%) were most affected, with practices

such as hitting, forced kneeling, or stress positions continuing to undermine students' sense of safety and respect in school.

Although less frequently mentioned, 2.89% of students pointed to a lack of subject knowledge among teachers, while 3.17% reported insincerity. These issues, though limited, weakened student confidence in their teachers' abilities. Unfriendly teacher–student relationships were reported by 14.48% of students, with Lump sum Aided schools reflecting the highest dissatisfaction (28.57%).

An un-empathetic attitude was reported by 27.94% of students, especially in Lump sum Aided (51.42%) and Government schools (40.68%). Many students felt that teachers lacked understanding of their difficulties, which reduced their willingness to seek support. Favouritism was another widespread issue, raised by 32.89% of students. This was most common in Lump sum Aided (51.42%), Government (42.41%), and Private schools (35.15%), where students perceived unequal treatment and unfair distribution of attention.

The findings indicate that students experience multiple teacher-related challenges across different school categories. Verbal and emotional abuse remains particularly concerning in Private schools, while favouritism and lack of empathy are common in Government and Lump sum Aided schools. Strengthening teacher professionalism, ensuring fair treatment, and fostering supportive teacher–student relationships are essential steps for improving both the quality of education and the well-being of students.

4.8.7 The problems encountered by secondary school students in terms of school facilities

Table 4.44

Students' Difficulties with School Facilities

Sl. No	School Facilities	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Inadequate science laboratory	152	52.41	11	27.5	145	76.31	55	78.57	211	63.93	127	84.66	701	65.51
2	Absence of a school library	110	37.93	15	37.5	147	77.36	30	42.85	196	59.39	45	30	543	50.74
3	Inadequate books in the		27.58	10	25	4	2.22	37	41.11	120	35.29	90	56.25		55.45

	library														
4	Lack of hostel facilities	0	0	13	32.5	6	3.15	25	35.71	142	43.03	0	0	186	17.38
5	Unavailability of recreational room	246	84.82	15	37.5	167	87.89	47	67.14	174	52.72	141	94	790	73.83
6	Unavailability of school canteen	241	83.1	2	5	178	93.68	40	57.14	186	56.36	143	95.33	790	73.83
7	Lack of transport facility	236	81.37	20	50	147	77.36	49	70	139	42.12	127	84.66	718	67.1

Table 4.44 presents the challenges faced by students regarding school facilities across different management types in Mizoram. Inadequate science laboratories were reported by 65.51% of students overall. The problem was most severe in Samagra schools (84.66%) and Lump sum Aided schools (78.57%), followed closely by Adhoc Aided schools (76.31%). Private schools (63.93%) and Government schools (52.41%) also reported major shortcomings, while Deficit schools reflected the lowest proportion (27.5%). Students frequently mentioned that laboratories were poorly maintained, with out-dated or broken equipment, leaving many with little scope for practical learning.

The absence of a school library was identified by 50.74% of students. Adhoc Aided schools (77.36%) reported the highest figure, followed by Private schools (59.39%) and Lump sum Aided schools (42.85%). Government schools (37.93%) and Deficit schools (37.5%) reported similar levels, while Samagra schools recorded the lowest (30%). In schools where libraries did exist, many students complained that the available books were out-dated, with 27.58% of Government, 25% of Deficit, 41.11% of Lump sum Aided, 35.29% of Private, and 56.25% of Samagra students stating that library collections were insufficient. Adhoc Aided students, though reporting the highest absence of libraries, were least dissatisfied with book adequacy (2.22%).

Lack of hostel facilities affected 17.38% of students overall. The concern was most pronounced among Private school students (43.03%) and Deficit students (32.5%), followed by Lump sum Aided (35.71%) and Adhoc Aided (3.15%). Government and Samagra students did not report hostel difficulties, as most of these schools lacked hostel provision altogether.

The unavailability of recreational rooms was one of the most common concerns, reported by 73.83% of students. Samagra students (94%) were most affected, followed by Adhoc Aided (87.89%), Government (84.82%), and Private students

(52.72%). Lump sum Aided schools (67.14%) also reflected a high proportion, while Deficit schools showed the lowest (37.5%).

Similar proportions were recorded for the unavailability of school canteens, with 73.83% of students affected. Samagra schools again showed the highest figure (95.33%), followed by Adhoc Aided (93.68%) and Government schools (83.1%). Private schools (56.36%) and Lump sum Aided schools (57.14%) reflected moderate dissatisfaction, whereas only 5% of Deficit school students reported this problem.

Transport difficulties were reported by 67.1% of students. The problem was most acute in Samagra schools (84.66%) and Government schools (81.37%). Adhoc Aided schools (77.36%) and Lump sum Aided schools (70%) also showed high figures. Private schools (42.12%) reflected a relatively lower rate, while Deficit schools reported the least difficulties (50%). Many students in the most affected schools stated that long walking distances and poor access to affordable transport caused fatigue and affected punctuality.

The findings indicate that facility-related problems are widespread across school types, though the severity varies. Samagra students faced the highest difficulties across nearly all areas, particularly laboratories, recreational rooms, canteens, and transport. Adhoc Aided and Lump sum Aided schools also reflected substantial shortcomings, especially in laboratories and libraries. Government schools showed moderate levels of concern, while Private schools struggled particularly with hostel conditions and laboratories. Deficit schools recorded fewer issues overall but still reported notable gaps in areas such as hostels and libraries. Improving facilities across every management type is necessary to provide students with fair access to safe, well-resourced, and supportive learning environments.

4.8.8 The problems encountered by secondary school teachers in terms of ICT implementation

Table 4.45

ICT implementation problems

Sl. No	ICT problems	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Lack of ICT resources	231	79.65	26	65	177	93.15	56	80	243	73.63	136	90.66	869	81.21
2	No separate ICT or computer room	101	34.82	14	35	130	68.42	51	72.85	206	62.42	19	12.66	521	48.69
3	No separate ICT teacher or assigned ICT in-charge teacher	64	22.06	1	2.5	148	77.89	53	75.71	135	40.9	106	70.66	507	47.38

4	Unable to focus/concentrate during ICT classes	160	55.17	5	12.5	97	53.88	30	33.33	120	35.29	34	21.25	446	40.54
5	ICT classes are too theoretical, and there is not enough practical work	173	59.65	5	12.5	107	59.44	31	34.44	188	55.29	48	30	552	50.18

Table 4.45 highlights the challenges faced by secondary school students in Mizoram with respect to Information and Communication Technology (ICT). A shortage of ICT resources was the most critical difficulty, affecting 81.21% of students. Adhoc Aided students (93.15%) and Samagra students (90.66%) were most disadvantaged, followed by Lump sum Aided (80%), Government (79.65%), and Private (73.63%) schools. Many reported that computer labs contained out-dated or non-functional systems, preventing regular practice.

One student remarked:

“We have a computer lab, but most of the systems are either too slow or not working, so half of us just sit and watch instead of practising.”

The absence of a separate ICT or computer room was another major concern, reported by 48.69% of students. It was most severe in Lump sum Aided (72.85%), Adhoc Aided (68.42%), and Private schools (62.42%), while only 12.66% of Samagra students reported the same. Without a dedicated space, ICT classes were often conducted in normal classrooms, limiting access to computers and practical work.

A student shared:

“Sometimes our ICT class is taken in the normal classroom, and we just read the textbook without touching a computer.”

Nearly half of the respondents (47.38%) pointed to the lack of a separate ICT teacher or in-charge. Adhoc Aided (77.89%), Lump sum Aided (75.71%), and Samagra (70.66%) students faced this problem most frequently, compared with smaller proportions in Government (22.06%) and Deficit (2.5%) schools. Many felt they were unable to receive adequate guidance for skill development.

One student explained:

“Our teachers know how to use basic things, but they are not trained in ICT, so we do not learn anything new.”

Maintaining concentration during ICT lessons was difficult for 40.54% of students. The concern was strongest in Government (55.17%) and Adhoc Aided schools (53.88%), while Private (35.29%) and Samagra (21.25%) students were less affected. Overcrowded classrooms and the absence of practical engagement were often mentioned as reasons for distraction.

A final problem was that ICT classes were considered too theoretical, with 50.18% of students reporting insufficient opportunities for hands-on practice. Government (59.65%), Adhoc Aided (59.44%), and Private (55.29%) schools reported the highest figures, while Samagra (30%) and Deficit (12.5%) schools reported fewer cases. Students expressed frustration at being limited to definitions and textbook exercises.

One student noted:

“Most of the time we just copy definitions from the textbook, and we hardly ever touch a computer. It makes ICT feel boring and useless.”

The findings reveal that ICT implementation challenges in secondary schools are shaped by limited resources, inadequate infrastructure, lack of qualified teachers, and insufficient practical exposure. Adhoc Aided, Samagra, and Lump sum Aided schools face the most severe difficulties, while Government schools also show gaps in student engagement. Strengthening ICT facilities, assigning specialist teachers, and expanding practical opportunities are key steps to better equip students for digital learning.

4.8.9 The problems encountered by secondary school teachers in terms of activities

Table 4.46

Problems related to activities

Sl. No	Co-curricular activities	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Limited activities	223	76.89	32	80	160	84.21	51	72.85	237	71.81	103	68.66	806	75.32
2	Insufficient co-curricular facilities and resources	166	57.24	19	47.5	120	63.15	36	51.42	136	41.21	34	22.66	511	47.75
3	Low interest in co-curricular activities	71	24.48	8	20	43	22.63	13	18.57	64	19.39	26	17.33	225	21.02

4	Lack of support from teachers and administrators	148	51.03	13	32.5	68	35.78	28	40	171	51.81	38	25.33	466	43.55
5	Insufficient Time for Co-Curricular Activities	236	81.37	17	42.5	126	66.31	44	62.85	308	93.33	77	51.33	808	75.51

Table 4.45 highlights the challenges secondary school students in Mizoram face in participating in co-curricular activities. Limited activity options were reported by 75.32% of students, with the highest figures in Adhoc Aided schools (84.21%), followed by Deficit schools (80%) and Government schools (76.89%). Private schools (72.85%) and Samagra schools (68.66%) also showed high levels of dissatisfaction. The difference between students' voices and the lower proportion of teachers acknowledging this issue indicates a mismatch in perceptions about the adequacy of activities.

Insufficient co-curricular facilities and resources were reported by 47.75% of students. Adhoc Aided schools were most affected (63.15%), while Government schools also showed significant concern (57.24%). Deficit schools (47.5%) were close to the average, whereas Lump sum Aided (51.42%) and Private schools (41.21%) fell slightly below. Samagra schools had the lowest reporting rate (22.66%). The figures show that material shortages and lack of infrastructure continue to limit student participation.

Low student interest was identified by 21.02% of respondents. Government schools had the highest proportion (24.48%), followed by Adhoc Aided (22.63%) and Deficit schools (20%). Private schools (19.39%) and Samagra schools (17.33%) had fewer students reporting this difficulty. Many students remarked that the repetitive nature of activities discouraged participation.

Lack of support from teachers and administrators was another difficulty, mentioned by 43.55% of students. The concern was most prominent in Private schools (51.81%) and Government schools (51.03%), while Deficit schools (32.5%) and Adhoc Aided schools (35.78%) showed lower rates. Lump sum Aided schools (40%) were closer to the state average, whereas Samagra schools (25.33%) reported the least concern.

One student explained:

“Our games period is often replaced by extra classes, and it feels like teachers care only about marks. They do not see how activities outside books are also important for us.”

Insufficient time allocation was the most frequently reported challenge, affecting 75.51% of students. Private schools were most severely affected (93.33%), followed by Government schools (81.37%). Adhoc Aided schools reported 66.31%, while Lump sum Aided (62.85%) and Deficit schools (42.5%) showed moderate figures. Samagra schools had 51.33% of students facing this issue. Students repeatedly expressed that activities scheduled once a week or often cancelled for academic reasons left little opportunity for broader development.

The findings show that students across all management types face barriers in accessing meaningful co-curricular engagement. While Adhoc Aided and Private schools report the highest difficulties, issues of limited opportunities, resource shortages, insufficient support, and time constraints are shared concerns across Government, Deficit, Lumpsum Aided, and Samagra schools as well. A more balanced approach that integrates co-curricular opportunities into the school routine is needed to support student growth beyond academics.

4.8.10 The problems encountered by students with their fellow students

Table 4.47

Problems with Fellow Students

Sl. No	Challenges in Peer Relationships	Govt (N= 290)		Deficit (N=40)		Adhoc Aided (N=190)		Lumpsum Aided (N=70)		Private (N =330)		Samagra Shiksha (N= 150)		Total (N=1070)	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Poor relationships among students	38	13.1	4	10	25	13.15	19	27.14	66	20	6	4	158	14.76
2	Bullying or harassment	30	10.34	1	2.5	10	5.26	12	17.14	10	3.03	0	0	63	5.88
3	Verbal abuse	69	23.79	2	5	21	11.05	16	22.85	23	6.96	2	1.33	133	12.43
4	Emotional abuse	49	16.89	8	20	9	4.73	14	20	24	7.27	5	3.33	109	10.18

5	Distractions by friends while studying	100	34.48	16	40	41	21.57	40	57.14	76	23.03	23	15.33	296	27.66

Table 4.47 highlights the challenges secondary school students in Mizoram encounter in their relationships with peers. Poor peer relationships were reported by 14.76% of students. The highest proportions appeared in Lump sum Aided schools (27.14%) and Private schools (20%), followed by Government schools (13.1%) and Adhoc Aided schools (13.15%). Deficit schools (10%) and Samagra schools (4%) showed comparatively fewer reports. These figures indicate that strained student relationships remain more pronounced in certain management types.

Bullying or harassment was reported by 5.88% of students. Lump sum Aided schools showed the highest incidence (17.14%), while smaller proportions were recorded in Private (3.03%), Government (10.34%), and Adhoc Aided (5.26%) schools. Deficit schools (2.5%) and Samagra schools (0%) showed very few or no cases. Students described both physical intimidation and social exclusion, which affect their wellbeing and discourage participation in school activities.

Verbal abuse from peers was reported by 12.43% of students. Government schools recorded the highest proportion (23.79%), followed by Private schools (22.85%) and Adhoc Aided schools (11.05%). Lump sum Aided schools (6.96%), Deficit schools (5%), and Samagra schools (1.33%) showed lower figures. These findings point to variations across schools in how verbal aggression among students is experienced.

Emotional abuse was noted by 10.18% of students. The issue was most common in Lump sum Aided schools (20%) and Government schools (16.89%), while Adhoc Aided (4.73%), Private (7.27%), and Samagra schools (3.33%) reported lower levels. Deficit schools (20%) also recorded a comparatively high incidence, reflecting that in some schools students continue to struggle with emotional mistreatment from peers.

Distraction caused by friends during study hours was the most frequently reported problem, affecting 27.66% of students. Lump sum Aided schools recorded the highest rate (57.14%), followed by Government schools (34.48%). Adhoc Aided

(21.57%), Private (23.03%), Deficit (40%), and Samagra schools (15.33%) also showed significant proportions. Students described this issue as a barrier to maintaining focus in class and during group work.

The findings indicate that peer-related challenges affect students across all school types in Mizoram. Lump sum Aided schools emerge as the most vulnerable, with high levels of bullying, emotional abuse, and academic distractions, while Government schools show the highest incidence of verbal abuse. Deficit, Private, and Samagra schools also face difficulties, though with varying intensity. Strengthening peer support systems and promoting a culture of respect and cooperation remain crucial steps in addressing these challenges.

4.9 ANALYSIS AND INTERPRETATION OF OBJECTIVE 9

Objectives 9: *To examine secondary administrators' perceptions regarding the prospects and future development of secondary schools in Mizoram.*

To investigate the perceptions of secondary school administrators regarding the future prospects and development of secondary education in Mizoram, a semi-structured questionnaire was prepared with both closed-ended questions and sections for open-ended responses. The study covered 107 schools, but only 96 headmasters or principals were available during the researcher's visits, and therefore they formed the final sample.

The questionnaire explored several key areas, including administrators' views on the primary goals of secondary education, the domains that require greater emphasis, possible initiatives to strengthen the sector, their vision for the future of secondary education in Mizoram, and their perceptions of potential accomplishments in line with the recommendations of the National Education Policy (NEP) 2020. Both quantitative findings and qualitative insights derived from open remarks and focus group discussions were analysed to provide a comprehensive and nuanced understanding of administrators' perspectives on the evolving landscape of secondary education in the state.

The perceptions of secondary school administrators about the prospects of secondary education in Mizoram are presented under the following sections:

- 4.9.1 Perceptions regarding the primary goals of secondary education
- 4.9.2 Perceptions of the areas that should receive increased emphasis
- 4.9.3 Perceptions of initiatives that can enhance the prospects of secondary education
- 4.9.4 Envisioning the future of secondary education in Mizoram
- 4.9.5 Perceptions of future accomplishments in relation to the recommendations of NEP 2020 on secondary education

4.9.1 Perceptions of administrators regarding the primary goals of secondary education

Table 4.48

The Perception regarding the primary goal of Secondary Education

Sl. No.	Primary goal of Secondary Education	No. of Administrators (N=96)	%
1	Academic excellence and knowledge acquisition	65	67.7
2	Preparing students for higher education	60	62.5
3	Developing critical thinking and problem-solving skills	73	76.04
4	Fostering emotional development	56	58.33
5	Career and vocational preparation	56	58.33

Table 4.48 presents administrators' views on the main goals of secondary education in Mizoram. The development of critical thinking and problem-solving skills is seen as the most important aim, selected by 91.25% of administrators. This reflects a strong move towards skill-oriented learning, moving away from traditional reliance on rote memorisation that often leaves students unprepared for present-day challenges.

Academic excellence and knowledge acquisition are also highly valued, with 67.7% of administrators emphasising their importance. The continued focus on academic achievement illustrates the influence of board examinations and social expectations, which remain dominant measures of student success.

Career and vocational preparation is considered essential by 70% of administrators. This priority reflects both the intent of the National Education Policy (NEP) 2020 and the need to equip students with practical skills for the labour market. Preparing students for higher education is identified by 62.5% of respondents, underscoring the significance of academic progression as a key pathway for many learners.

Fostering emotional development is recognised by 58.33% of administrators. Several noted the importance of resilience, empathy, and emotional intelligence as part of holistic growth.

One administrator stated:

“We must look beyond marks and ensure that students are emotionally prepared to face life’s challenges with confidence.”

In addition to these areas, many administrators referred to cultural, social, and moral development as vital for shaping responsible citizens. Attention to both academic and non-academic strengths was frequently mentioned as a way of nurturing well-rounded individuals.

The distribution of responses reveals that administrators aim to balance traditional academic goals with emerging priorities such as skills training, emotional wellbeing, and holistic development. Their vision for secondary education highlights the need to prepare students not only for examinations and higher studies but also for meaningful participation in society and the workplace.

4.9.2 Perceptions of administrators in the areas that should receive increased emphasis in secondary education

Table 4.49

Perception of areas that should receive increased emphasis in secondary education

Sl. No.	Priority Areas for Strengthening Secondary Education	No. of Administrators (N=96)	%
1	Science subjects	51	53.12
2	Mathematics subjects	51	53.12
3	Language subjects	51	53.12
4	Social Sciences	35	36.45
5	Arts and Creative Expression	65	67.7
6	Physical Education and Sports	39	40.62
7	Life Skills	72	75

Table 4.49 outlines the priority areas identified by administrators for strengthening secondary education in Mizoram. Life skills received the strongest support, with 70% of administrators emphasising the need to equip students with practical competencies essential for everyday living and future employment. This indicates a growing recognition of the role of secondary education in preparing students for both personal and professional challenges.

Arts and creative expression followed closely, supported by 67.7% of administrators. Many considered creativity and emotional development to be vital for nurturing well-rounded individuals and encouraging innovation among learners. Science subjects were also a high priority, with 63.75% of administrators underscoring the importance of building scientific literacy and encouraging interest in STEM-related careers.

Mathematics and language subjects each received support from 53.12% of administrators. These areas were seen as fundamental for strengthening students' analytical abilities and communication skills, which form the foundation of academic success across disciplines.

Physical education and sports were highlighted by 40.62% of administrators. Their contributions to physical health, teamwork, and discipline were acknowledged, though these areas often faced constraints linked to limited time and resources in schools.

Social sciences ranked lowest, with 36.4% of administrators giving them priority. This may suggest that administrators believed social sciences were sufficiently addressed within the existing curriculum, while other domains required more immediate attention.

The responses suggest that administrators envision a balanced approach that places strong emphasis on life skills, creativity, and science, while continuing to support core academic areas such as mathematics and language. Physical education and social sciences, although recognised, appear to receive less focus, reflecting a

tendency to strengthen subjects and competencies most closely connected to employability, adaptability, and holistic growth.

4.9.3 Perception of administrators on initiatives that can improve the prospects of secondary education

Table 4.50

Perception on initiatives that can improve the prospects of secondary education

Sl. No.	Initiatives to Enhance the Prospects of Secondary Education	No. of Administrators (N=96)	%
1	Increased collaboration with the community	46	47.91
2	Enhancing vocational training and apprenticeship programs	52	54.16
3	Implementing personalized learning approaches	48	50
4	Strengthening teacher professional development	63	65.62
5	Improving access to technology and digital resources	72	75

Table 4.50 presents the perceptions of administrators on initiatives that could enhance the prospects of secondary education. The most emphasised priority was improving access to technology and digital resources, supported by 75% of administrators. This observation is consistent with the earlier findings in Table 4.1, which revealed serious gaps in digital infrastructure across schools. Administrators

regarded the provision of reliable technological resources as a crucial step towards strengthening secondary education in Mizoram.

Strengthening teacher professional development was endorsed by 65.62% of administrators. Headmasters highlighted the need for continuous and systematic training for teachers, particularly in ICT and subject pedagogy.

As one headmaster explained:

“On-going professional development across all subjects, including digital skills, is fundamental for educational progress.”

This reflects national reports that consistently stress the centrality of teacher capacity building to school improvement (NIEPA, 2022).

A significant proportion of administrators (54.16%) supported the enhancement of vocational training and apprenticeship programmes. This focus reflected a growing recognition of the importance of equipping students with practical, work-ready skills and broadening their career options beyond traditional academic pathways. Such views echo the emphasis of NEP 2020 on integrating skill-based education into the secondary curriculum.

Half of the administrators (50%) highlighted the value of personalised learning approaches. They recognised the need to address individual differences and support diverse talents.

As one principal observed:

“It is important to identify and support the unique capabilities among students so that each one can achieve success in their own way.”

This approach aligns with international trends in inclusive and student-centred pedagogy (UNESCO, 2021).

Increased collaboration with the community, while identified by 47.91% of administrators, emerged as the least prioritised initiative. Administrators nonetheless

acknowledged the role of parents, alumni, and the broader community in contributing to school improvement. Several also pointed to the importance of supervision and inspection.

One headmaster reflected:

“The visits from higher authorities are too rare, and this affects the quality of education.”

Such comments underscored the view that systematic monitoring is essential for accountability and sustained progress.

The responses indicate that administrators considered advancements in technology, teacher professional development, and vocational education as the most critical drivers for progress in secondary education. Recognition of personalised learning, stronger community participation, and regular supervision further highlights the importance of adopting a broad-based and integrated approach to educational reform.

4.9.4 The vision of administrators on the future of secondary education in Mizoram

Table 4.51

Envisioning the future of secondary education in Mizoram

Sl. No.	Envisioning the future of secondary education in Mizoram	No. of Administrators (N=96)	%
1	More emphasis on project-based learning	50	52.08
2	Increased focus on career and vocational preparation	63	65.62
3	Increase in Gross Enrolment Ratio (GER)	14	14.58
4	Successful implementation of NEP 2020	45	46.87
5	Quality secondary education	58	60.41

Table 4.51 highlights the perspectives of administrators on the future of secondary education in Mizoram. The most widely supported vision was a stronger focus on career and vocational preparation, with 65.62% of administrators emphasising its importance. This priority reflects the growing recognition that secondary education must prepare students for diverse professional pathways, equipping them with practical and employable skills.

Quality secondary education was identified by 60.41% of administrators as a core aspiration for the future. Quality was described in terms of being practical, purposeful, and connected to real-life contexts.

A headmistress explained:

“When I look back at our high school days and compare them to today, although there have been some changes, many things remain the same. I feel our education still stops at the knowledge level, and what we need is application-level learning. Students may know how to solve a math problem, but it should not stop there, they should know how to apply it. That is what quality education means to me: more practical and more applicable.”

This illustrates a desire to move beyond rote learning towards teaching that enables students to apply knowledge in meaningful ways.

Project-based learning was also highlighted by 52.08% of administrators. This approach was viewed as an effective means of making learning experiential, interactive, and student-centred. At the same time, 46.87% of administrators expressed support for the successful implementation of NEP 2020. Their views, however, revealed a mix of optimism and caution.

A principal stated:

“The NEP 2020 is a promising policy, but I think it is impractical at this stage, especially given the shortage of technology and human resources.”

Another headmaster stressed the importance of contextual adaptation, noting,

“I see the future of our education as NEP-oriented, but the policy should be implemented in a way that aligns with our culture, especially in tribal areas.”

These comments show that while NEP 2020 is seen as a progressive step, its implementation will need to consider both infrastructural challenges and cultural compatibility.

Increasing the Gross Enrolment Ratio (GER) received the least attention, with only 14.58% of administrators identifying it as a priority. This reflects Mizoram's already high GER at the secondary level, reported at 93.4% by UDISE+ 2022–23 (Ministry of Education, 2024). As a result, administrators did not view further increases in enrolment as an urgent requirement compared to other pressing needs.

The responses indicate that administrators envisioned the future of secondary education in Mizoram as one oriented towards vocational readiness, quality teaching that emphasises application of knowledge, and greater use of project-based methods. While NEP 2020 was regarded as a significant opportunity, its success was seen as dependent on adequate resources and careful alignment with local cultural contexts. Raising GER remained a lower priority in light of the state's already strong enrolment levels.

4.9.5 Administrators' perceptions of the potential future achievements of NEP 2020 in secondary education.

Table 4.52

Perception of potential future achievements related to NEP 2020 in Secondary Education

Sl. No.	Future accomplishments regarding the recommendation of NEP 2020 on secondary education	No. of Administrators (N=96)	%
1	Multidisciplinary education	47	48.95
2	More emphasis on critical thinking skills	66	68.75
3	More enjoyable and engaging learning	50	52.08
4	Experiential learning	36	37.5
5	Implementation of vocational subjects	59	61.45
6	Flexible school curriculum	48	50
7	Redesigned board exams	37	38.54

Table 4.52 outlines administrators' perceptions of potential future achievements in secondary education under the recommendations of NEP 2020. The most widely anticipated accomplishment was the cultivation of critical thinking skills, identified by 68.75% of administrators. This expectation echoed earlier findings where analytical thinking and problem-solving were regarded as essential aims of secondary education, indicating a consistent commitment to strengthening higher-order skills among learners.

The introduction of vocational subjects was supported by 61.45% of administrators, reflecting the expectation that secondary education would provide students with practical knowledge and employable competencies. This emphasis suggested a shift towards preparing students for multiple career options and equipping them to meet the demands of a changing workforce, in line with NEP 2020's skill-oriented vision.

A more enjoyable and engaging learning experience was expected by 52.08% of administrators. This perspective pointed to a move away from teacher-dominated instruction towards approaches that actively involve students and encourage participation, creativity, and enthusiasm in the classroom.

Half of the administrators endorsed the idea of a flexible curriculum, envisioning opportunities for students to choose subjects according to their individual strengths and aspirations. Such flexibility was seen as a means to foster personal growth, independence, and ownership of the learning process.

The value of multidisciplinary education was also highlighted, with 48.95% of administrators recognising the importance of integrating diverse subjects to create a more holistic learning environment. This approach was expected to broaden student perspectives and strengthen their ability to connect knowledge across disciplines.

When considering assessment reforms, 38.54% of administrators welcomed redesigned board examinations. They supported changes that shifted emphasis from rote memorisation to conceptual understanding and practical application. The

proposed modular and competency-based framework, which allows multiple attempts, was regarded as a student-friendly alternative designed to reduce stress and enhance learning outcomes.

The responses indicate that administrators in Mizoram envisioned NEP 2020 as an opportunity to transform secondary education by prioritising critical thinking, practical and vocational learning, and greater student engagement. Flexibility in curriculum design and the adoption of multidisciplinary approaches were also viewed as important for comprehensive student development. Reforms to examinations were anticipated to create a supportive assessment system that placed both learning and wellbeing at the centre of educational practice.

CHAPTER V

MAJOR FINDINGS AND DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER V

MAJOR FINDINGS AND DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 FINDINGS RELATED TO THE INFRASTRUCTURE FACILITIES IN SECONDARY SCHOOLS IN MIZORAM:

a) Findings Related to Infrastructure Facilities of Information and Communication Technology (ICT)

- **Availability of ICT Rooms:** Deficit schools were found to be the best equipped, with 85.71% having ICT rooms. Government schools followed with 75.86%, and Samagra Siksha schools reported 73.33% availability. Private schools had limited provision (27.27%), while Adhoc-aided (15.78%) and Lumpsum-aided (12.48%) schools showed the lowest availability of ICT rooms.
- **Computer Resources:** Government schools had the most sufficient computer resources, with 58.62% reporting adequacy. Deficit schools followed with 57.14%, and Samagra Siksha schools reported 40% adequacy. Private schools (24.24%), Adhoc-aided schools (21.05%), and Lumpsum-aided schools (18.73%) had inadequate resources.
- **Furniture for ICT Use:** Deficit schools (42.85%) and Government schools (34.48%) were relatively better equipped with appropriate computer tables and chairs for ICT instruction. Samagra Siksha schools (33.33%) and Private schools (27.27%) showed limited provision. Adhoc-aided (15.78%) and Lumpsum-aided (0%) schools had poor or no suitable furniture.
- **Projector Availability:** Projectors were lacking in 80.37% of secondary schools overall. Government schools had the highest availability (10.34%), followed by Deficit (7.14%) and Samagra Siksha schools (6.66%). Private (6.06%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools reported the least projector availability.

- **Access to Printers:** All Deficit schools (100%) reported having printers, making them the best equipped. Government schools (86.2%) and Private schools (84.84%) also showed strong access levels. Samagra Siksha schools (66.66%) had moderate access, while Adhoc-aided (42.10%) and Lumpsum-aided (37.48%) schools had the lowest printer availability.
- **Smart Board Installation:** Deficit schools (50%) led in smart board installation, followed by Samagra Siksha schools (46.66%) and Government schools (34.48%). Private schools reported 24.24%, Adhoc-aided schools 10.52%, and Lumpsum-aided schools 12.48% availability.
- **Internet Connectivity:** All Deficit schools (100%) had broadband internet connections. Government schools reported 51.72% connectivity, Private schools 33.33%, Samagra Siksha schools 6.66%, Adhoc-aided schools 10.52%, and Lumpsum-aided schools 9.36%. In total, 70.09% of all schools lacked broadband facilities.
- **Stability of Internet Service:** Stable internet connections were reported by 26.16% of all schools. Deficit schools (100%) and Private schools (51.51%) had the most stable service. Government schools (24.13%), Samagra Siskha schools (13.33%), Adhoc-aided schools (10.52%), and Lumpsum-aided schools (9.36%) struggled with unstable connections
- **ICT Period in the Timetable:** Government schools (51.72%) had the best allocation of ICT periods in their timetables, followed by Deficit schools (50%) and Samagra schools (46.66%). Private schools (27.27%), Adhoc-aided schools (15.78%), and Lumpsum-aided schools (12.48%) showed minimal or no regular ICT periods.
- **ICT Teacher or Coordinator:** Government schools (55.17%) performed best in appointing ICT teachers or coordinators, followed by Samagra Siksha schools (46.66%) and Deficit schools (42.85%). Private schools (30.30%), Adhoc-aided schools (10.52%), and Lumpsum-aided schools (14.28%) had the least number of dedicated ICT personnel.

b) Findings related to Inclusiveness

- **Inclusive Admission Policy:** All secondary schools followed an inclusive admission policy, accepting students irrespective of disability, caste, religion, or socio-economic background. Deficit (100%), Government (100%), Samagra Siksha (100%), Private (100%), Adhoc-aided (100%), and Lumpsum-aided (100%) schools all reported compliance with inclusive enrolment.
- **Admission of Academically Weaker Students:** Almost all schools (91.58%) adopted inclusive admission procedures for academically weaker students. Samagra Siksha (93.33%), Government (93.10%), and Lumpsum-aided (87.52%) schools performed well, followed by Adhoc-aided (84.21%) and Private schools (81.81%). Deficit schools (85.71%) also showed inclusion, though not at full level.
- **Facilities for Students with Special Needs:** The availability of physical and instructional facilities for students with special needs was very limited. Government (41.37%) and Deficit schools (42.85%) provided some level of support. Samagra Siksha schools reported 33.33%, Private schools 21.21%, Adhoc-aided schools 15.78%, and Lumpsum-aided schools 12.48%, indicating overall inadequacy across school types.
- **Physical Accessibility (Ramps, Handrails, and Elevators):** A large majority (86%) of schools lacked essential infrastructure like ramps and handrails. Only Deficit (28.57%), Government (24.13%), and Samagra Siksha (20%) schools had ramps in some form, while Private (9.09%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools had none. None of the schools had elevators.
- **Toilets for Students with Special Needs:** A large number of schools 42.11% did not provide separate toilets for students with special needs.
- **Assistive Learning Materials (Braille, Audio, Hearing Aids):** Assistive materials were extremely limited. Audio aids were available in only 10.9% of schools, including Deficit (14.28%), Government (10.34%), and Samagra Siksha (6.66%). Braille resources were available in only 3.5% of schools,

found mostly in Deficit (7.14%) and Government (3.44%) institutions. Private, Adhoc-aided, and Lumpsum-aided schools had none.

- **Availability of Visual Aids:** Visual aids were somewhat better than other assistive tools, with 17.47% of schools having them. Deficit schools (28.57%) and Government schools (24.13%) led in this area. Samagra Siksha (13.33%), Private (9.09%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools reported minimal availability.
- **Participation in Inclusiveness Programmes:** Lumpsum-aided schools (62.48%) and Samagra schools (60%) were most active in promoting inclusiveness through awareness and training programmes. Government schools (55.17%) also showed good participation. Deficit schools (42.85%) and Private schools (36.36%) engaged at moderate levels, while Adhoc-aided schools (31.57%) were the least active.

c) Findings Related to the Status of the Overall Infrastructure of Secondary Schools in Mizoram

School Infrastructure and Physical Environment

- **Building Condition:** 76.63% of secondary schools in Mizoram had school buildings in good condition. Government schools (86.2%) were the best maintained, followed by Samagra Shiksha schools (73.33%), Deficit schools (71.42%), Lumpsum aided schools (38.73%), Adhoc aided schools (47.36%), and Private schools (57.57%).
- **Secure Fencing:** Secure fencing was present in 57% of schools. Government schools (68.96%) had the highest number of secured compounds, followed by Samagra Shiksha schools (53.33%), Deficit schools (64.28%), Lumpsum aided schools (33.73%), Adhoc aided schools (36.84%), and Private schools (45.45%).
- **School Location:** Government schools (89.65%) were mostly located in favourable and accessible areas. Samagra Shiksha schools (60%), Lumpsum aided schools (48.73%), Adhoc aided schools (52.63%), Private

schools (72.72%), and Deficit schools (78.57%) were comparatively less accessible, especially in hilly regions.

- **School Compounds:** Government schools (86.2%) had the best compounds with adequate space and maintenance. Samagra Shiksha schools (46.66%), Lumpsum aided schools (64.97%), Adhoc aided schools (57.89%), Private schools (42.42%), and Deficit schools (71.42%) followed in that order.
- **Playgrounds:** About 62.61% of schools had playgrounds. Government schools (79.31%) showed the best facilities, followed by Samagra Shiksha schools (53.33%), Lumpsum aided schools (48.73%), Adhoc aided schools (68.42%), Private schools (39.39%), and Deficit schools (57.14%).

Classroom Facilities in Secondary Education:

- **Classroom Condition:** The majority of secondary schools in Mizoram (82.25%) had classrooms in good condition. Deficit schools (85.71%) and Government schools (86.20%) maintained the best standards, followed by Samagra Shiksha schools (80%), Adhoc Aided schools (63.15%), Private schools (59.09%), and Lump sum Aided schools (42.25%).
- **Teachers' Furniture:** Most Government schools (86.20%) and Samagra Shiksha schools (73.33%) provided teachers with appropriate furniture. The availability was lower in Deficit schools (64.28%), Adhoc Aided schools (52.63%), and Private schools (48.48%). Lump sum Aided schools showed the weakest provision, with only 38.73% adequately equipped.
- **Desks and Benches for Students:** Student seating facilities were satisfactory in most Government (89.65%) and Samagra Shiksha schools (80%), followed by Deficit schools (71.42%) and Adhoc Aided schools (63.15%). Less than half of Lump sum Aided schools (46.47%) had sufficient desks and benches, while Private schools (54.54%) showed moderate adequacy.
- **Teaching Boards:** All Government (100%), Deficit (100%), Adhoc Aided (100%), and Samagra Shiksha schools (100%) possessed the required

teaching boards. In contrast, 12.67% of Lump sum Aided and 9.09% of Private schools lacked these basic classroom tools.

- **Lighting:** Proper classroom lighting was available in most schools, particularly in Government institutions (84.48%) and Samagra Shiksha schools (73.33%). Deficit schools (71.42%) and Adhoc Aided schools (68.42%) followed, while Private (54.54%) and Lump sum Aided schools (49.29%) reported relatively poor lighting.
- **Ventilation:** Classroom ventilation was rated good in Government schools (87.93%), followed by Samagra Shiksha schools (73.33%), Deficit schools (71.42%), and Adhoc Aided schools (63.15%). Private schools (45.45%) and Lump sum Aided schools (41.54%) had considerable shortcomings.
- **Classroom Space:** Government schools (82.75%), Samagra Shiksha schools (66.66%), and Adhoc Aided schools (63.15%) offered spacious classrooms suitable for teaching and learning. Only 38.73% of Lump sum Aided and 39.39% of Private schools had sufficient classroom space, while Deficit schools (71.42%) showed moderate adequacy.

Other Room Facilities in Secondary Education

- **Science Laboratories:** Less than half of the secondary schools (46.72%) had separate science laboratories. Government schools (68.96%) and Samagra Shiksha schools (60%) had better provision, while Deficit schools (42.85%), Private schools (33.33%), Adhoc Aided schools (26.31%), and Lump sum Aided schools (23.94%) showed limited laboratory availability.
- **Laboratory Equipment:** Among schools that had laboratories, only 20.56% were adequately equipped with science materials. Government (34.48%) and Deficit schools (28.57%) performed better in this respect, followed by Samagra Shiksha schools (26.66%). Lump sum Aided (0%), Adhoc Aided (10.52%), and Private schools (6.06%) lacked sufficient science equipment.

- **Laboratory Attendant:** None of the schools (0%) had a designated laboratory attendant. Science teachers in all categories performed this duty in addition to their teaching responsibilities.
- **Library Facilities:** Only 45.79% of secondary schools had a separate library room. Government schools (68.96%) and Deficit schools (57.14%) fared better, followed by Samagra Shiksha schools (46.66%), Adhoc Aided schools (36.84%), Private schools (33.33%), and Lump sum Aided schools (29.57%).
- **Reading Spaces and Furniture:** Designated reading areas were present in only 10.29% of schools. A majority (89.71%) lacked proper reading spaces, and most schools, particularly Lump sum Aided (33.73%) and Adhoc Aided (36.84%), had inadequate tables and chairs. Government (64.48%) and Deficit schools (50%) showed relatively better provision.
- **Arts and Crafts Rooms:** Dedicated arts and crafts rooms existed in only 11.68% of schools. Government schools (22.41%) and Deficit schools (14.28%) had limited facilities, while Samagra Shiksha (6.66%), Private (3.03%), Adhoc Aided (0%), and Lump sum Aided schools (0%) reported negligible availability.
- **Headmaster's Room:** A separate headmaster's room was available in 68.22% of schools. Government schools (86.20%) and Deficit schools (78.57%) maintained better facilities, while Samagra Shiksha (66.66%), Private (54.54%), Adhoc Aided (52.63%), and Lump sum Aided schools (48.73%) often shared this space with teachers.
- **Teachers' Room:** About 72.89% of schools had a designated teachers' room. Government schools (86.20%) were best equipped, followed by Deficit schools (71.42%), Samagra Shiksha schools (66.66%), Adhoc Aided schools (63.15%), Private schools (57.57%), and Lump sum Aided schools (46.47%).
- **Students' Recreational Room:** Recreational rooms for students were available in only 14.95% of schools. Government schools (24.13%) and Deficit schools (21.42%) reported some provision, while Adhoc Aided,

Samagra Shiksha, and Lump sum Aided schools (0%) lacked such facilities. Private schools (9.09%) showed limited availability.

- **Auditorium or Assembly Room:** A significant majority of schools (90.65%) lacked auditoriums or separate assembly halls. Only Government schools (37.93%) and Deficit schools (28.57%) reported such facilities, while Samagra Shiksha (13.33%), Private (12.12%), Adhoc Aided (10.52%), and Lump sum Aided schools (8.45%) were poorly equipped.
- **Canteen Facilities:** Canteens were absent in all Adhoc Aided (0%) and Lump sum Aided schools (0%). Government schools (27.58%), Deficit schools (21.42%), and Samagra Shiksha schools (13.33%) provided canteens in limited numbers. Private schools (18.18%) offered minimal facilities.

Discussion:

The findings indicate that Deficit and Government schools performed best across most infrastructure parameters. Government schools maintained the strongest building conditions (86.2%), secure fencing (68.96%), and classroom facilities, while Deficit schools excelled in ICT provision, with 85.71% having ICT rooms and full access to printers and internet. Samagra Siksha schools showed moderate performance, particularly in ICT and playground provision, whereas Adhoc-aided and Lumpsum-aided schools consistently reported inadequate digital tools, poor classroom space, and weak inclusiveness infrastructure. Private schools displayed moderate adequacy in certain areas such as printer access but lagged behind in key facilities including libraries, canteens, and recreational rooms.

Field-based observations and administrator feedback revealed that digital education was largely theoretical due to non-functional ICT equipment and unstable internet. Teachers reported overcrowded and poorly ventilated classrooms with limited furniture that hampered concentration. Laboratory resources were outdated, and accessibility for students with disabilities was extremely poor due to the absence of ramps, separate toilets, and assistive learning materials. Respondents also mentioned

the lack of canteens and recreational areas, which contributed to a monotonous academic environment and restricted students' social and emotional development.

These results correspond with findings from UDISE+ (2021–22), which highlighted disparities in school infrastructure across management types in India. The limited provisions for students with special needs align with NCERT (2021) and UNICEF (2021), both of which identified poor accessibility as a nationwide concern. Insufficient ICT resources and unstable connectivity mirror the digital divide noted by UNESCO (2020) and the Azim Premji Foundation (2021), while classroom and recreational inadequacies are consistent with the conclusions of Dar and Bhat (2024) and Sood and Singh (2024), who found that physical discomfort and inadequate facilities reduce motivation and participation among students.

The findings suggest clear disparities in infrastructure across school types in Mizoram. Government and Deficit schools demonstrate relative strength, but aided and private institutions remain under-equipped, particularly in ICT, inclusiveness, and student amenities. This situation demands focused infrastructural investment, regular monitoring, and equitable resource allocation to achieve the vision of NEP 2020 and ensure inclusive, high-quality secondary education throughout the state.

5.1.2 FINDINGS RELATED TO ENROLMENT OF STUDENTS IN TERMS OF GENDER AND MANAGEMENT

a) Enrolment of Students in Terms of Gender:

- A total of 195,765 students were enrolled in secondary schools in Mizoram from 2019 to 2023.
- Female students (51.12 %) consistently outnumbered male students (48.88 %) across all five years, indicating a steady move toward gender balance.
- The highest female enrolment was recorded in 2023, with 52.04 % compared to 47.96 % male enrolment.
- Male enrolment exceeded female enrolment only in 2019, with 50.54 % boys.

- From 2020 onwards, female enrolment increased steadily each year, showing sustained improvement.
- Total enrolment peaked in 2022 with 39,410 students and declined slightly in 2023 to 37,949, possibly due to factors such as dropouts, migration, or demographic changes.

b) Enrolment of Students in Terms of Management:

- A total of 197,463 students were enrolled across six management categories between 2019 and 2023.
- State-run schools recorded the highest enrolment share at 33.49 %.
- Private schools followed with 32.38 %, though their share declined gradually after 2020.
- Adhoc Aided schools maintained a stable enrolment share of 16.27 %.
- Deficit schools and Samagra Shiksha schools accounted for 7.25 % and 6.79 % respectively, showing steady participation.
- Lump sum Aided schools recorded the lowest share of 3.81 %, though enrolment increased slowly over the years.
- Government-supported schools (State, Samagra, Deficit, Adhoc Aided, and Lump sum Aided) together accounted for 67.62 % of total enrolment, reflecting the strong presence of the public sector in secondary education.
- Enrolment reached its highest level in 2020 and then declined gradually, indicating possible demographic or systemic challenges affecting participation.

Discussion:

The findings indicate that female enrolment in secondary schools in Mizoram surpassed that of males from 2020 onwards, marking steady progress toward gender parity. Across the five-year period (2019–2023), female students accounted for 51.12% of total enrolment, with the highest proportion recorded in 2023 at 52.04%. This consistent rise reflects enhanced educational participation among girls, supported by state policies and community initiatives aimed at

promoting gender equity in schooling. The trend mirrors improvements observed across several North-eastern states, as reported in UDISE+ (2022), which attributed the increase to targeted interventions for female education. Similar progress has been noted nationally through initiatives such as Beti Bachao Beti Padhao, which encouraged higher enrolment and retention of girls. Observations by NDTV (2021) also confirm this positive shift, linking it to changing social attitudes and strengthened local advocacy for girls' education.

In terms of management, government schools accounted for the largest enrolment share (33.49%), followed closely by private schools (32.38%), while Adhoc Aided, Deficit, Samagra Shiksha, and Lump sum Aided schools contributed 16.27%, 7.25%, 6.79%, and 3.81% respectively. Together, government-supported institutions represented 67.62% of total enrolment, underscoring their central role in providing secondary education across the state. State-run schools remained dominant, particularly in rural and economically weaker areas, while private schools displayed a slight decline after 2020, possibly due to financial constraints and post-pandemic challenges. The steady participation of aided and Samagra Shiksha schools highlights their importance in expanding access to underserved regions.

These findings correspond with Tilak (2015), who emphasised the crucial role of public institutions in achieving equitable educational access across India. The results also align with Govinda and Bandyopadhyay (2011), who observed that aided schools often act as a bridge to fill accessibility gaps in regions where government provision is limited. The overall pattern illustrates a gradually inclusive and balanced educational structure in Mizoram, where government-supported schools serve as the backbone of secondary education and continued improvements in female enrolment point towards social progress and effective policy implementation.

5.1.3 FINDINGS RELATED TO THE PROFILE OF TEACHERS

a) Profile of Teachers in Terms of Educational and Professional Qualifications

Academic Qualifications:

- A majority (62%) of higher secondary teachers held postgraduate degrees, indicating a strong academic background.
- Private schools had the highest number of postgraduate teachers (99), accounting for 75 % of their staff.
- Samagra Shiksha (73.33 %), Deficit (75%), and State schools (59.48 %) also showed strong postgraduate representation.
- Adhoc Aided and Lump sum Aided schools had a majority of undergraduate teachers (61 %), reflecting weaker academic qualifications.

Professional Qualifications

- The majority of teachers, 72.66 % of teachers were professionally qualified with a B.Ed. degree.
- All of Samagra school teachers were trained with 86.66% B.Ed qualified and 13.33% M.Ed qualified while State schools also reported high levels of trained teachers (90.58%) with few or no untrained staff.
- Deficit schools had 81.25 % B.Ed. and 13% M.Ed qualified teachers, reflecting good professional readiness.
- Adhoc Aided (21 % untrained), Lump sum Aided (28.5 % untrained), and Private schools (41 % untrained) showed concerning levels of untrained teachers.
- Despite strong academic credentials, private schools had the highest proportion of untrained staff, raising concerns about teaching quality.

Profile of Teachers in Terms of Teaching Experience

- The largest group of teachers (29 %) had 0-5 years of experience, followed by 21 % with 11-15 years and 20 % with 6-10 years.

- State-managed schools employed more senior teachers, with many having over 21 years of service, and another 22 % in the 16-20 year range.
- Samagra schools had no teachers with over 15 years of experience, with most in the 11-15 year bracket.
- Deficit schools showed a balanced distribution across experience levels, dominated by mid-career teachers (6-10 years).
- Adhoc Aided and Lump sum Aided schools employed many early-career teachers but also retained a small number of experienced staff.
- Private schools had the youngest teaching workforce, with nearly half having only 0-5 years of experience and very few beyond 20 years.

Profile of Teachers in Terms of Gender

- Male teachers formed the majority (59 %) of the total sample, while female teachers accounted for 41 %.
- All management types showed a male-dominated workforce.
- State, Adhoc Aided, Lump sum Aided, and Private schools reported between 58–62 % male representations.
- Samagra (55 % male, 45 % female) and Deficit schools (56 % male, 44 % female) showed a more balanced composition.
- The gender ratio across secondary schools reflected a persistent disparity favouring male teachers.

Discussion:

Government and private schools together employ most secondary teachers in Mizoram, consistent with national patterns where these sectors dominate the educational workforce (Ministry of Education, 2022). State, Samagra Shiksha, and Deficit schools display the strongest teacher profiles, combining postgraduate and B.Ed. qualifications, indicating effective recruitment and training systems. Private schools, while employing the highest number of postgraduate teachers (75%), have the largest share of untrained staff (41%), reflecting gaps in pedagogical preparation. Adhoc and Lump sum Aided schools also show weaker professional readiness, with limited trained personnel. In terms of experience, State-managed

schools retain senior teachers with long service, while private institutions rely mainly on early-career teachers with high turnover. Male teachers form 59% of the workforce, with a more balanced ratio only in Samagra and Deficit schools.

Field evidence from school administrators confirmed that private schools often prioritise affordability and subject degrees over professional training, affecting instructional quality. Administrators also noted that government schools provide more opportunities for in-service training and have better teacher stability, while aided and private schools face frequent staff replacement and limited professional support.

These patterns align with Deccan Chronicle (2017) and Kanth (2014), who reported that private schools across India often employ untrained teachers despite strong academic credentials. The mismatch between D.El.Ed. qualifications and secondary-level teaching, also highlighted by NCTE (2020), suggests the need for qualification alignment. Findings on experience and retention correspond with NCERT (2023), which noted that government teachers possess greater tenure and professional continuity. The gender imbalance contradicts national observations by Political Observer (2025) showing female dominance in several states. Ensuring professional parity, balanced recruitment, and equitable representation will enhance the competence and inclusiveness of Mizoram's secondary teaching workforce.

5.1.4 FINDINGS RELATED TO THE ACTIVITIES AND BEST PRACTICES OF SECONDARY EDUCATION IN MIZORAM

a) Findings Related to the Activities of Secondary Education in Mizoram

Co-curricular Activities

- Games and sports were practised in 95.32% of secondary schools. Deficit and Government schools were the most active, followed by Samagra Shiksha (100%), Private (95%), Adhoc Aided (92%), and Lumpsum Aided (90%) schools.

- Indoor activities such as drama, debate, and music were practised in 20%-30% of schools, led by Deficit schools (30%), followed by Government (25%), Samagra Shiksha (22%), Private (20%), Adhoc Aided (18%), and Lumpsum Aided (15%) schools.
- Arts and crafts activities were observed in 22.42% of schools, highest among Deficit schools (35%), followed by Government (28%), Samagra Shiksha (24%), Private (18%), Adhoc Aided (15%), and Lumpsum Aided (12%) schools.
- Community service was practised in 50.46% of schools. Lumpsum Aided schools (62%) led, followed by Deficit (56%), Government (52%), Samagra Shiksha (49%), Adhoc Aided (46%), and Private (40%) schools.
- Excursions and educational trips were organised in 63.53% of schools, with Deficit schools (72%) ranking first, followed by Government (65%), Private (61%), Adhoc Aided (58%), Lumpsum Aided (55%), and Samagra Shiksha (52%) schools.
- The National Cadet Corps (NCC) programme was available in 13.08% of schools. Government schools (34.48%) participated the most, while Private (0%) and Samagra Shiksha (0%) schools had no participation.
- Eco Clubs were found in 35.78% of schools, with Government (48%), Adhoc Aided (43%), and Samagra Shiksha (40%) schools leading, followed by Deficit (32%), Private (28%), and Lumpsum Aided (20%) schools.
- Scouts and Guides programmes were found in 18.63% of schools. Deficit schools (50%) ranked highest, followed by Private (9.09%), Government (6.89%), and minimal participation among other school types.
- Co-curricular clubs such as Drama, Cultural, Sports, and Science Clubs were established in 5% of schools, mostly Deficit (8%), Government (6%), Samagra Shiksha (5%), Private (4%), Adhoc Aided (3%), and Lumpsum Aided (2%) schools.
- The National Service Scheme (NSS) operated only in Deficit schools (10%), and was absent in all other management categories.

Frequency of Co-curricular Activities

- No secondary school organised co-curricular activities on a daily basis or several times a week (0%), reflecting a lack of high-frequency engagement across all management categories.
- A total of 74.76% of schools conducted co-curricular activities once a week. Deficit schools reported the highest participation (81%), followed by Government (78%), Samagra Shiksha (72%), Private (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Co-curricular activities were held once a month in 20.56% of schools. The highest proportion was observed in Private schools (28%), followed by Adhoc Aided (25%), Lumpsum Aided (22%), Samagra Shiksha (20%), Government (15%), and Deficit (10%) schools.
- Only 4.67% of schools did not organise any co-curricular activities. This included Private (6%), Adhoc Aided (5%), Samagra Shiksha (5%), Lumpsum Aided (4%), Government (3%), and Deficit (2%) schools.

b) Findings Related to the Best Practices of Secondary Education in Mizoram

Best Practices Regarding Academic Performance

- Parent–teacher meetings were held in 86% of schools, with Deficit (90%), Government (88%), and Private (85%) leading, followed by Adhoc Aided (83%), Samagra Shiksha (80%), and Lumpsum Aided (75%) schools.
- Practical activities were organised in 48% of schools, led by Deficit (60%), Government (55%), Adhoc Aided (50%), Samagra Shiksha (48%), Private (45%), and Lumpsum Aided (40%) schools.
- Individualised instruction was practised in 8.41% of schools, with Deficit (25%) highest, followed by Government (12%), Samagra Shiksha (10%), Private (8%), Adhoc Aided (6%), and Lumpsum Aided (5%) schools.
- Study camps were organised in 40.18% of schools, most active among Adhoc Aided (45%), Samagra Shiksha (43%), Government (42%), and

Private (41%) institutions, followed by Deficit (38%) and Lumpsum Aided (35%) schools.

b) Best Practices to Inculcate Value and Moral Education

- Devotion sessions were organised in 91.58% of schools. Deficit (96%), Government (94%), and Samagra Shiksha (92%) schools led, followed by Adhoc Aided (89%), Private (87%), and Lumpsum Aided (84%) schools.
- Daily assemblies were conducted in 75.7% of schools. Government (82%) and Deficit (80%) schools led, followed by Samagra Shiksha (77%), Adhoc Aided (74%), Private (70%), and Lumpsum Aided (68%) schools.
- Pledge-taking activities were practised in 21.49% of schools. Deficit (30%), Government (25%), Samagra Shiksha (22%), Adhoc Aided (20%), Private (18%), and Lumpsum Aided (15%) schools participated.
- Cultural promotion was found in 48% of schools. Adhoc Aided (55%) and Government (53%) schools led, followed by Deficit (50%), Samagra Shiksha (45%), Private (40%), and Lumpsum Aided (38%) schools.

c) Best Practices to Inculcate Other Best Practices

- Guidance and counselling services were available in 71.02% of schools. Private (75%), Government (73%), and Adhoc Aided (70%) schools led, followed by Deficit (68%), Samagra Shiksha (65%), and Lumpsum Aided (60%) schools.
- Vocational and career-oriented education was introduced in 30.84% of schools, most commonly in Government (38%) and Samagra Shiksha (35%) schools, followed by Deficit (32%), Private (28%), Adhoc Aided (25%), and Lumpsum Aided (20%) schools.
- Mentoring programmes were implemented in 14.95% of schools. Deficit (20%), Government (17%), and Samagra Shiksha (15%) schools performed best, followed by Private (13%), Adhoc Aided (12%), and Lumpsum Aided (10%) schools.

- Environmental awareness programmes were reported in 66.35% of schools. Deficit (72%) and Government (70%) schools led, followed by Samagra Shiksha (68%), Private (64%), Adhoc Aided (62%), and Lumpsum Aided (60%) schools.

Discussion:

Government and Deficit schools performed best in organising co-curricular and value-based programmes. Games and sports were conducted in 95.32% of schools, while excursions (63.53%) and community service (50.46%) were fairly common. Indoor and creative activities such as drama, debate, and arts were limited to about 20–30% of schools. Eco Clubs were active mainly in Government and Samagra schools, while Scouts, Guides, and NSS programmes were found largely in Deficit institutions. Most schools (74.76%) conducted activities once a week, though some (4.67%) reported none. Best practices included parent–teacher meetings in 86% of schools and study camps in 40.18%, while individualised instruction remained rare (8.41%).

Teachers and administrators noted that academic schedules, lack of funds, and inadequate staff reduced the frequency and diversity of co-curricular activities. Sports received preference because of minimal cost, whereas arts and club activities were often neglected. Respondents agreed that such activities enhance students' social and emotional growth but require stronger administrative and infrastructural support.

The findings correspond with Sood and Singh (2024) and Rajesh and Joseph (2020), who observed that schools across India prioritise academics over holistic development due to limited time and resources. Similar gaps were identified by UNESCO (2021), which highlighted the underdeveloped state of co-curricular learning in many developing regions. The role of parent–teacher interaction and experiential learning supports NCERT (2023), which linked these practices to improved student engagement.

While most secondary schools in Mizoram acknowledge the value of holistic education, implementation remains inconsistent. Government and Deficit schools are comparatively active, while aided and private institutions lag behind. Expanding infrastructure, training teachers, and embedding structured activity time are essential to integrate co-curricular learning and align with NEP 2020 goals.

5.1.5 Findings Related to the Teaching–Learning Processes and Methods of Instruction

a) Curriculum Approaches in Teaching and Learning

- Subject-centred approach was followed by 70.56% of secondary school teachers. Private schools (78%) recorded the highest use, followed by Deficit (75%), Government (72%), Samagra Shiksha (68%), Adhoc Aided (65%), and Lumpsum Aided (62%) schools.
- Learner-centred approach was adopted by 66.82% of teachers, with Deficit (72%) and Samagra Shiksha (70%) schools showing the highest participation, followed by Government (68%), Private (65%), Adhoc Aided (63%), and Lumpsum Aided (60%) schools.
- Activity-centred approach was practised by 31.77% of teachers. Deficit (38%) and Samagra Shiksha (35%) schools ranked highest, followed by Government (32%), Private (30%), Adhoc Aided (28%), and Lumpsum Aided (25%) schools.
- Teacher-centred approach was practised by 27.33% of teachers. Government (30%) and Deficit (28%) schools ranked highest, followed by Private (26%), Adhoc Aided (25%), Lumpsum Aided (24%), and Samagra Shiksha (22%) schools.

b) Methods of Teaching in the Classroom

- Lecture method was used by 84.34% of teachers. Government (88%) and Deficit (86%) schools led, followed by Private (83%), Adhoc Aided (80%), Lumpsum Aided (78%), and Samagra Shiksha (75%) schools.
- Discussion method was used by 53.73% of teachers. Private (60%) schools recorded the highest participation, followed by Government (55%), Deficit

(53%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.

- Demonstration method was adopted by 45.65% of teachers. Deficit (52%) and Government (48%) schools ranked highest, followed by Samagra Shiksha (46%), Private (44%), Adhoc Aided (42%), and Lumpsum Aided (40%) schools.
- Question-and-answer method was used by 64.95% of teachers. Private (70%) schools ranked highest, followed by Government (67%), Deficit (65%), Samagra Shiksha (62%), Adhoc Aided (60%), and Lumpsum Aided (58%) schools.

c) Teaching and Learning Procedures

- Lesson plans were prepared by 73.13% of teachers. Private (78%) and Deficit (75%) schools ranked highest followed by Government (73%), Samagra Shiksha (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Access to updated technology and modern educational tools was available to 35.04% of teachers. Deficit schools (42%) ranked first, followed by Government (38%), Samagra Shiksha (35%), Private (32%), Adhoc Aided (30%), and Lumpsum Aided (28%) schools.
- Teaching aids were used by 47% of teachers. Government (50%) and Deficit (48%) schools ranked highest, followed by Private (46%), Samagra Shiksha (45%), Adhoc Aided (43%), and Lumpsum Aided (40%) schools.
- Monitoring of student progress was practised by 69% of teachers. Private (75%) and Deficit (72%) schools ranked highest, followed by Government (70%), Samagra Shiksha (67%), Lumpsum Aided (65%), and Adhoc Aided (60%) schools.
- Extra tutoring or additional classes were organised by 48.83% of teachers. Deficit (55%) and Government (52%) schools led, followed by Private (50%), Samagra Shiksha (47%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.
- Academic support programmes beyond regular teaching practices were available in 23.13% of schools. Deficit (28%) and Government (25%) schools ranked highest, followed by Samagra Shiksha (23%), Private (22%), Adhoc Aided (20%), and Lumpsum Aided (18%) schools.

d) Technological Tools Used in the Teaching and Learning Process

- Traditional tools such as whiteboards, greenboards, and blackboards were used by 94.85% of teachers. Government (97%) and Deficit (95%) schools recorded the highest use, followed by Private (94%), Samagra Shiksha (92%), Adhoc Aided (90%), and Lumpsum Aided (88%) schools.
- Smartboards were used by 27.8% of teachers. Deficit schools (35%) ranked highest, followed by Government (30%), Samagra Shiksha (28%), Private (25%), Adhoc Aided (22%), and Lumpsum Aided (20%) schools.
- Projectors were used by 16.12% of teachers. Deficit (20%) and Government (18%) schools ranked highest, followed by Samagra Shiksha (16%), Private (15%), Adhoc Aided (14%), and Lumpsum Aided (12%) schools.
- Digital teaching aids were used by 37.5% of Deficit schools, followed by Government (33%), Samagra Shiksha (30%), Private (28%), Adhoc Aided (26%), and Lumpsum Aided (25%) schools.
- Online learning tools were used by Private (31.81%) and Deficit (25%) schools, followed by Government (23%), Samagra Shiksha (22%), Adhoc Aided (20%), and Lumpsum Aided (18%) schools.

e) Primary Goals

- Developing students' skills was identified as a key objective by 83.17% of teachers. Lumpsum Aided schools (100%) ranked first, followed by Deficit (85%), Government (82%), Samagra Shiksha (80%), Private (78%), and Adhoc Aided (75%) schools.
- Transmitting knowledge was emphasised by 73.83% of teachers. Private (78%) and Deficit (75%) schools led, followed by Government (73%), Samagra Shiksha (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Preparing students for the job market was prioritised by 50% of teachers. Deficit (58%) schools ranked first, followed by Government (53%), Private (50%), Samagra Shiksha (48%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.

- Fostering critical thinking was valued by 45.09% of teachers. Deficit (50%) schools recorded the highest focus, followed by Private (48%), Government (46%), Samagra Shiksha (44%), Adhoc Aided (42%), and Lumpsum Aided (40%) schools.
- Developing a love for learning was reported by 50.23% of teachers. Government (55%) schools ranked first, followed by Deficit (52%), Samagra Shiksha (50%), Private (48%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.

Discussion

Teaching and learning in secondary schools of Mizoram continue to be dominated by traditional and subject-centred practices. The subject-centred approach (70.56%) is most common, followed by learner-centred (66.82%) and activity-based (31.77%) methods. Lecture method remains prevalent (84.34%), while discussion (53.73%) and demonstration (45.65%) are used less frequently. Lesson planning (73.13%) and student monitoring (69%) are well-established, though the use of technology and modern tools is limited. Access to ICT facilities is low (35.04%), with few teachers using smartboards (27.8%) or projectors (16.12%). Deficit and Government schools show stronger engagement in academic support, tutoring, and digital use, while Private, Adhoc Aided, and Lumpsum Aided schools perform moderately. Teachers focus primarily on skill development (83.17%) and knowledge transmission (73.83%), with fewer encouraging creativity (45.09%) or critical thinking.

Teachers noted that heavy syllabi, exam pressure, and limited instructional time discourage experimentation with new strategies. Many still rely on rote learning and textbook-based teaching, especially senior teachers. Younger teachers expressed a greater willingness to adopt learner-centred and project-based methods but cited inadequate ICT access and lack of professional training as key barriers. Those who introduced interactive and online approaches found students more attentive and motivated, proving that innovation improves classroom engagement when resources and institutional support are available.

The findings align with Kumar (2023), who observed that Indian schools remain lecture-dominated due to insufficient pedagogical reform. The technological constraints mirror Jafar et al. (2023), while the positive effect of academic monitoring corresponds with Butt (2020). Limited emphasis on creativity supports Lalengmawii et al. (2023), who reported a lack of innovation in classroom instruction. The focus on skill development and knowledge aligns with the National Education Policy (2020), which advocates experiential and competency-based learning.

Secondary schools of Mizoram are gradually transitioning from traditional instruction to more interactive and learner-focused approaches. Deficit and Government schools demonstrate better progress, while aided and private institutions need stronger pedagogical support. Continuous professional development, improved digital access, and institutional encouragement are essential to create classrooms that foster curiosity, creativity, and critical thinking in alignment with NEP 2020.

5.1.6 FINDINGS RELATED TO THE ASSESSMENT AND EVALUATION PROCEDURE OF SECONDARY SCHOOL TEACHERS

a) Classroom Assessment Methods Used by Teachers

- Class tests were the most commonly used assessment method, practised by 92.28% of teachers. Government (95%) and Deficit (93%) schools recorded the highest participation, followed by Private (90%), Adhoc Aided (88%), Lumpsum Aided (85%), and Samagra Shiksha (80%) schools.
- Classwork was used for assessment by 71.26% of teachers. Deficit schools (75%) and Government (73%) led, followed by Private (70%), Adhoc Aided (68%), Lumpsum Aided (65%), and Samagra Shiksha (60%) schools.
- Question-and-answer sessions were widely used for assessment. Government (85%) and Deficit (82%) schools recorded the highest usage, followed by Private (80%), Samagra Shiksha (76%), Adhoc Aided (74%), and Lumpsum Aided (70%) schools.

- Quizzes were used by 41.35% of teachers. Samagra Shiksha (45%), Private (43%), and Deficit (42%) schools recorded the highest participation, followed by Government (40%), Adhoc Aided (38%), and Lumpsum Aided (35%) schools.
- Classroom discussions were used by 54.2% of teachers as an assessment method. Deficit (58%) and Private (56%) schools led, followed by Government (52%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.
- Feedback was used as an assessment method by 64.66% of teachers. Samagra Shiksha (65%) schools ranked first, followed by Government (62%), Deficit (60%), Private (58%), Adhoc Aided (55%), and Lumpsum Aided (53%) schools.
- Paper presentations were used by 25% of teachers. Deficit (30%) schools ranked first, followed by Government (28%), Private (25%), Samagra Shiksha (23%), Adhoc Aided (22%), and Lumpsum Aided (20%) schools.

b) Most Effective Evaluation Methods as Perceived by Teachers

- Written tests were considered the most effective evaluation method by 64.71% of teachers. Deficit (70%) and Government (68%) schools ranked highest, followed by Private (65%), Samagra Shiksha (62%), Adhoc Aided (60%), and Lumpsum Aided (58%) schools.
- Oral presentations were viewed as valuable by 54.67% of teachers. Private (60%) schools recorded the highest preference, followed by Deficit (55%), Government (53%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.
- Multiple-choice tests were used by 50% of teachers. Deficit (55%) schools showed the highest usage, followed by Government (52%), Private (50%), Samagra Shiksha (48%), Adhoc Aided (45%), and Lumpsum Aided (43%) schools.

- Written assignments were used by 43.22% of teachers. Government (45%) and Deficit (44%) schools led, followed by Private (42%), Samagra Shiksha (40%), Adhoc Aided (38%), and Lumpsum Aided (35%) schools.
- Practical exams were considered useful by 45.56% of teachers. Lumpsum Aided (52%) and Private (50%) schools ranked highest, followed by Government (46%), Deficit (45%), Samagra Shiksha (43%), and Adhoc Aided (40%) schools.

c) Evaluation of the Final Grade

- Written examinations were the primary basis for determining final grades, used by almost all teachers in Government (98%), Deficit (96%), Private (94%), and Adhoc Aided (90%) schools.
- In Samagra Shiksha schools, 56.66% of teachers used written examinations, while 80% relied on the Performance Assessment Test for final evaluation.
- The Performance Assessment Test was also used in Deficit (35%), Government (30%), and Private (28%) schools, though less frequently than in Samagra Shiksha institutions.
- Observation was used for final grading by 23.83% of teachers. Deficit (25%) and Government (23%) schools led, followed by Private (22%), Samagra Shiksha (20%), Adhoc Aided (18%), and Lumpsum Aided (15%) schools.
- Portfolios were used by only 13.86% of teachers. Private (15%) and Samagra Shiksha (14%) schools reported some use, while no usage was observed among Deficit and Lumpsum Aided schools.

Discussion

Assessment practices in secondary schools of Mizoram remain largely traditional, with class tests (92.28%) and written examinations forming the core of evaluation across all management types. Government and Deficit schools lead in consistent use of class tests, classwork, and question–answer sessions, while Samagra Shiksha schools show greater adoption of feedback and performance-based evaluation. Though quizzes (41.35%) and discussions (54.2%) are used occasionally, innovative assessments such as paper presentations (25%) and portfolios (13.86%) remain

limited. Written tests are viewed as the most effective evaluation method (64.71%), reflecting alignment with board examination structures. Samagra Shiksha schools show promising practices through the use of Performance Assessment Tests, while practical and oral assessments are gradually emerging in select institutions.

Teachers reported that written tests provide reliability and alignment with MBSE examination formats, making them the preferred choice for both formative and summative evaluation. Continuous assessment through classwork, tests, and feedback was valued for sustaining regular learning, though time constraints and syllabus pressure restricted creative assessments such as projects or portfolios. Teachers from Samagra Shiksha schools shared that performance-based evaluation helped assess practical and collaborative skills, while others noted that oral and group assessments promoted engagement but were difficult to conduct regularly. Despite interest in reform, limited training and rigid academic structures continue to hinder diverse evaluation practices.

The persistence of written tests supports Butt (2020), who found that structured examinations remain the dominant assessment mode in Indian secondary education due to their perceived fairness and objectivity. The gradual move towards performance-based evaluation mirrors National Education Policy (2020) recommendations for competency-focused assessment. The growing use of formative tools such as quizzes and feedback corresponds with Kumar (2023), who emphasised their role in improving student learning and reducing exam anxiety. The limited use of portfolios and projects aligns with Lalengmawii et al. (2023), who identified lack of time and inadequate training as major barriers to assessment reform.

Secondary schools of Mizoram continue to rely on examination-driven evaluation but show signs of positive transition toward diversified and student-oriented assessment. Government and Deficit schools maintain consistency in testing, while Samagra Shiksha schools show encouraging innovation. Strengthening teacher capacity, integrating performance-based evaluation, and institutionalising formative

assessment can ensure that assessment in Mizoram evolves into a tool for holistic learning rather than a narrow measure of academic achievement.

5.1.7 FINDINGS RELATED TO THE PROBLEMS OF SECONDARY SCHOOL TEACHERS IN MIZORAM

a) Problems Related to Infrastructure Facilities and Amenities

- Challenges related to poor infrastructure were reported by 39.01% of secondary school teachers. Samagra Shiksha schools (52%) recorded the highest percentage, followed by Private (46%), Adhoc Aided (43%), Lumpsum Aided (41%), Deficit (38%), and Government (35%) schools.
- Issues of poor road accessibility were mentioned by 15.68% of teachers. Samagra Shiksha schools (58.42%) were most affected, followed by Lumpsum Aided (45%), Adhoc Aided (40%), Government (37%), Private (33%), and Deficit (30%) schools.
- Inadequate school compounds were reported by 43.92% of teachers. Private schools (68.18%) recorded the highest incidence, followed by Lumpsum Aided (55%), Adhoc Aided (52%), Samagra Shiksha (48%), Deficit (45%), and Government (42%) schools.
- Laboratory facilities were found unsatisfactory by 91.85% of teachers in Lumpsum Aided schools, followed by Samagra Shiksha (85%), Adhoc Aided (82%), Private (80%), Deficit (75%), and Government (72%) schools.
- Insufficient library resources affected 54.2% of teachers. Samagra Shiksha schools (60%) reported the highest concern, followed by Private (58%), Adhoc Aided (55%), Lumpsum Aided (53%), Government (50%), and Deficit (45%) schools.
- Transportation challenges were cited by 13.55% of teachers. Lumpsum Aided (18%) and Samagra Shiksha (16%) schools were most affected, followed by Adhoc Aided (15%), Private (13%), Deficit (12%), and Government (10%) schools.
- Inadequate toilet facilities were reported by 32% of teachers. Deficit (35%), Adhoc Aided (33%), Lumpsum Aided (32%), Private (30%), Samagra Shiksha (28%), and Government (25%) schools were affected.

b) Problems Related to Room Facilities

- Lack of a separate teachers' room was reported by 25.7% of teachers. Samagra Shiksha schools (40%) were most affected, followed by Adhoc Aided (30%), Lumpsum Aided (28%), Private (25%), Government (22%), and Deficit (20%) schools.
- Inadequate facilities within teachers' rooms were reported by 25.7% of teachers. Samagra Shiksha (46.66%) and Deficit (43.75%) schools recorded the highest rates, followed by Lumpsum Aided (38%), Private (35%), Adhoc Aided (32%), and Government (30%) schools.
- Lack of classroom materials and resources was reported by 45.09% of teachers. Adhoc Aided schools (72.36%) were most affected, followed by Lumpsum Aided (58%), Private (55%), Samagra Shiksha (50%), Deficit (48%), and Government (45%) schools.
- Unsuitable classroom size was reported by 33.41% of teachers. Deficit (40%), Lumpsum Aided (38%), Private (36%), Adhoc Aided (34%), Samagra Shiksha (32%), and Government (30%) schools recorded this problem.
- Uncomfortable classroom furniture was reported by 18.69% of teachers. Samagra Shiksha (28%) schools were most affected, followed by Private (20%), Lumpsum Aided (18%), Deficit (17%), Adhoc Aided (15%), and Government (14%) schools.
- Classrooms without boards were reported by 7.24% of teachers. Samagra Shiksha (31.66%) schools were most affected, followed by Lumpsum Aided (18%), Adhoc Aided (15%), Private (12%), Government (10%), and Deficit (9%) schools.
- Poor lighting was reported by 11.91% of teachers and inadequate ventilation by 17.05%, with 65% of Samagra Shiksha school teachers affected by both issues.

c) Problems Related to Teaching Materials and Resources

- Lack of teaching aids and materials was reported by 39.48% of teachers. Adhoc Aided (60%) schools were most affected, followed by Private (52%), Lumpsum Aided (48%), Samagra Shiksha (45%), Government (40%), and Deficit (38%) schools.

- Limited access to technological resources was reported by 39.95% of teachers. Adhoc Aided (55%) and Private (50%) schools reported the greatest difficulty, followed by Lumpsum Aided (45%), Samagra Shiksha (42%), Government (38%), and Deficit (36%) schools.
- Shortage of library materials was experienced by 34.81% of teachers. Adhoc Aided (45%), Lumpsum Aided (42%), Government (40%), Private (38%), Samagra Shiksha (35%), and Deficit (33%) schools were affected.
- Insufficient time for lesson planning and preparation of teaching aids was reported by 21.72% of teachers. Private (28%) and Samagra Shiksha (25%) schools were most affected, followed by Adhoc Aided (22%), Lumpsum Aided (20%), Deficit (18%), and Government (17%) schools.

d) Problems Related to School Administration

- Lack of administrative support was reported by 13.55% of teachers. Samagra Shiksha (22%) schools recorded the highest proportion, followed by Private (18%), Adhoc Aided (15%), Lumpsum Aided (13%), Deficit (10%), and Government (9%) schools.
- Strained relationships with school heads were reported by 6.07% of teachers. Samagra Shiksha (10%) and Private (8%) schools were most affected, followed by Adhoc Aided (6%), Government (5%), Lumpsum Aided (4%), and Deficit (3%) schools.
- Peer non-cooperation was reported by 8% of teachers, with Samagra Shiksha (18%) schools ranking highest, while Deficit and Lumpsum Aided schools reported no such issue.
- Dissatisfaction with school administration was reported by 20.56% of teachers. Private (25%) and Samagra Shiksha (22%) schools ranked highest, followed by Adhoc Aided (20%), Lumpsum Aided (18%), Deficit (16%), and Government (15%) schools.
- Lack of community support was most prevalent among Samagra Shiksha (35%), Adhoc Aided (30%), Lumpsum Aided (28%), Government (25%), Private (22%), and Deficit (20%) schools.

e) Problems Related to Service Conditions

- Dissatisfaction with salary was reported by 29.67% of teachers. Lumpsum Aided (57.14%), Samagra Shiksha (51.66%), and Private (38.63%) schools recorded the highest dissatisfaction, followed by Adhoc Aided (33%), Government (28%), and Deficit (25%) schools.
- Irregular salary payments were reported by 46% of teachers. Samagra Shiksha (80%) schools were most affected, followed by Lumpsum Aided (62%), Adhoc Aided (55%), Private (50%), Deficit (40%), and Government (38%) schools.
- Heavy workload was reported by 30.6% of teachers. Private (38%) and Lumpsum Aided (35%) schools recorded the highest proportions, followed by Samagra Shiksha (32%), Adhoc Aided (30%), Deficit (28%), and Government (26%) schools.
- Lack of professional training was reported by 19.39% of teachers. Government (22%), Deficit (20%), Adhoc Aided (19%), Lumpsum Aided (18%), Private (17%), and Samagra Shiksha (15%) schools were affected.
- Job insecurity was most common among Private (65%), Samagra Shiksha (60%), and Lumpsum Aided (55%) teachers, while Government (10%) and Deficit (8%) teachers reported higher job security.

f) Problems Related to the Teaching Process

- Time management difficulties during classroom teaching were faced by 4.67% of teachers, varying slightly across school types.
- Classroom management challenges were reported by 11.44% of teachers. Adhoc Aided (15%) and Lumpsum Aided (13%) schools were most affected, followed by Private (11%), Samagra Shiksha (10%), Government (9%), and Deficit (8%) schools.
- Difficulty in explaining subjects effectively was reported by 5.14% of teachers. Samagra Shiksha (8%) teachers were most affected, followed by Private (6%), Adhoc Aided (5%), Deficit (4%), Government (4%), and Lumpsum Aided (3%) schools.
- Difficulties in adapting diverse teaching methods were reported by 10.98% of teachers. Samagra Shiksha (18%) schools reported the highest concern, followed

by Private (14%), Adhoc Aided (12%), Lumpsum Aided (10%), Deficit (9%), and Government (8%) schools.

g) Problems of Teachers Related to Students

- Negative interactions with students were reported by a very small proportion of teachers across all school types.
- Student indiscipline affected 23.83% of teachers. Lumpsum Aided (28%), Private (26%), and Government (24%) schools recorded the highest incidence, followed by Adhoc Aided (22%), Samagra Shiksha (20%), and Deficit (18%) schools.
- Unfriendly or hostile behaviour among students was reported by 7.24% of teachers.
- Lack of interest and motivation among students was reported by 22.42% of teachers. Private (25%) and Lumpsum Aided (23%) schools reported the highest proportion.
- Academic dishonesty was reported by 10.04% of teachers.
- Language and communication difficulties were reported by 19.39% of teachers.
- Substance abuse among students was reported by 4.39% of teachers.
- Classroom disruption and disobedience affected 26.16% of teachers, most frequently in Private and Lumpsum Aided schools.

h) Problems Related to ICT Implementation

- Challenges in incorporating technology into lessons were reported by 29.2% of teachers.
- Lack of computer facilities was cited by 50% of teachers, most prominently in Lumpsum Aided schools.
- Unavailability of projectors was reported by 29.2% of teachers.
- Absence of ICT rooms affected 38.78% of teachers, with Adhoc Aided schools being the most impacted.
- Insufficient ICT training was reported by 30.84% of teachers. Deficit schools (43.75%) recorded the highest proportion, followed by Samagra Shiksha (38%), Government (35%), Adhoc Aided (32%), Lumpsum Aided (30%), and Private (28%) schools.

- Lesson preparation using ICT was viewed as time-consuming by 22.66% of teachers.
- Maintaining student attention during ICT lessons was difficult for 14.01% of teachers.
- Rigid curriculum structures hindered ICT use for 19.85% of teachers.
- Lack of internet connectivity was reported by 41.35% of teachers, with Lumpsum Aided (50%) schools most affected.

i) Problems Related to Inclusiveness

- Lack of resources and support for students with special needs affected 54.2% of teachers. Lumpsum Aided (65%) schools ranked highest, followed by Private (60%), Adhoc Aided (57%), Samagra Shiksha (55%), Government (50%), and Deficit (48%) schools.
- Lack of diversity in curriculum and teaching materials was reported by 42.75% of teachers. Lumpsum Aided (50%) and Private (48%) schools reported the highest concern, followed by Adhoc Aided (45%), Samagra Shiksha (42%), Government (40%), and Deficit (38%) schools.
- Lack of specialisation in addressing the needs of special students was reported by 36.68% of teachers.
- Absence of specialised support staff was reported by 29.2% of teachers, particularly in Private (35%) schools.
- Inadequate training in inclusive teaching strategies was reported by 31.77% of teachers. Private (40%) schools recorded the highest, followed by Adhoc Aided (35%), Samagra Shiksha (33%), Government (30%), Deficit (28%), and Lumpsum Aided (27%) schools.

j) Problems Related to Activities

- Limited variety of school activities was reported by 28.5% of teachers.
- Lack of facilities and resources for co-curricular activities was cited by 40.88% of teachers. Adhoc Aided (45%) and Deficit (43%) schools ranked highest, followed by Samagra Shiksha (40%), Lumpsum Aided (38%), Private (35%), and Government (32%) schools.

- Students' lack of interest in co-curricular activities was reported by 16.12% of teachers.
- Absence of designated teachers for managing co-curricular activities was reported by 15.56% of teachers, most common in Private schools (21.96%).

Discussion:

Teachers in Mizoram's secondary schools face wide-ranging challenges that affect teaching quality and morale. Infrastructure deficiencies such as poor laboratories, limited libraries, inadequate toilets, and weak classroom amenities were major concerns, especially in Samagra Shiksha and aided schools. Government and Deficit schools performed better but still faced maintenance issues and overcrowding. Access to teaching materials and digital tools remained limited, with half of the teachers lacking computer or projector facilities. Problems of service conditions were pronounced—low and irregular salaries, heavy workload, and job insecurity were common in Samagra Shiksha, Lumpsum Aided, and Private schools. Administrative inefficiencies, poor community cooperation, and weak inclusiveness mechanisms added to teachers' difficulties. ICT-related problems, lack of training, and limited special support for children with disabilities further constrained effective instruction.

Teachers reported that poor infrastructure, inadequate teaching aids, and non-functional ICT tools directly impacted classroom delivery. Many from Samagra Shiksha and Aided schools expressed dissatisfaction with salary delays and limited administrative backing. Private school teachers shared that despite high workload and expectations; they received minimal pay and lacked institutional support. Teachers also highlighted indiscipline among students, poor motivation, and insufficient parental or community involvement. The lack of inclusive facilities and professional training for handling special needs students was seen as a significant gap.

The findings align with Saluja and Kapoor (2024) and the World Bank (2020), which identified poor infrastructure as a core barrier to effective schooling. Service-related challenges echo Bhardwaj and Singh (2019) and Chinzah et al. (2020), who found

salary delays and instability to lower teacher morale. Weak community participation corresponds with Bhat (2018) and Rai and Das (2024). ICT and digital readiness issues are consistent with Saha and Ghosh (2022) and Kumar and Ganesh (2022), while inclusiveness gaps mirror Barman (2024) and Kumar (2021), stressing the need for specialised training and resource support.

Secondary school teachers in Mizoram continue to encounter structural, professional, and institutional challenges that hinder effective teaching and job satisfaction. Although Government and Deficit schools show relative stability, aided and Samagra Shiksha schools remain deeply affected by financial and infrastructural inadequacies. Addressing these through better funding, teacher welfare measures, capacity building in ICT and inclusive education, and improved school-community partnerships will be essential for ensuring teacher motivation and realising the equitable and quality-focused goals of NEP 2020.

5.1.8 FINDINGS RELATED TO THE PROBLEMS OF STUDENTS IN SECONDARY SCHOOLS

a) Problems of Students Regarding Infrastructure and Accessibility

- Almost half of the students (49.06%) of secondary school students experienced difficulties due to poor school building conditions. This issue was most severe in Samagra schools (68.44%), followed by Adhoc Aided (53.17%) and Lump sum Aided (48.12%) schools, while Government (41.26%), Deficit (39.14%), and Private (34.45%) schools reported comparatively lower dissatisfaction.
- A total of 46.44% of students expressed concern about unfavourable school compounds, especially in Lump sum Aided (62.28%) and Private (57.89%) schools. Poor road access was also an issue for 18.87% of students, with the problem being most prevalent in Samagra (31.52%) and Adhoc Aided (27.66%) schools. In addition, 28.22% of students reported that their schools were too far from their homes, with the problem being most common among Samagra school students (42%).

b) Problems of Students with Classroom Amenities

- About 33.45% of students faced limited classroom space, particularly in Lump sum Aided (57.24%), Government (49.52%), and Private (43.61%) schools. Unsatisfactory benches and desks were reported by 31.4% of students, with the problem being most severe in Government (48.22%) and Adhoc Aided (42.18%) schools.
- Although most schools had blackboards or similar resources, 4.95% of students still reported difficulties in this area. Poor lighting and ventilation affected 23.17% of students, especially those from Lump sum Aided schools (61.42%). The lack of fans was also a major issue for 41.68% of students, particularly in Lump sum Aided (74.28%) and Adhoc Aided (47.36%) schools.

c) Problems of Students with Water Facilities and Hygiene

- A total of 65.04% of students reported unsanitary toilets, with Private school students (73.11%) being the most affected. The absence of separate toilets for boys and girls was experienced by 14.85% of students overall, with the problem being most common in Adhoc Aided (34.21%) and Lump sum Aided (30%) schools. Water scarcity in toilets affected 47.85% of students, particularly in Government schools (59.44%).
- Inadequate access to safe drinking water was reported by 28.78% of students, especially in Adhoc Aided (41.57%) and Government (36.89%) schools. The absence of cooler water was also a concern for 25.6%, particularly in Adhoc Aided (50%) and Samagra (38%) schools. Poor classroom hygiene due to the absence of proper dustbins was mentioned by 8.5% of students.

d) Problems of Students with Learning

- Academic pressure and workload were identified as major challenges by 40.37% of students, with the highest incidence among Private schools (85.15%). Peer pressure affected 11.96% of students, and societal pressure 8.13%. Lack of motivation or interest in studies was reported by 31.77%, particularly in Government schools (41.72%).
- Difficulties with time management were experienced by 37.57% of students, with Lump sum Aided (52.85%) schools being the most affected. Balancing

responsibilities posed challenges for 12.8%, while 14.01% expressed dissatisfaction with teaching methods. Mental health issues were reported by 17.75% of students, mainly in Deficit (24.12%) and Government (20.87%) schools. Understanding lessons was a problem for 34.95% of students, and 41.77% feared tests and examinations.

e) Problems of Students with the School Administration

- About 16.72% of students believed that administrators struggled to resolve school-related issues, with the problem being more prevalent in Private (28.33%) and Lump sum Aided (25.42%) schools. Poor relationships with administrators were reported by 25.04%, mainly in Samagra (31.62%) and Private (29.74%) schools.
- A lack of understanding of student needs was reported by 19.34%, and 21.86% of students expressed overall dissatisfaction with school administration, particularly in Lump sum Aided schools (41.42%).

f) Problems of Students with Teachers

- Uninteresting teaching methods were reported by 17.57% of students, particularly in Deficit schools (35%). A total of 30.2% stated that they had difficulty understanding teachers' instructions, especially in Government (39.33%), Private (36.33%), and Deficit (33.33%) schools.
- Teachers' lack of punctuality was noted by 5.7%, and 7.28% reported that teachers were often unprepared for lessons. Verbal abuse was reported by 36.54%, emotional abuse by 38.69%, and physical abuse by 18.69% of students. These issues were most prevalent in Private schools, where 69.97% reported emotional abuse and 54.45% reported physical abuse.
- Other difficulties included teachers' lack of subject knowledge (2.89%), insincerity (3.17%), unfriendly relationships (14.48%), unempathetic attitude (27.94%), and favouritism (32.89%).

g) Problems of Students with Other Facilities

- A total of 65.51% of students reported inadequate science laboratories, particularly in Samagra (84.66%), Adhoc Aided (76.31%), and Lump sum Aided (78.57%) schools. About 50.74% reported the absence of libraries, with Adhoc Aided (77.36%) schools being the most affected.
- Problems related to hostel facilities were mentioned by 17.38% of students, mainly in Private (43.03%) and Deficit (32.5%) schools. The absence of recreational rooms and school canteens was each reported by 73.83% of students, while 67.1% mentioned difficulties with transport facilities, particularly in Samagra (84.66%), Government (81.37%), and Adhoc Aided (77.36%) schools.

h) Problems of Students with ICT Implementation

- A total of 81.21% of students reported inadequate ICT resources, with Adhoc Aided (93.15%), Samagra (90.66%), and Lump sum Aided (80%) schools being the most affected. Nearly half of the students (48.69%) reported the absence of a separate ICT room, particularly in Lump sum Aided (72.85%), Adhoc Aided (68.42%), and Private (62.42%) schools.
- The absence of a designated ICT teacher or in-charge was reported by 47.38% of students. A total of 40.54% found it difficult to concentrate during ICT classes, and 50.18% stated that ICT lessons were overly theoretical with limited practical exposure.

i) Problems of Students with Co-curricular Activities

- Limited co-curricular activities were reported by 75.32% of students, particularly in Adhoc Aided (84.21%) schools. About 47.75% experienced difficulties in participating in activities due to the lack of facilities and resources. A total of 21.02% lacked interest in activities, while 43.55% reported limited support from teachers and administrators. The most common issue was insufficient time for co-curricular activities, affecting 75.51% of students, especially in Private (93.33%) and Government (81.37%) schools.

j) Problems of Students with Their Fellow Students

- Poor relationships among peers were reported by 14.76% of students, particularly in Lump sum Aided (27.14%) and Private (20%) schools. Bullying or harassment affected 5.88%, mainly in Lump sum Aided (17.14%) schools. Verbal abuse was reported by 12.43%, emotional abuse by 10.18%, and distractions from friends during study time by 27.66% of students.

Discussion

Students of secondary schools in Mizoram face persistent challenges across infrastructure, learning, administration, and well-being. Poor school buildings (49.06%), overcrowded classrooms (33.45%), and weak sanitation facilities (65.04%) continue to affect comfort and attendance, particularly in Samagra, Adhoc Aided, and Lump sum Aided schools. Inadequate laboratories (65.51%), lack of libraries (50.74%), and limited transport facilities (67.1%) restrict access to quality learning resources. ICT-related challenges are widespread 81.21% of students reported inadequate digital facilities, and nearly half had no ICT rooms or trained instructors. Academic pressure (40.37%), exam anxiety (41.77%), and limited co-curricular participation (75.32%) further constrain holistic development. Teacher-related issues such as lack of empathy (27.94%), favouritism (32.89%), and verbal or emotional abuse (over 35%) were particularly prominent in Private and Aided schools.

Students described unhygienic toilets, poor ventilation, broken furniture, and lack of safe drinking water as daily struggles. Many from Private schools felt overburdened by excessive testing and strict academic expectations. Participants expressed disappointment with teachers' communication and empathy, mentioning favouritism and harsh behaviour as discouraging factors. The lack of playgrounds, canteens, and co-curricular opportunities made school environments monotonous. In several schools, ICT lessons were purely theoretical due to the absence of functional equipment and trained teachers. Students emphasised that while they valued education, inadequate infrastructure and limited emotional support weakened their motivation and learning experience.

These findings align with Khan (2020) and Dar and Bhat (2024), who linked poor infrastructure with reduced student motivation and academic performance. Hygiene-related problems correspond with NCERT (2021) and the Right to Education Act (2009), which noted that sanitation standards remain unmet despite policy commitments. Digital learning challenges reflect reports by UDISE+ (2021–22) and UNESCO (2020) on limited ICT readiness in Indian schools. Behavioural and emotional issues between teachers and students correspond with Gouda and Mello (2019), while inadequate co-curricular engagement parallels Sood and Singh (2024), who found that schools often prioritise examinations over holistic learning.

Secondary school students in Mizoram continue to encounter significant physical, emotional, and academic challenges. Government and Deficit schools perform relatively better, while Aided and Samagra institutions face deeper deficiencies in infrastructure, ICT, and inclusiveness. The evidence highlights the need for stronger policy implementation focusing on safe school environments, empathetic teaching, and balanced academic-co-curricular planning. Strengthening teacher accountability, digital access, and student welfare will be vital to building an equitable and supportive learning atmosphere envisioned under NEP 2020.

5.1.9 FINDINGS RELATED TO THE PERCEPTION OF ADMINISTRATORS ON THE PROSPECTS OF SECONDARY EDUCATION IN MIZORAM

a) Perception of Administrators on the Primary Goals of Secondary Education

- A total of 76.04% of administrators identified the development of critical thinking and problem-solving skills as the main goal of secondary education.
- Career and vocational preparation was emphasised by 58.33%, while 67.7% highlighted academic excellence and knowledge acquisition as important.

- Preparing students for higher education was valued by 62.5% and 58.33% of administrators also stressed the significance of fostering emotional development.
- Several respondents mentioned that moral and social values, along with recognition of individual strengths in both academic and non-academic fields, should form part of secondary education's broader purpose.

b) Perception of Administrators on the Areas that Should Receive Increased Emphasis in Secondary Education

- Life skills received the strongest support, with 58.33% of administrators identifying them as a key area requiring more attention.
- Arts and creative expression followed at 67.7%, and science subjects were emphasised by 53.12%.
- Mathematics and language subjects were both supported by 53.12%, while physical education and sports received attention from 40.62%. Social sciences were prioritised by 36.4% of administrators.
- The responses reflect a balanced view that values practical learning, creativity, and science while sustaining attention to core academic disciplines.

c) Perception of Administrators on the Initiatives that Can Improve the Prospects of Secondary Education

- Improving access to technology and digital resources was identified by 75% of administrators as the most important initiative for strengthening secondary education.
- Strengthening teacher professional development followed with 65.62%, and enhancing vocational training and apprenticeship programmes was supported by 54.16%.
- Personalised learning approaches were endorsed by 50%, and increased community collaboration by 47.91%.
- Administrators also valued consistent supervision, greater parent–teacher engagement, and alumni participation in supporting school improvement.

d) Perception of Administrators on How They Envision the Future of Secondary Education in Mizoram

- A focus on career and vocational preparation was envisioned by 65.62% of administrators, followed by quality secondary education at 60.41%.
- Project-based learning was supported by 52.08%, while 46.87% viewed successful implementation of NEP 2020 as a key step for the future.
- Only 14.58% considered increasing the Gross Enrolment Ratio a major priority. The results indicate that administrators associate the future of secondary education with quality, relevance, and employability rather than expansion of enrolment.

e) Administrators' Perceptions of Expected Future Outcomes of NEP 2020 in Secondary Education

- Developing critical thinking skills was identified by 68.75% of administrators as the most anticipated outcome of NEP 2020.
- Implementation of vocational subjects was supported by 61.45%, and 52.08% expected more engaging learning experiences.
- Flexible curricula were favoured by 50%, while 48.95% valued multidisciplinary education.
- Redesigned board examinations were mentioned by 38.54% and experiential learning by 37.5%.
- Administrators expressed optimism that NEP 2020 could transform secondary education if implemented with adequate resources and contextual sensitivity.

Discussion

Administrators in Mizoram expressed a reform-oriented vision aligned with NEP 2020. Most (76.04%) prioritised critical thinking and problem-solving as the core goals of secondary education, followed by academic excellence (67.7%) and vocational readiness (58.33%). Life skills, creativity, and science were identified as priority areas, reflecting a shift towards holistic and skill-based learning. Improving digital access (75%) and teacher professional development (65.62%) were viewed as

key drivers of progress. The future of secondary education was envisioned around vocational preparation (65.62%), quality learning (60.41%), and project-based approaches (52.08%). Expectations from NEP 2020 included fostering critical thinking (68.75%), flexible curricula (50%), and vocational integration (61.45%), reflecting optimism about educational transformation in Mizoram.

Administrators expressed strong support for modernising teaching through digital learning, skill-based education, and teacher up skilling. While they acknowledged NEP 2020 as a guiding framework, many cited persistent gaps in technology, infrastructure, and local capacity as barriers to reform. They emphasised that educational changes must be adapted to Mizoram's cultural and geographical context. Several administrators highlighted that integrating career-based learning within the classroom could enhance motivation and employability. There was a shared belief that sustained professional training, supervision, and community participation are essential for meaningful progress.

These perceptions align with Allamnakhrah (2013), who identified critical thinking as central to educational quality, and Alruwaili (2024), who observed that weak teacher preparation hinders policy implementation. The emphasis on creativity, life skills, and digital readiness corresponds with UNESCO (2021) and NIEPA (2022), while the focus on vocational and skill-based learning reflects insights from the World Bank (2020) and Ministry of Education (2022).

Administrators in Mizoram present an optimistic and realistic outlook consistent with NEP 2020's vision for critical, flexible, and vocationally oriented education. Achieving this vision will depend on strengthening infrastructure, ensuring equitable digital access, and enhancing teacher competency through continuous training and localised policy implementation. With sustained commitment and context-specific adaptation, Mizoram can move towards inclusive and future-ready secondary education.

5.2.0 Educational Implications of the Study

This study examined secondary education in Mizoram with reference to infrastructure, inclusiveness, teacher preparation, instructional practices, student experiences, and administrative management. The findings have important implications for educational policy, teacher development, and school improvement. They offer evidence-based directions for creating equitable, inclusive, and quality-oriented secondary education aligned with the goals of the National Education Policy (2020) and Mizoram Board of School Education (MBSE) standards.

1. **Ensuring Equity in School Infrastructure:** Significant disparities in resources such as ICT tools, laboratories, libraries, and classrooms across government, aided, and private schools highlight the need for equitable distribution. Policymakers should establish clear benchmarks and funding mechanisms to ensure that all schools, regardless of management type, provide safe, accessible, and stimulating learning environments.
2. **Advancing Inclusive Education:** The limited availability of facilities and trained personnel for learners with special needs indicates that inclusive education remains underdeveloped. To translate policy into practice, schools must incorporate universal design principles, invest in specialised materials, and strengthen teacher capacity to address diverse learning needs.
3. **Enhancing Professional Teacher Preparation:** Gaps between teachers' academic qualifications and pedagogical skills, particularly in aided and private institutions, point to the need for structured pre-service and in-service training. Strengthening teacher education through mandatory B.Ed. qualifications and continuous professional development will improve classroom effectiveness and instructional innovation.
4. **Bridging the Digital Divide:** Despite policy emphasis on digital education, limited ICT access and inadequate teacher training constrain implementation. Schools must integrate technology as a pedagogical tool rather than a symbolic addition. Continuous training and mentoring in ICT use will promote more engaging and technology-supported learning.

5. **Promoting Learner-Centred Pedagogy:** The dominance of teacher-centred methods and rote-based practices limits student engagement and critical thinking. Shifting towards participatory, activity-based, and inquiry-oriented pedagogy can foster creativity, collaboration, and deeper understanding among students.
6. **Expanding Co-curricular Learning:** Restricted opportunities for sports, arts, and creative pursuits hinder holistic development. Schools should institutionalise structured co-curricular programmes that complement academics and nurture students' social, emotional, and physical growth.
7. **Reforming Assessment Practices:** Continued dependence on written examinations reflects a narrow evaluation culture. Teachers should adopt multiple forms of assessment like portfolios, project work, and performance-based evaluation to capture students' comprehensive learning outcomes, consistent with NEP 2020's competency-based approach.
8. **Addressing Gender Disparities in the Teaching Workforce:** The predominance of male teachers suggests an imbalance that may influence classroom climate and mentorship dynamics. Encouraging balanced recruitment and leadership opportunities for women can promote inclusivity and sensitivity in school culture.
9. **Strengthening Teacher and Student Wellbeing:** The findings underscore issues of workload, job insecurity, salary delays, and student stress. Prioritising mental health, fair employment conditions, and counselling support for both teachers and students can enhance motivation, productivity, and overall school climate.
10. **Bridging Policy and Practice:** The gap between the intent of NEP 2020 and actual school-level implementation remains a critical concern. Effective monitoring, transparent reporting, and locally contextualised planning are necessary to ensure that national reforms yield tangible educational improvements across Mizoram's secondary schools.

5.3.0 Recommendations

a) Recommendations Based on Study Findings

1. **Strengthen ICT Infrastructure and Capacity-Building:** Provide schools with essential ICT facilities-computers, projectors, smart boards, and reliable internet access. Establish regular training modules and peer-learning networks to build teachers' confidence and competence in integrating technology effectively into classroom practice.
2. **Develop Inclusive and Accessible Learning Environments:** Implement a state-level action plan to ensure physical accessibility and availability of assistive devices across all schools. Cluster-based resource centres should provide specialised materials and itinerant special educators to support inclusive classroom practices.
3. **Institutionalise Teacher Education and Professional Development:** Enforce B.Ed. qualification as a minimum standard for all secondary teachers within a fixed timeframe. Establish a professional development calendar covering inclusive pedagogy, ICT integration, and assessment reform. Ensure parity in salary structures across school types to sustain motivation and quality teaching.
4. **Standardise and Monitor School Infrastructure:** Introduce enforceable minimum standards for classrooms, laboratories, libraries, and sanitation. Annual infrastructure audits should ensure compliance, with priority given to water safety, proper lighting, ventilation, and maintenance of hygiene.
5. **Foster Student-Centred Pedagogical Reform:** Encourage the adoption of competency-based and participatory learning approaches through practical workshops, lesson demonstrations, and peer observation systems. Teachers should be incentivised to design creative, project-based learning experiences aligned with NEP 2020.
6. **Institutionalise Co-curricular and Cultural Activities:** Require schools to conduct a minimum number of co-curricular sessions per week, supported by

dedicated budgets. Establish student clubs and cultural committees to promote arts, sports, and social participation as integral to school life.

7. **Diversify Assessment and Evaluation Systems:** Conduct systematic training on holistic evaluation strategies such as portfolios, rubrics, and performance-based assessment. Schools should integrate formative assessment as part of daily teaching to provide continuous feedback and reduce exam-centric stress.
8. **Prioritise Mental Health and Professional Wellbeing:** Establish counselling cells in every school and provide mandatory wellbeing workshops for teachers and students. Ensure timely payment of salaries, reasonable workload distribution, and supportive supervision systems that foster trust and professional satisfaction.

b) General Recommendations

1. **Strengthen Implementation and Accountability Mechanisms:** Develop a monitoring framework linking school performance to NEP 2020 objectives. Periodic evaluations and transparent reporting should ensure that reforms are meaningfully implemented at every school level.
2. **Promote Community and Parental Participation:** Institutionalise parent–teacher partnerships and community advisory boards. Regular community outreach programmes should create shared responsibility for school improvement and enhance local support.
3. **Mobilise and Diversify Educational Funding:** Encourage resource mobilisation through alumni networks, corporate partnerships, and local government collaboration under transparent financial management systems.
4. **Advance Gender Equity and Inclusive Practices:** Integrate gender-sensitivity and inclusion modules into teacher training. Encourage equal representation of women in school leadership and promote inclusive participation in all school activities.
5. **Adapt Curricula to Local Contexts:** Allow flexibility in curriculum design to reflect regional culture, languages, and vocational needs. Local adaptation

of NEP 2020 frameworks can make learning more relevant and contextually meaningful.

6. **Develop Long-term Strategic Educational Planning:** Formulate a state-level roadmap aligning secondary education with NEP 2020. This should include measurable targets for quality enhancement, inclusiveness, and capacity building, reviewed periodically to respond to emerging educational needs.

5.4.0 Suggestions for Further Studies

To deepen understanding of critical issues identified, future researchers could explore:

1. Comparative studies of infrastructure and inclusiveness across different regions or states.
2. Detailed studies on the experiences of students with special needs.
3. Long-term research evaluating ICT integration effectiveness.
4. Qualitative exploration of barriers to technology adoption in schools.
5. Exploratory studies on school environments affecting student wellbeing and teacher satisfaction.
6. Investigations into student mental health concerns related to academic pressures and social dynamics.
7. Policy evaluation studies examining real-world implementation of NEP 2020 and other educational frameworks.

These areas offer valuable potential to extend current knowledge and guide future educational improvements effectively.

SUMMARY

Introduction

Education shapes opportunities, choices, and civic participation across the lifespan. Beyond individual advancement, it nurtures social responsibility and democratic values. Within this continuum, secondary education is pivotal: it consolidates foundational learning, prepares students for higher education and employment, and cultivates the analytical, social, and emotional capacities required in a rapidly changing world. International evidence links robust secondary schooling with lower poverty, improved gender equity, better health outcomes, and stronger civic engagement. Contemporary curricula therefore emphasize relevance to life, adaptability, and the competencies needed for participation in an interconnected economy and society.

Global evolution of secondary education: Secondary education has continually adapted to societal needs. From classical civic preparation in Greece and Rome, to medieval ecclesiastical schooling, to humanist and Enlightenment emphases on rational inquiry, it has balanced knowledge, character, and citizenship. The Industrial Revolution recast it as a vehicle for national development and skilled workforces, while the 20th century expanded access through democratic reforms, post-war reconstruction, and decolonisation. In the 21st century, priorities include digital literacy, problem-solving, creativity, and inclusion—aligned with Sustainable Development Goal 4 and shaped by international benchmarking. Persistent challenges remain around inequity, rigid curricula, and overreliance on high-stakes testing.

Development in India: India's secondary education reflects the interplay of indigenous traditions, colonial legacies, and post-independence nation-building. Pre-1854 learning was community-embedded (gurukuls, madrasas, pathshalas). The Wood's Despatch (1854) initiated a structured system and standardized examinations; later committees and acts refined affiliation, regulation, and vocational pathways. After 1947, successive reforms—University Education

Commission (1948-49), Secondary Education Commission (1952-53), Kothari Commission (1964-66) sought diversification, quality, and equity; the 10+2+3 structure became a national norm via the NPE 1968. The NPE 1986/92 foregrounded inclusion and teacher development; NCF 2005 advanced child-centred pedagogy and holistic assessment. Since 2000, expansion at primary level created pressure on secondary, prompting RMSA (2009) and, later, integration under Samagra Shiksha (2018). The NEP 2020 reframes schooling as 5+3+3+4, with a flexible, multidisciplinary, competency-based secondary stage, stronger vocational exposure, technology integration, and bilingualism.

India's secondary GER has risen, yet unevenly across states and social groups. Key constraints include dropouts (especially in rural and marginalised contexts), shortages of subject-specialist teachers, infrastructure gaps (labs, libraries, sanitation, digital access), and exam-centric curricula that narrow learning. Prospects are favourable if reforms sustain: NEP-aligned flexibility and skills, targeted equity measures, teacher professional development, digital platforms (DIKSHA, SWAYAM, PM eVIDYA), and continued public investment.

Development in Mizoram: Mizoram's trajectory blends strong community commitment with missionary and state initiatives. Before formal schooling, Zawlbuk and oral traditions socialised youth in discipline, leadership, and culture. Missionaries later codified the Mizo script and founded the earliest schools; post-Independence, administrative responsibility shifted to government, with the Mizoram Board of School Education (MBSE) established in 1975 to steer curriculum and examinations. The state has aligned consistently with national programmes-RMSA, Samagra Shiksha, and NEP 2020 and emphasizes bilingual approaches (English medium with Mizo support), local history and culture, and life skills.

Mizoram's network spans multiple management types (Central, Government, Adhoc Aided, Lumpsum Aided, and Private schools) and benefits from a favourable student-teacher ratio. Literacy is among the highest

nationally, and pass rates in core subjects are strong relative to many states. Community organisations and faith-based groups augment state efforts through scholarships and school management support.

Challenges and outlook: Persistent issues include uneven infrastructure in remote districts, variable access to laboratories, libraries, and digital resources, and the need for continuous teacher upskilling in science, mathematics, assessment, and technology-enabled pedagogy. Geography and dispersed settlements complicate access and retention. Nonetheless, prospects are positive: robust literacy culture, community engagement, governance attention to quality (including a reforms committee), and alignment with NEP 2020 create conditions to deepen inclusion, strengthen teaching–learning, and expand digital and vocational opportunities.

Rationale of the Study:

In India, secondary education at the Classes 9 and 10 level is often regarded as a “bottleneck,” where many students disengage from formal learning, restricting their future opportunities. The Mudaliar Commission (1948–49) even described it as the “weakest link” in the education system. In Northeast India, and particularly Mizoram, this stage presents both achievements and challenges. Despite high literacy rates, issues such as poor infrastructure, teacher shortages, language barriers, and economic pressures contribute to high dropout rates (UNESCO, 2021; Kukulska-Hulme et al., 2023).

While formal secondary education has existed in Mizoram since 1944, few systematic studies have assessed its current status, problems, and prospects. The lack of a strong evidence base limits the design of responsive, context-sensitive interventions. With the National Education Policy (NEP) 2020 emphasizing inclusive and evidence-driven reforms, state-level studies are urgently needed to guide targeted action.

This research addresses that gap by mapping the strengths, weaknesses, and challenges faced by students and teachers in Mizoram’s secondary schools. Its

findings aim to inform policymakers, educators, and stakeholders in shaping an inclusive and resilient system that improves retention and learning outcomes, strengthens human capital, and contributes to the state's socio-economic development.

Research Questions:

The following research questions are framed to guide the investigation and provide a focused direction for analysis:

1. What infrastructure facilities are available in Mizoram's secondary schools concerning a) ICT, b) Inclusiveness, c) overall Infrastructure?
2. What is students' enrolment in terms of gender and management?
3. What is the profile of teachers in terms of professional qualifications, types of management, teaching experience, and gender?
4. What are the activities and best practices in the secondary schools of Mizoram?
5. What are the teaching-learning processes and methods of instruction?
6. What are the methods of assessment and evaluation?
7. What challenges do teachers and students face in secondary schools in Mizoram?
8. What challenges do students face in secondary schools in Mizoram?
9. What are the perceptions of secondary school administrators about the prospects of secondary education in Mizoram?

Statement of the study:

The problem has been stated as “***Secondary Education in Mizoram: Status, Problems and Prospects***”

Objectives of the Study:

The following objectives have been formulated based on the research questions to guide the study:

1. To examine the infrastructure facilities available in secondary schools of Mizoram concerning: a) ICT, b) Inclusiveness, c) overall Infrastructure

2. To analyse students' enrolment in terms of gender and types of management.
3. To critically examine the profile of teachers in terms of professional qualifications, types of management, teaching experience, and gender.
4. To examine the activities and best practices in the secondary schools of Mizoram.
5. To analyse the teaching-learning processes and methods of instruction in secondary schools in Mizoram.
6. To analyse the assessment and evaluation methods in Mizoram secondary schools.
7. To examine the challenges encountered by secondary school teachers in Mizoram.
8. To examine the challenges encountered by secondary school students in Mizoram.
9. To explore secondary school administrators' perceptions regarding the future of secondary education in Mizoram.

Operational Definitions of Key Terms:

Secondary Education: For this study, *secondary schools* refer to the institutions that offer classes 9 and 10 and are affiliated with the Mizoram Board of School Education (MBSE)

Status: This study's term 'status' refers to the current condition and functioning of secondary education in Mizoram.

Problems: In this study, problems refer to the various obstacles and difficulties faced by students and teachers in the secondary schools of Mizoram.

Prospects: The term 'prospects' in this research implies the future possibilities and opportunities for the growth and improvement of secondary education in Mizoram.

Administrators: For this study, administrators refer to principals and Headmasters who are directly responsible for the day-to-day management, academic supervision, and administrative leadership of secondary schools.

Delimitation of the study

The present study is delimited to only secondary schools affiliated with the Mizoram Board of School Education (MBSE).

Review of Related Literature:

A total of 110 relevant studies from 2000 to 2024 were reviewed and thematically categorized into two core areas: the status of secondary education, and its problems and prospects. These were divided into national and international research, providing localized insights and global perspectives.

Method of the study:

The study employs a mixed-methods research design, specifically an explanatory sequential design, wherein quantitative data collection and analysis formed the initial phase, followed by qualitative inquiry. The primary emphasis was on descriptive quantitative methods to assess secondary education's status, problems, and prospects. The qualitative component, conducted through Focus Group Discussions and a semi-structured questionnaire, was used to enrich, explain, and validate the quantitative findings. This integrative design enabled a more nuanced and comprehensive exploration of the educational landscape in Mizoram.

Population of the study:

The population of the study includes the following:

- **Population of Secondary Schools:** The population of secondary schools comprises all secondary schools in Mizoram under the Mizoram Board of School Education.

- Population of Secondary School Teachers: The population comprises all the secondary school teachers under the MBSE.
- Population of Secondary School Students: The population of secondary school students includes all students under MBSE.
- Population of Headmasters/Headmistresses of Secondary Schools: All the secondary school headmasters/ headmistresses under MBSE formed the population of headmasters/headmistresses.

Sampling Technique:

The study employed a multi-phase sampling design, using multistage stratified proportionate random sampling for the quantitative phase and purposive sampling for the qualitative phase, including Focus Group Discussions, to ensure both breadth and depth in data collection.

For the quantitative phase, 15% of the total population of secondary schools in Mizoram, 107 out of 700 schools, based on data from the Directorate of School Education (2023), was calculated as the target sample size. A multistage stratified proportionate random sampling technique was employed to ensure fair representation across school management types and districts. However, slight deviations were made in specific categories and districts, especially where the number of schools was low, to ensure adequate representation for meaningful analysis.

In the first stage of stratification, the school population was categorized according to its management types: Government, Deficit, ad Hoc Aided, Lump-sum Aided, Private, and Samagra. From each category, sample schools were selected proportionally based on their share of the total school population, using a percentage-based allocation.

In the second stage, further stratification was conducted district-wise within each management category. Again, proportionate allocation was applied to determine the number of schools to be selected from each district, relative to the number of schools in that district.

In the final stage, the required number of schools within each district-management stratum was selected using a simple random sampling method. This approach guaranteed that each school within the defined strata had an equal chance of selection, thereby minimizing selection bias.

The study included 428 teachers (four from each of the 107 sample schools), selected to ensure diversity in subject expertise and teaching experience. A sample of 1,070 students (ten per school) was chosen with attention to gender balance and academic level. 96 school administrators, including headmasters, headmistresses, and principals, participated, with a few exclusions due to unavailability during the data collection period.

In the second phase, 22 stakeholders were purposively selected for Focus Group Discussions (FGDs) to gather in-depth qualitative insights. Participants were drawn from various school types, including government, Deficit, Ad Hoc, Lump-sum, Samagra, and Private, to reflect the full spectrum of institutional experiences and perspectives.

The following Table shows the details of the sample selected for the study:

Table 1

Distributions of sampled schools by management

Managements	Total Schools	Sample	%
Govt	198	29	15
Samagra	99	15	15
Deficit	9	4	44
Adhoc Aided	129	19	14
Lumpsum Aided	48	7	15
Private	217	33	15
Total	700	107	15

Table 2*Distributions of sampled schools by Districts*

District	Total Schools	Sample	%
Aizawl	197	31	16
Champhai	57	9	16
Hnahthial	23	4	17
Khawzawl	28	4	15
Kolasib	46	7	15
Lawngtlai	63	10	16
Lunglei	94	14	15
Mamit	54	8	15
Saitual	50	7	14
Serchhip	47	7	15
Siaha	41	6	15
Total	700	107	15

Table 3*Selected sample of stakeholders in Secondary Schools in Mizoram*

Sl.No	Stakeholders	Sample
1.	Administrators	96
3.	Teachers	428
4.	Students	1070
	Total	1594

Table 4***Selected Sample for Focus Group Discussion***

Sl. No.	Stakeholders	No.
1.	Administrators	6
2.	Teachers	6
3.	Students	10
Total		22

Tools used for data collection:

The investigator developed the following tools to study the status, problems, and prospects of secondary education in Mizoram.

1. Observation Checklist
2. Personal Data Sheet
3. Questionnaire for teachers
4. Questionnaire for students
5. Questionnaire for administrators.

Procedure of Data Collection:

The study adopted a two-phase data collection strategy, incorporating both quantitative and qualitative methods to ensure a comprehensive and ethically grounded investigation.

Phase I: Quantitative Data Collection: Primary data were collected through field visits to secondary schools across all districts of Mizoram. The investigator personally administered structured questionnaires to teachers, students, and school administrators. Clear and detailed information about the study's purpose, procedures, and expected participation was communicated to all respondents in advance. Special attention was given to language clarity, with explanations provided in Mizo wherever necessary to enhance comprehension, especially among students. Observational data on infrastructure and administration were recorded using a structured checklist, with prior permission secured from each

school. Secondary data, including enrolment figures and school classifications, were obtained from official records of the Directorate of School Education, Mizoram.

Phase II: Qualitative Data Collection: Focus Group Discussions (FGDs) were conducted with purposively selected stakeholders to deepen the findings from the first phase. Participants were invited personally and provided with clear thematic outlines and procedural details ahead of the discussions. Separate homogeneous groups teachers, students, and school leaders were formed to encourage open and focused dialogue. Discussions were conducted both virtually and in person, depending on convenience and accessibility. All discussions were systematically documented and analyzed to extract key themes and contextual insights.

Consent: Informed consent was obtained at the institutional and individual levels during each data collection phase. Participation was entirely voluntary, and all respondents were briefed in advance about the study's purpose, procedures, and ethical safeguards. Confidentiality and autonomy were strictly maintained throughout the process.

Analysis of Data:

Quantitative Data Analysis: The investigator employed descriptive statistical techniques, primarily frequencies and percentages, to analyze the quantitative data collected from the checklist, personal data sheet, and questionnaires.

Qualitative Data Analysis: Thematic analysis was employed to analyze the qualitative data collected through Focus Group Discussions (FGDs) and the open-ended remarks section of the semi-structured questionnaire.

MAJOR FINDINGS: The major findings of the study are as follows:

1. Major Findings of Objective No.1: Infrastructural Facilities available in secondary schools of Mizoram

a) Information and Communication Technology (ICT)

- **Availability of ICT Rooms:** Deficit schools were found to be the best equipped, with 85.71% having ICT rooms. Government schools followed with 75.86%, and Samagra Siksha schools reported 73.33% availability. Private schools had limited provision (27.27%), while Adhoc-aided (15.78%) and Lumpsum-aided (12.48%) schools showed the lowest availability of ICT rooms.
- **Computer Resources:** Government schools had the most sufficient computer resources, with 58.62% reporting adequacy. Deficit schools followed with 57.14%, and Samagra Siksha schools reported 40% adequacy. Private schools (24.24%), Adhoc-aided schools (21.05%), and Lumpsum-aided schools (18.73%) had inadequate resources.
- **Furniture for ICT Use:** Deficit schools (42.85%) and Government schools (34.48%) were relatively better equipped with appropriate computer tables and chairs for ICT instruction. Samagra Siksha schools (33.33%) and Private schools (27.27%) showed limited provision. Adhoc-aided (15.78%) and Lumpsum-aided (0%) schools had poor or no suitable furniture.
- **Projector Availability:** Projectors were lacking in 80.37% of secondary schools overall. Government schools had the highest availability (10.34%), followed by Deficit (7.14%) and Samagra Siksha schools (6.66%). Private (6.06%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools reported the least projector availability.
- **Access to Printers:** All Deficit schools (100%) had printers, making them the best equipped. Government schools (86.2%) and Private schools (84.84%) also showed strong access levels. Samagra Siksha schools (66.66%) had moderate access, while Adhoc-aided (42.10%) and Lumpsum-aided (37.48%) schools had the lowest printer availability.

- **Smart Board Installation:** Deficit schools (50%) led in smart board installation, followed by Samagra Siksha schools (46.66%) and Government schools (34.48%). Private schools reported 24.24%, Adhoc-aided schools 10.52%, and Lumpsum-aided schools 12.48% availability.
- **Internet Connectivity:** All Deficit schools (100%) had broadband internet connections. Government schools reported 51.72% connectivity, Private schools 33.33%, Samagra Siksha schools 6.66%, Adhoc-aided schools 10.52%, and Lumpsum-aided schools 9.36%. In total, 70.09% of all schools lacked broadband facilities.
- **Stability of Internet Service:** Stable internet connections were reported by 26.16% of all schools. Deficit schools (100%) and Private schools (51.51%) had the most stable service. Government schools (24.13%), Samagra Siskha schools (13.33%), Adhoc-aided schools (10.52%), and Lumpsum-aided schools (9.36%) struggled with unstable connections
- **ICT Period in the Timetable:** Government schools (51.72%) had the best allocation of ICT periods in their timetables, followed by Deficit schools (50%) and Samagra schools (46.66%). Private schools (27.27%), Adhoc-aided schools (15.78%), and Lumpsum-aided schools (12.48%) showed minimal or no regular ICT periods.
- **ICT Teacher or Coordinator:** Government schools (55.17%) performed best in appointing ICT teachers or coordinators, followed by Samagra Siksha schools (46.66%) and Deficit schools (42.85%). Private schools (30.30%), Adhoc-aided schools (10.52%), and Lumpsum-aided schools (14.28%) had the least number of dedicated ICT personnel.

b) Findings related to Inclusiveness

- **Inclusive Admission Policy:** All secondary schools followed an inclusive admission policy, accepting students irrespective of disability, caste, religion, or socio-economic background. Deficit (100%), Government (100%), Samagra Siksha (100%), Private (100%), Adhoc-aided (100%), and

Lumpsum-aided (100%) schools all reported compliance with inclusive enrolment.

- **Admission of Academically Weaker Students:** Almost all schools (91.58%) adopted inclusive admission procedures for academically weaker students. Samagra Siksha (93.33%), Government (93.10%), and Lumpsum-aided (87.52%) schools performed well, followed by Adhoc-aided (84.21%) and Private schools (81.81%). Deficit schools (85.71%) also showed inclusion, though not at full level.
- **Facilities for Students with Special Needs:** The availability of physical and instructional facilities for students with special needs was very limited. Government (41.37%) and Deficit schools (42.85%) provided some level of support. Samagra Siksha schools reported 33.33%, Private schools 21.21%, Adhoc-aided schools 15.78%, and Lumpsum-aided schools 12.48%, indicating overall inadequacy across school types.
- **Physical Accessibility (Ramps, Handrails, and Elevators):** A large majority (86%) of schools lacked essential infrastructure like ramps and handrails. Only Deficit (28.57%), Government (24.13%), and Samagra Siksha (20%) schools had ramps in some form, while Private (9.09%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools had none. None of the schools had elevators.
- **Toilets for Students with Special Needs:** Nearly all schools (98.13%) did not provide separate toilets for students with special needs. Only a few Deficit (14.28%) and Samagra Siksha (6.66%) schools had such facilities. Government, Private, Adhoc-aided, and Lumpsum-aided schools (0%) lacked this basic provision.
- **Assistive Learning Materials (Braille, Audio, Hearing Aids):** Assistive materials were extremely limited. Audio aids were available in only 10.9% of schools, including Deficit (14.28%), Government (10.34%), and Samagra Siksha (6.66%). Braille resources were available in only 3.5% of schools, found mostly in Deficit (7.14%) and Government (3.44%) institutions. Private, Adhoc-aided, and Lumpsum-aided schools had none.

- **Availability of Visual Aids:** Visual aids were somewhat better than other assistive tools, with 17.47% of schools having them. Deficit schools (28.57%) and Government schools (24.13%) led in this area. Samagra Siksha (13.33%), Private (9.09%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools reported minimal availability.
- **Participation in Inclusiveness Programmes:** Lumpsum-aided schools (62.48%) and Samagra schools (60%) were most active in promoting inclusiveness through awareness and training programmes. Government schools (55.17%) also showed good participation. Deficit schools (42.85%) and Private schools (36.36%) engaged at moderate levels, while Adhoc-aided schools (31.57%) were the least active.

c) Findings related to the status of the overall infrastructure of secondary schools in Mizoram

School Infrastructure and Physical Environment

- **Building Condition:** 76.63% of secondary schools in Mizoram had school buildings in good condition. Government schools (86.2%) were the best maintained, followed by Samagra Shiksha schools (73.33%), Deficit schools (71.42%), Lumpsum aided schools (38.73%), Adhoc aided schools (47.36%), and Private schools (57.57%).
- **Secure Fencing:** Secure fencing was present in 57% of schools. Government schools (68.96%) had the highest number of secured compounds, followed by Samagra Shiksha schools (53.33%), Deficit schools (64.28%), Lumpsum aided schools (33.73%), Adhoc aided schools (36.84%), and Private schools (45.45%).
- **School Location:** Government schools (89.65%) were mostly located in favourable and accessible areas. Samagra Shiksha schools (60%), Lumpsum aided schools (48.73%), Adhoc aided schools (52.63%), Private schools (72.72%), and Deficit schools (78.57%) were comparatively less accessible, especially in hilly regions.

- **School Compounds:** Government schools (86.2%) had the best compounds with adequate space and maintenance. Samagra Shiksha schools (46.66%), Lumpsum aided schools (64.97%), Adhoc aided schools (57.89%), Private schools (42.42%), and Deficit schools (71.42%) followed in that order.
- **Playgrounds:** About 62.61% of schools had playgrounds. Government schools (79.31%) showed the best facilities, followed by Samagra Shiksha schools (53.33%), Lumpsum aided schools (48.73%), Adhoc aided schools (68.42%), Private schools (39.39%), and Deficit schools (57.14%).

Classroom Facilities in Secondary Education:

- **Classroom Condition:** The majority of secondary schools in Mizoram (82.25%) had classrooms in good condition. Deficit schools (85.71%) and Government schools (86.20%) maintained the best standards, followed by Samagra Shiksha schools (80%), Adhoc Aided schools (63.15%), Private schools (59.09%), and Lump sum Aided schools (42.25%).
- **Teachers' Furniture:** Most Government schools (86.20%) and Samagra Shiksha schools (73.33%) provided teachers with appropriate furniture. The availability was lower in Deficit schools (64.28%), Adhoc Aided schools (52.63%), and Private schools (48.48%). Lump sum Aided schools showed the weakest provision, with only 38.73% adequately equipped.
- **Desks and Benches for Students:** Student seating facilities were satisfactory in most Government (89.65%) and Samagra Shiksha schools (80%), followed by Deficit schools (71.42%) and Adhoc Aided schools (63.15%). Less than half of Lump sum Aided schools (46.47%) had sufficient desks and benches, while Private schools (54.54%) showed moderate adequacy.
- **Teaching Boards:** All Government (100%), Deficit (100%), Adhoc Aided (100%), and Samagra Shiksha schools (100%) possessed the required teaching boards. In contrast, 12.67% of Lump sum Aided and 9.09% of Private schools lacked these basic classroom tools.
- **Lighting:** Proper classroom lighting was available in most schools, particularly in Government institutions (84.48%) and Samagra Shiksha schools (73.33%).

Deficit schools (71.42%) and Adhoc Aided schools (68.42%) followed, while Private (54.54%) and Lump sum Aided schools (49.29%) reported relatively poor lighting.

- **Ventilation:** Classroom ventilation was rated good in Government schools (87.93%), followed by Samagra Shiksha schools (73.33%), Deficit schools (71.42%), and Adhoc Aided schools (63.15%). Private schools (45.45%) and Lump sum Aided schools (41.54%) had considerable shortcomings.
- **Classroom Space:** Government schools (82.75%), Samagra Shiksha schools (66.66%), and Adhoc Aided schools (63.15%) offered spacious classrooms suitable for teaching and learning. Only 38.73% of Lump sum Aided and 39.39% of Private schools had sufficient classroom space, while Deficit schools (71.42%) showed moderate adequacy.

Other Room Facilities in Secondary Education

- **Science Laboratories:** Less than half of the secondary schools (46.72%) had separate science laboratories. Government schools (68.96%) and Samagra Shiksha schools (60%) had better provision, while Deficit schools (42.85%), Private schools (33.33%), Adhoc Aided schools (26.31%), and Lump sum Aided schools (23.94%) showed limited laboratory availability.
- **Laboratory Equipment:** Among schools that had laboratories, only 20.56% were adequately equipped with science materials. Government (34.48%) and Deficit schools (28.57%) performed better in this respect, followed by Samagra Shiksha schools (26.66%). Lump sum Aided (0%), Adhoc Aided (10.52%), and Private schools (6.06%) lacked sufficient science equipment.
- **Laboratory Attendant:** None of the schools (0%) had a designated laboratory attendant. Science teachers in all categories performed this duty in addition to their teaching responsibilities.
- **Library Facilities:** Only 45.79% of secondary schools had a separate library room. Government schools (68.96%) and Deficit schools (57.14%) fared better, followed by Samagra Shiksha schools (46.66%), Adhoc Aided schools (36.84%), Private schools (33.33%), and Lump sum Aided schools (29.57%).

- **Reading Spaces and Furniture:** Designated reading areas were present in only 10.29% of schools. A majority (89.71%) lacked proper reading spaces, and most schools, particularly Lump sum Aided (33.73%) and Adhoc Aided (36.84%), had inadequate tables and chairs. Government (64.48%) and Deficit schools (50%) showed relatively better provision.
- **Arts and Crafts Rooms:** Dedicated arts and crafts rooms existed in only 11.68% of schools. Government schools (22.41%) and Deficit schools (14.28%) had limited facilities, while Samagra Shiksha (6.66%), Private (3.03%), Adhoc Aided (0%), and Lump sum Aided schools (0%) reported negligible availability.
- **Headmaster's Room:** A separate headmaster's room was available in 68.22% of schools. Government schools (86.20%) and Deficit schools (78.57%) maintained better facilities, while Samagra Shiksha (66.66%), Private (54.54%), Adhoc Aided (52.63%), and Lump sum Aided schools (48.73%) often shared this space with teachers.
- **Teachers' Room:** About 72.89% of schools had a designated teachers' room. Government schools (86.20%) were best equipped, followed by Deficit schools (71.42%), Samagra Shiksha schools (66.66%), Adhoc Aided schools (63.15%), Private schools (57.57%), and Lump sum Aided schools (46.47%).
- **Students' Recreational Room:** Recreational rooms for students were available in only 14.95% of schools. Government schools (24.13%) and Deficit schools (21.42%) reported some provision, while Adhoc Aided, Samagra Shiksha, and Lump sum Aided schools (0%) lacked such facilities. Private schools (9.09%) showed limited availability.
- **Auditorium or Assembly Room:** A significant majority of schools (90.65%) lacked auditoriums or separate assembly halls. Only Government schools (37.93%) and Deficit schools (28.57%) reported such facilities, while Samagra Shiksha (13.33%), Private (12.12%), Adhoc Aided (10.52%), and Lump sum Aided schools (8.45%) were poorly equipped.
- **Canteen Facilities:** Canteens were absent in all Adhoc Aided (0%) and Lump sum Aided schools (0%). Government schools (27.58%), Deficit schools

(21.42%), and Samagra Shiksha schools (13.33%) provided canteens in limited numbers. Private schools (18.18%) offered minimal facilities.

2. Major Findings of Objective No.2: Enrolment of students in terms of gender and management

a) Enrolment of Students in Terms of Gender:

- A total of 195,765 students were enrolled in secondary schools in Mizoram from 2019 to 2023.
- Female students (51.12 %) consistently outnumbered male students (48.88 %) across all five years, indicating a steady move toward gender balance.
- The highest female enrolment was recorded in 2023, with 52.04 % compared to 47.96 % male enrolment.
- Male enrolment exceeded female enrolment only in 2019, with 50.54 % boys.
- From 2020 onwards, female enrolment increased steadily each year, showing sustained improvement.
- Total enrolment peaked in 2022 with 39,410 students and declined slightly in 2023 to 37,949, possibly due to factors such as dropouts, migration, or demographic changes.

b) Enrolment of Students in Terms of Management:

- A total of 197,463 students were enrolled across six management categories between 2019 and 2023.
- State-run schools recorded the highest enrolment share at 33.49 %.
- Private schools followed with 32.38 %, though their share declined gradually after 2020.
- Adhoc Aided schools maintained a stable enrolment share of 16.27 %.
- Deficit schools and Samagra Shiksha schools accounted for 7.25 % and 6.79 % respectively, showing steady participation.
- Lump sum Aided schools recorded the lowest share of 3.81 %, though enrolment increased slowly over the years.

- Government-supported schools (State, Samagra, Deficit, Adhoc Aided, and Lump sum Aided) together accounted for 67.62 % of total enrolment, reflecting the strong presence of the public sector in secondary education.
- Enrolment reached its highest level in 2020 and then declined gradually, indicating possible demographic or systemic challenges affecting participation.

3. Major Findings of Objective No.3: Profile of teachers

a) Profile of Teachers in Terms of Educational and Professional Qualifications

Academic Qualifications:

- A majority (62%) of higher secondary teachers held postgraduate degrees, indicating a strong academic background.
- Private schools had the highest number of postgraduate teachers (99), accounting for 75 % of their staff.
- Samagra Shiksha (73.33 %), Deficit (75%), and State schools (59.48 %) also showed strong postgraduate representation.
- Adhoc Aided and Lump sum Aided schools had a majority of undergraduate teachers (61 %), reflecting weaker academic qualifications.

Professional Qualifications

- The majority of teachers, 72.66 % of teachers were professionally qualified with a B.Ed. degree.
- All of Samagra school teachers were trained with 86.66% B.Ed qualified and 13.33% M.Ed qualified while State schools also reported high levels of trained teachers (90.58%) with few or no untrained staff.
- Deficit schools had 81.25 % B.Ed. and 13% M.Ed qualified teachers, reflecting good professional readiness.
- Adhoc Aided (21 % untrained), Lump sum Aided (28.5 % untrained), and Private schools (41 % untrained) showed concerning levels of untrained teachers.

- Despite strong academic credentials, private schools had the highest proportion of untrained staff, raising concerns about teaching quality.

b) Profile of Teachers in Terms of Teaching Experience

- The largest group of teachers (29 %) had 0-5 years of experience, followed by 21 % with 11-15 years and 20 % with 6-10 years.
- State-managed schools employed more senior teachers, with many having over 21 years of service, and another 22 % in the 16-20 year range.
- Samagra schools had no teachers with over 15 years of experience, with most in the 11-15 year bracket.
- Deficit schools showed a balanced distribution across experience levels, dominated by mid-career teachers (6-10 years).
- Adhoc Aided and Lump sum Aided schools employed many early-career teachers but also retained a small number of experienced staff.
- Private schools had the youngest teaching workforce, with nearly half having only 0-5 years of experience and very few beyond 20 years.

c) Profile of Teachers in Terms of Gender

- Male teachers formed the majority (59 %) of the total sample, while female teachers accounted for 41 %.
- All management types showed a male-dominated workforce.
- State, Adhoc Aided, Lump sum Aided, and Private schools reported between 58–62 % male representations.
- Samagra (55 % male, 45 % female) and Deficit schools (56 % male, 44 % female) showed a more balanced composition.
- The gender ratio across secondary schools reflected a persistent disparity favouring male teachers.

4. Major Findings of Objective No.4: Activities and best practices of secondary education in Mizoram

a) Findings Related to the Activities of Secondary Education in Mizoram

Co-curricular Activities

- Games and sports were practised in 95.32% of secondary schools. Deficit and Government schools were the most active, followed by Samagra Shiksha (100%), Private (95%), Adhoc Aided (92%), and Lumpsum Aided (90%) schools.
- Indoor activities such as drama, debate, and music were practised in 20%–30% of schools, led by Deficit schools (30%), followed by Government (25%), Samagra Shiksha (22%), Private (20%), Adhoc Aided (18%), and Lumpsum Aided (15%) schools.
- Arts and crafts activities were observed in 22.42% of schools, highest among Deficit schools (35%), followed by Government (28%), Samagra Shiksha (24%), Private (18%), Adhoc Aided (15%), and Lumpsum Aided (12%) schools.
- Community service was practised in 50.46% of schools. Lumpsum Aided schools (62%) led, followed by Deficit (56%), Government (52%), Samagra Shiksha (49%), Adhoc Aided (46%), and Private (40%) schools.
- Excursions and educational trips were organised in 63.53% of schools, with Deficit schools (72%) ranking first, followed by Government (65%), Private (61%), Adhoc Aided (58%), Lumpsum Aided (55%), and Samagra Shiksha (52%) schools.
- The National Cadet Corps (NCC) programme was available in 13.08% of schools. Government schools (34.48%) participated the most, while Private (0%) and Samagra Shiksha (0%) schools had no participation.
- Eco Clubs were found in 35.78% of schools, with Government (48%), Adhoc Aided (43%), and Samagra Shiksha (40%) schools leading, followed by Deficit (32%), Private (28%), and Lumpsum Aided (20%) schools.

- Scouts and Guides programmes were found in 18.63% of schools. Deficit schools (50%) ranked highest, followed by Private (9.09%), Government (6.89%), and minimal participation among other school types.
- Co-curricular clubs such as Drama, Cultural, Sports, and Science Clubs were established in 5% of schools, mostly Deficit (8%), Government (6%), Samagra Shiksha (5%), Private (4%), Adhoc Aided (3%), and Lumpsum Aided (2%) schools.
- The National Service Scheme (NSS) operated only in Deficit schools (10%), and was absent in all other management categories.

b) Frequency of Co-curricular Activities

- No secondary school organised co-curricular activities on a daily basis or several times a week (0%), reflecting a lack of high-frequency engagement across all management categories.
- A total of 74.76% of schools conducted co-curricular activities once a week. Deficit schools reported the highest participation (81%), followed by Government (78%), Samagra Shiksha (72%), Private (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Co-curricular activities were held once a month in 20.56% of schools. The highest proportion was observed in Private schools (28%), followed by Adhoc Aided (25%), Lumpsum Aided (22%), Samagra Shiksha (20%), Government (15%), and Deficit (10%) schools.
- Only 4.67% of schools did not organise any co-curricular activities. This included Private (6%), Adhoc Aided (5%), Samagra Shiksha (5%), Lumpsum Aided (4%), Government (3%), and Deficit (2%) schools.

c) Findings Related to the Best Practices of Secondary Education in Mizoram

Best Practices Regarding Academic Performance

- Parent-teacher meetings were held in 86% of schools, with Deficit (90%), Government (88%), and Private (85%) leading, followed by Adhoc Aided (83%), Samagra Shiksha (80%), and Lumpsum Aided (75%) schools.

- Practical activities were organised in 48% of schools, led by Deficit (60%), Government (55%), Adhoc Aided (50%), Samagra Shiksha (48%), Private (45%), and Lumpsum Aided (40%) schools.
- Individualised instruction was practised in 8.41% of schools, with Deficit (25%) highest, followed by Government (12%), Samagra Shiksha (10%), Private (8%), Adhoc Aided (6%), and Lumpsum Aided (5%) schools.
- Study camps were organised in 40.18% of schools, most active among Adhoc Aided (45%), Samagra Shiksha (43%), Government (42%), and Private (41%) institutions, followed by Deficit (38%) and Lumpsum Aided (35%) schools.

Best Practices to Inculcate Value and Moral Education

- Devotion sessions were organised in 91.58% of schools. Deficit (96%), Government (94%), and Samagra Shiksha (92%) schools led, followed by Adhoc Aided (89%), Private (87%), and Lumpsum Aided (84%) schools.
- Daily assemblies were conducted in 75.7% of schools. Government (82%) and Deficit (80%) schools led, followed by Samagra Shiksha (77%), Adhoc Aided (74%), Private (70%), and Lumpsum Aided (68%) schools.
- Pledge-taking activities were practised in 21.49% of schools. Deficit (30%), Government (25%), Samagra Shiksha (22%), Adhoc Aided (20%), Private (18%), and Lumpsum Aided (15%) schools participated.
- Cultural promotion was found in 48% of schools. Adhoc Aided (55%) and Government (53%) schools led, followed by Deficit (50%), Samagra Shiksha (45%), Private (40%), and Lumpsum Aided (38%) schools.

Best Practices to Inculcate Other Best Practices

- Guidance and counselling services were available in 71.02% of schools. Private (75%), Government (73%), and Adhoc Aided (70%) schools led, followed by Deficit (68%), Samagra Shiksha (65%), and Lumpsum Aided (60%) schools.
- Vocational and career-oriented education was introduced in 30.84% of schools, most commonly in Government (38%) and Samagra Shiksha (35%) schools,

followed by Deficit (32%), Private (28%), Adhoc Aided (25%), and Lumpsum Aided (20%) schools.

- Mentoring programmes were implemented in 14.95% of schools. Deficit (20%), Government (17%), and Samagra Shiksha (15%) schools performed best, followed by Private (13%), Adhoc Aided (12%), and Lumpsum Aided (10%) schools.
- Environmental awareness programmes were reported in 66.35% of schools. Deficit (72%) and Government (70%) schools led, followed by Samagra Shiksha (68%), Private (64%), Adhoc Aided (62%), and Lumpsum Aided (60%) schools.

5. Major Findings of Objective No.5: Teaching–Learning Processes and Methods of Instruction

a) Curriculum Approaches in Teaching and Learning

- Subject-centred approach was followed by 70.56% of secondary school teachers. Private schools (78%) recorded the highest use, followed by Deficit (75%), Government (72%), Samagra Shiksha (68%), Adhoc Aided (65%), and Lumpsum Aided (62%) schools.
- Learner-centred approach was adopted by 66.82% of teachers, with Deficit (72%) and Samagra Shiksha (70%) schools showing the highest participation, followed by Government (68%), Private (65%), Adhoc Aided (63%), and Lumpsum Aided (60%) schools.
- Activity-centred approach was practised by 31.77% of teachers. Deficit (38%) and Samagra Shiksha (35%) schools ranked highest, followed by Government (32%), Private (30%), Adhoc Aided (28%), and Lumpsum Aided (25%) schools.
- Teacher-centred approach was practised by 27.33% of teachers. Government (30%) and Deficit (28%) schools ranked highest, followed by Private (26%), Adhoc Aided (25%), Lumpsum Aided (24%), and Samagra Shiksha (22%) schools.

b) Methods of Teaching in the Classroom

- Lecture method was used by 84.34% of teachers. Government (88%) and Deficit (86%) schools led, followed by Private (83%), Adhoc Aided (80%), Lumpsum Aided (78%), and Samagra Shiksha (75%) schools.
- Discussion method was used by 53.73% of teachers. Private (60%) schools recorded the highest participation, followed by Government (55%), Deficit (53%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.
- Demonstration method was adopted by 45.65% of teachers. Deficit (52%) and Government (48%) schools ranked highest, followed by Samagra Shiksha (46%), Private (44%), Adhoc Aided (42%), and Lumpsum Aided (40%) schools.
- Question-and-answer method was used by 64.95% of teachers. Private (70%) schools ranked highest, followed by Government (67%), Deficit (65%), Samagra Shiksha (62%), Adhoc Aided (60%), and Lumpsum Aided (58%) schools.

c) Teaching and Learning Procedures

- Lesson plans were prepared by 73.13% of teachers. Private (78%) and Deficit (75%) schools ranked highest followed by Government (73%), Samagra Shiksha (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Access to updated technology and modern educational tools was available to 35.04% of teachers. Deficit schools (42%) ranked first, followed by Government (38%), Samagra Shiksha (35%), Private (32%), Adhoc Aided (30%), and Lumpsum Aided (28%) schools.
- Teaching aids were used by 47% of teachers. Government (50%) and Deficit (48%) schools ranked highest, followed by Private (46%), Samagra Shiksha (45%), Adhoc Aided (43%), and Lumpsum Aided (40%) schools.
- Monitoring of student progress was practised by 69% of teachers. Private (75%) and Deficit (72%) schools ranked highest, followed by Government

(70%), Samagra Shiksha (67%), Lumpsum Aided (65%), and Adhoc Aided (60%) schools.

- Extra tutoring or additional classes were organised by 48.83% of teachers. Deficit (55%) and Government (52%) schools led, followed by Private (50%), Samagra Shiksha (47%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.
- Academic support programmes beyond regular teaching practices were available in 23.13% of schools. Deficit (28%) and Government (25%) schools ranked highest, followed by Samagra Shiksha (23%), Private (22%), Adhoc Aided (20%), and Lumpsum Aided (18%) schools.

d) Technological Tools Used in the Teaching and Learning Process

- Traditional tools such as whiteboards, greenboards, and blackboards were used by 94.85% of teachers. Government (97%) and Deficit (95%) schools recorded the highest use, followed by Private (94%), Samagra Shiksha (92%), Adhoc Aided (90%), and Lumpsum Aided (88%) schools.
- Smartboards were used by 27.8% of teachers. Deficit schools (35%) ranked highest, followed by Government (30%), Samagra Shiksha (28%), Private (25%), Adhoc Aided (22%), and Lumpsum Aided (20%) schools.
- Projectors were used by 16.12% of teachers. Deficit (20%) and Government (18%) schools ranked highest, followed by Samagra Shiksha (16%), Private (15%), Adhoc Aided (14%), and Lumpsum Aided (12%) schools.
- Digital teaching aids were used by 37.5% of Deficit schools, followed by Government (33%), Samagra Shiksha (30%), Private (28%), Adhoc Aided (26%), and Lumpsum Aided (25%) schools.
- Online learning tools were used by Private (31.81%) and Deficit (25%) schools, followed by Government (23%), Samagra Shiksha (22%), Adhoc Aided (20%), and Lumpsum Aided (18%) schools.

e) Primary Goals

- Developing students' skills was identified as a key objective by 83.17% of teachers. Lumpsum Aided schools (100%) ranked first, followed by Deficit (85%), Government (82%), Samagra Shiksha (80%), Private (78%), and Adhoc Aided (75%) schools.
- Transmitting knowledge was emphasised by 73.83% of teachers. Private (78%) and Deficit (75%) schools led, followed by Government (73%), Samagra Shiksha (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Preparing students for the job market was prioritised by 50% of teachers. Deficit (58%) schools ranked first, followed by Government (53%), Private (50%), Samagra Shiksha (48%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.
- Fostering critical thinking was valued by 45.09% of teachers. Deficit (50%) schools recorded the highest focus, followed by Private (48%), Government (46%), Samagra Shiksha (44%), Adhoc Aided (42%), and Lumpsum Aided (40%) schools.
- Developing a love for learning was reported by 50.23% of teachers. Government (55%) schools ranked first, followed by Deficit (52%), Samagra Shiksha (50%), Private (48%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.

6. Major Findings of Objective No. 6: Assessment and evaluation procedure of secondary school teachers

a) Classroom Assessment Methods Used by Teachers

- Class tests were the most commonly used assessment method, practised by 92.28% of teachers. Government (95%) and Deficit (93%) schools recorded the highest participation, followed by Private (90%), Adhoc Aided (88%), Lumpsum Aided (85%), and Samagra Shiksha (80%) schools.
- Classwork was used for assessment by 71.26% of teachers. Deficit schools (75%) and Government (73%) led, followed by Private (70%), Adhoc Aided (68%), Lumpsum Aided (65%), and Samagra Shiksha (60%) schools.

- Question-and-answer sessions were widely used for assessment. Government (85%) and Deficit (82%) schools recorded the highest usage, followed by Private (80%), Samagra Shiksha (76%), Adhoc Aided (74%), and Lumpsum Aided (70%) schools.
- Quizzes were used by 41.35% of teachers. Samagra Shiksha (45%), Private (43%), and Deficit (42%) schools recorded the highest participation, followed by Government (40%), Adhoc Aided (38%), and Lumpsum Aided (35%) schools.
- Classroom discussions were used by 54.2% of teachers as an assessment method. Deficit (58%) and Private (56%) schools led, followed by Government (52%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.
- Feedback was used as an assessment method by 64.66% of teachers. Samagra Shiksha (65%) schools ranked first, followed by Government (62%), Deficit (60%), Private (58%), Adhoc Aided (55%), and Lumpsum Aided (53%) schools.
- Paper presentations were used by 25% of teachers. Deficit (30%) schools ranked first, followed by Government (28%), Private (25%), Samagra Shiksha (23%), Adhoc Aided (22%), and Lumpsum Aided (20%) schools.

b) Most Effective Evaluation Methods as Perceived by Teachers

- Written tests were considered the most effective evaluation method by 64.71% of teachers. Deficit (70%) and Government (68%) schools ranked highest, followed by Private (65%), Samagra Shiksha (62%), Adhoc Aided (60%), and Lumpsum Aided (58%) schools.
- Oral presentations were viewed as valuable by 54.67% of teachers. Private (60%) schools recorded the highest preference, followed by Deficit (55%), Government (53%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.
- Multiple-choice tests were used by 50% of teachers. Deficit (55%) schools showed the highest usage, followed by Government (52%), Private (50%),

Samagra Shiksha (48%), Adhoc Aided (45%), and Lumpsum Aided (43%) schools.

- Written assignments were used by 43.22% of teachers. Government (45%) and Deficit (44%) schools led, followed by Private (42%), Samagra Shiksha (40%), Adhoc Aided (38%), and Lumpsum Aided (35%) schools.
- Practical exams were considered useful by 45.56% of teachers. Lumpsum Aided (52%) and Private (50%) schools ranked highest, followed by Government (46%), Deficit (45%), Samagra Shiksha (43%), and Adhoc Aided (40%) schools.

c) Evaluation of the Final Grade

- Written examinations were the primary basis for determining final grades, used by almost all teachers in Government (98%), Deficit (96%), Private (94%), and Adhoc Aided (90%) schools.
- In Samagra Shiksha schools, 56.66% of teachers used written examinations, while 80% relied on the Performance Assessment Test for final evaluation.
- The Performance Assessment Test was also used in Deficit (35%), Government (30%), and Private (28%) schools, though less frequently than in Samagra Shiksha institutions.
- Observation was used for final grading by 23.83% of teachers. Deficit (25%) and Government (23%) schools led, followed by Private (22%), Samagra Shiksha (20%), Adhoc Aided (18%), and Lumpsum Aided (15%) schools.
- Portfolios were used by only 13.86% of teachers. Private (15%) and Samagra Shiksha (14%) schools reported some use, while no usage was observed among Deficit and Lumpsum Aided schools.

7 Major Findings of Objective No. 7: Problems of secondary school teachers in Mizoram

a) Problems Related to Infrastructure Facilities and Amenities

- Challenges related to poor infrastructure were reported by 39.01% of secondary school teachers. Samagra Shiksha schools (52%) recorded the

highest percentage, followed by Private (46%), Adhoc Aided (43%), Lumpsum Aided (41%), Deficit (38%), and Government (35%) schools.

- Issues of poor road accessibility were mentioned by 15.68% of teachers. Samagra Shiksha schools (58.42%) were most affected, followed by Lumpsum Aided (45%), Adhoc Aided (40%), Government (37%), Private (33%), and Deficit (30%) schools.
- Inadequate school compounds were reported by 43.92% of teachers. Private schools (68.18%) recorded the highest incidence, followed by Lumpsum Aided (55%), Adhoc Aided (52%), Samagra Shiksha (48%), Deficit (45%), and Government (42%) schools.
- Laboratory facilities were found unsatisfactory by 91.85% of teachers in Lumpsum Aided schools, followed by Samagra Shiksha (85%), Adhoc Aided (82%), Private (80%), Deficit (75%), and Government (72%) schools.
- Insufficient library resources affected 54.2% of teachers. Samagra Shiksha schools (60%) reported the highest concern, followed by Private (58%), Adhoc Aided (55%), Lumpsum Aided (53%), Government (50%), and Deficit (45%) schools.
- Transportation challenges were cited by 13.55% of teachers. Lumpsum Aided (18%) and Samagra Shiksha (16%) schools were most affected, followed by Adhoc Aided (15%), Private (13%), Deficit (12%), and Government (10%) schools.
- Inadequate toilet facilities were reported by 32% of teachers. Deficit (35%), Adhoc Aided (33%), Lumpsum Aided (32%), Private (30%), Samagra Shiksha (28%), and Government (25%) schools were affected.

b) Problems Related to Room Facilities

- Lack of a separate teachers' room was reported by 25.7% of teachers. Samagra Shiksha schools (40%) were most affected, followed by Adhoc Aided (30%), Lumpsum Aided (28%), Private (25%), Government (22%), and Deficit (20%) schools.
- Inadequate facilities within teachers' rooms were reported by 25.7% of teachers. Samagra Shiksha (46.66%) and Deficit (43.75%) schools recorded

the highest rates, followed by Lumpsum Aided (38%), Private (35%), Adhoc Aided (32%), and Government (30%) schools.

- Lack of classroom materials and resources was reported by 45.09% of teachers. Adhoc Aided schools (72.36%) were most affected, followed by Lumpsum Aided (58%), Private (55%), Samagra Shiksha (50%), Deficit (48%), and Government (45%) schools.
- Unsuitable classroom size was reported by 33.41% of teachers. Deficit (40%), Lumpsum Aided (38%), Private (36%), Adhoc Aided (34%), Samagra Shiksha (32%), and Government (30%) schools recorded this problem.
- Uncomfortable classroom furniture was reported by 18.69% of teachers. Samagra Shiksha (28%) schools were most affected, followed by Private (20%), Lumpsum Aided (18%), Deficit (17%), Adhoc Aided (15%), and Government (14%) schools.
- Classrooms without boards were reported by 7.24% of teachers. Samagra Shiksha (31.66%) schools were most affected, followed by Lumpsum Aided (18%), Adhoc Aided (15%), Private (12%), Government (10%), and Deficit (9%) schools.
- Poor lighting was reported by 11.91% of teachers and inadequate ventilation by 17.05%, with 65% of Samagra Shiksha school teachers affected by both issues.

c) Problems Related to Teaching Materials and Resources

- Lack of teaching aids and materials was reported by 39.48% of teachers. Adhoc Aided (60%) schools were most affected, followed by Private (52%), Lumpsum Aided (48%), Samagra Shiksha (45%), Government (40%), and Deficit (38%) schools.
- Limited access to technological resources was reported by 39.95% of teachers. Adhoc Aided (55%) and Private (50%) schools reported the greatest difficulty, followed by Lumpsum Aided (45%), Samagra Shiksha (42%), Government (38%), and Deficit (36%) schools.

- Shortage of library materials was experienced by 34.81% of teachers. Adhoc Aided (45%), Lumpsum Aided (42%), Government (40%), Private (38%), Samagra Shiksha (35%), and Deficit (33%) schools were affected.
- Insufficient time for lesson planning and preparation of teaching aids was reported by 21.72% of teachers. Private (28%) and Samagra Shiksha (25%) schools were most affected, followed by Adhoc Aided (22%), Lumpsum Aided (20%), Deficit (18%), and Government (17%) schools.

d) Problems Related to School Administration

- Lack of administrative support was reported by 13.55% of teachers. Samagra Shiksha (22%) schools recorded the highest proportion, followed by Private (18%), Adhoc Aided (15%), Lumpsum Aided (13%), Deficit (10%), and Government (9%) schools.
- Strained relationships with school heads were reported by 6.07% of teachers. Samagra Shiksha (10%) and Private (8%) schools were most affected, followed by Adhoc Aided (6%), Government (5%), Lumpsum Aided (4%), and Deficit (3%) schools.
- Peer non-cooperation was reported by 8% of teachers, with Samagra Shiksha (18%) schools ranking highest, while Deficit and Lumpsum Aided schools reported no such issue.
- Dissatisfaction with school administration was reported by 20.56% of teachers. Private (25%) and Samagra Shiksha (22%) schools ranked highest, followed by Adhoc Aided (20%), Lumpsum Aided (18%), Deficit (16%), and Government (15%) schools.
- Lack of community support was most prevalent among Samagra Shiksha (35%), Adhoc Aided (30%), Lumpsum Aided (28%), Government (25%), Private (22%), and Deficit (20%) schools.

e) Problems Related to Service Conditions

- Dissatisfaction with salary was reported by 29.67% of teachers. Lumpsum Aided (57.14%), Samagra Shiksha (51.66%), and Private (38.63%) schools

recorded the highest dissatisfaction, followed by Adhoc Aided (33%), Government (28%), and Deficit (25%) schools.

- Irregular salary payments were reported by 46% of teachers. Samagra Shiksha (80%) schools were most affected, followed by Lumpsum Aided (62%), Adhoc Aided (55%), Private (50%), Deficit (40%), and Government (38%) schools.
- Heavy workload was reported by 30.6% of teachers. Private (38%) and Lumpsum Aided (35%) schools recorded the highest proportions, followed by Samagra Shiksha (32%), Adhoc Aided (30%), Deficit (28%), and Government (26%) schools.
- Lack of professional training was reported by 19.39% of teachers. Government (22%), Deficit (20%), Adhoc Aided (19%), Lumpsum Aided (18%), Private (17%), and Samagra Shiksha (15%) schools were affected.
- Job insecurity was most common among Private (65%), Samagra Shiksha (60%), and Lumpsum Aided (55%) teachers, while Government (10%) and Deficit (8%) teachers reported higher job security.

f) Problems Related to the Teaching Process

- Time management difficulties during classroom teaching were faced by 4.67% of teachers, varying slightly across school types.
- Classroom management challenges were reported by 11.44% of teachers. Adhoc Aided (15%) and Lumpsum Aided (13%) schools were most affected, followed by Private (11%), Samagra Shiksha (10%), Government (9%), and Deficit (8%) schools.
- Difficulty in explaining subjects effectively was reported by 5.14% of teachers. Samagra Shiksha (8%) teachers were most affected, followed by Private (6%), Adhoc Aided (5%), Deficit (4%), Government (4%), and Lumpsum Aided (3%) schools.
- Difficulties in adapting diverse teaching methods were reported by 10.98% of teachers. Samagra Shiksha (18%) schools reported the highest concern, followed by Private (14%), Adhoc Aided (12%), Lumpsum Aided (10%), Deficit (9%), and Government (8%) schools.

g) Problems of Teachers Related to Students

- Negative interactions with students were reported by a very small proportion of teachers across all school types.
- Student indiscipline affected 23.83% of teachers. Lumpsum Aided (28%), Private (26%), and Government (24%) schools recorded the highest incidence, followed by Adhoc Aided (22%), Samagra Shiksha (20%), and Deficit (18%) schools.
- Unfriendly or hostile behaviour among students was reported by 7.24% of teachers.
- Lack of interest and motivation among students was reported by 22.42% of teachers. Private (25%) and Lumpsum Aided (23%) schools reported the highest proportion.
- Academic dishonesty was reported by 10.04% of teachers.
- Language and communication difficulties were reported by 19.39% of teachers.
- Substance abuse among students was reported by 4.39% of teachers.
- Classroom disruption and disobedience affected 26.16% of teachers, most frequently in Private and Lumpsum Aided schools.

h) Problems Related to ICT Implementation

- Challenges in incorporating technology into lessons were reported by 29.2% of teachers.
- Lack of computer facilities was cited by 50% of teachers, most prominently in Lumpsum Aided schools.
- Unavailability of projectors was reported by 29.2% of teachers.
- Absence of ICT rooms affected 38.78% of teachers, with Adhoc Aided schools being the most impacted.
- Insufficient ICT training was reported by 30.84% of teachers. Deficit schools (43.75%) recorded the highest proportion, followed by Samagra Shiksha (38%), Government (35%), Adhoc Aided (32%), Lumpsum Aided (30%), and Private (28%) schools.

- Lesson preparation using ICT was viewed as time-consuming by 22.66% of teachers.
- Maintaining student attention during ICT lessons was difficult for 14.01% of teachers.
- Rigid curriculum structures hindered ICT use for 19.85% of teachers.
- Lack of internet connectivity was reported by 41.35% of teachers, with Lumpsum Aided (50%) schools most affected.

i) Problems Related to Inclusiveness

- Lack of resources and support for students with special needs affected 54.2% of teachers. Lumpsum Aided (65%) schools ranked highest, followed by Private (60%), Adhoc Aided (57%), Samagra Shiksha (55%), Government (50%), and Deficit (48%) schools.
- Lack of diversity in curriculum and teaching materials was reported by 42.75% of teachers. Lumpsum Aided (50%) and Private (48%) schools reported the highest concern, followed by Adhoc Aided (45%), Samagra Shiksha (42%), Government (40%), and Deficit (38%) schools.
- Lack of specialisation in addressing the needs of special students was reported by 36.68% of teachers.
- Absence of specialised support staff was reported by 29.2% of teachers, particularly in Private (35%) schools.
- Inadequate training in inclusive teaching strategies was reported by 31.77% of teachers. Private (40%) schools recorded the highest, followed by Adhoc Aided (35%), Samagra Shiksha (33%), Government (30%), Deficit (28%), and Lumpsum Aided (27%) schools.

j) Problems Related to Activities

- Limited variety of school activities was reported by 28.5% of teachers.
- Lack of facilities and resources for co-curricular activities was cited by 40.88% of teachers. Adhoc Aided (45%) and Deficit (43%) schools ranked highest, followed by Samagra Shiksha (40%), Lumpsum Aided (38%), Private (35%), and Government (32%) schools.

- Students' lack of interest in co-curricular activities was reported by 16.12% of teachers.
- Absence of designated teachers for managing co-curricular activities was reported by 15.56% of teachers, most common in Private schools (21.96%).

8. Major Findings of Objective No.8: Problems of students in secondary schools

a) Problems of Students Regarding Infrastructure and Accessibility

- Almost half of the students (49.06%) of secondary school students experienced difficulties due to poor school building conditions. This issue was most severe in Samagra schools (68.44%), followed by Adhoc Aided (53.17%) and Lump sum Aided (48.12%) schools, while Government (41.26%), Deficit (39.14%), and Private (34.45%) schools reported comparatively lower dissatisfaction.
- A total of 46.44% of students expressed concern about unfavourable school compounds, especially in Lump sum Aided (62.28%) and Private (57.89%) schools. Poor road access was also an issue for 18.87% of students, with the problem being most prevalent in Samagra (31.52%) and Adhoc Aided (27.66%) schools. In addition, 28.22% of students reported that their schools were too far from their homes, with the problem being most common among Samagra school students (42%).

b) Problems of Students with Classroom Amenities

- Less than half of the schools, 33.45% of students faced limited classroom space, particularly in Lump sum Aided (57.24%), Government (49.52%), and Private (43.61%) schools. Unsatisfactory benches and desks were reported by 31.4% of students, with the problem being most severe in Government (48.22%) and Adhoc Aided (42.18%) schools.
- Although most schools had blackboards or similar resources, 4.95% of students still reported difficulties in this area. Poor lighting and ventilation affected 23.17% of students, especially those from Lump sum Aided schools

(61.42%). The lack of fans was also a major issue for 41.68% of students, particularly in Lump sum Aided (74.28%) and Adhoc Aided (47.36%) schools.

c) Problems of Students with Water Facilities and Hygiene

- A total of 65.04% of students reported unsanitary toilets, with Private school students (73.11%) being the most affected. The absence of separate toilets for boys and girls was experienced by 14.85% of students overall, with the problem being most common in Adhoc Aided (34.21%) and Lump sum Aided (30%) schools. Water scarcity in toilets affected 47.85% of students, particularly in Government schools (59.44%).
- Inadequate access to safe drinking water was reported by 28.78% of students, especially in Adhoc Aided (41.57%) and Government (36.89%) schools. The absence of cooler water was also a concern for 25.6%, particularly in Adhoc Aided (50%) and Samagra (38%) schools. Poor classroom hygiene due to the absence of proper dustbins was mentioned by 8.5% of students.

d) Problems of Students with Learning

- Academic pressure and workload were identified as major challenges by 40.37% of students, with the highest incidence among Private schools (85.15%). Peer pressure affected 11.96% of students, and societal pressure 8.13%. Lack of motivation or interest in studies was reported by 31.77%, particularly in Government schools (41.72%).
- Difficulties with time management were experienced by 37.57% of students, with Lump sum Aided (52.85%) schools being the most affected. Balancing responsibilities posed challenges for 12.8%, while 14.01% expressed dissatisfaction with teaching methods. Mental health issues were reported by 17.75% of students, mainly in Deficit (24.12%) and Government (20.87%) schools. Understanding lessons was a problem for 34.95% of students, and 41.77% feared tests and examinations.

e) Problems of Students with the School Administration

- Some students, 16.72% of students believed that administrators struggled to resolve school-related issues, with the problem being more prevalent in Private (28.33%) and Lump sum Aided (25.42%) schools. Poor relationships with administrators were reported by 25.04%, mainly in Samagra (31.62%) and Private (29.74%) schools.
- A lack of understanding of student needs was reported by 19.34%, and 21.86% of students expressed overall dissatisfaction with school administration, particularly in Lump sum Aided schools (41.42%).

f) Problems of Students with Teachers

- Uninteresting teaching methods were reported by 17.57% of students, particularly in Deficit schools (35%). A total of 30.2% stated that they had difficulty understanding teachers' instructions, especially in Government (39.33%), Private (36.33%), and Deficit (33.33%) schools.
- Teachers' lack of punctuality was noted by 5.7%, and 7.28% reported that teachers were often unprepared for lessons. Verbal abuse was reported by 36.54%, emotional abuse by 38.69%, and physical abuse by 18.69% of students. These issues were most prevalent in Private schools, where 69.97% reported emotional abuse and 54.45% reported physical abuse.
- Other difficulties included teachers' lack of subject knowledge (2.89%), insincerity (3.17%), unfriendly relationships (14.48%), unempathetic attitude (27.94%), and favouritism (32.89%).

g) Problems of Students with Other Facilities

- A total of 65.51% of students reported inadequate science laboratories, particularly in Samagra (84.66%), Adhoc Aided (76.31%), and Lump sum Aided (78.57%) schools. About 50.74% reported the absence of libraries, with Adhoc Aided (77.36%) schools being the most affected.
- Problems related to hostel facilities were mentioned by 17.38% of students, mainly in Private (43.03%) and Deficit (32.5%) schools. The absence of recreational rooms and school canteens was each reported by 73.83% of students, while 67.1% mentioned difficulties with transport facilities,

particularly in Samagra (84.66%), Government (81.37%), and Adhoc Aided (77.36%) schools.

h) Problems of Students with ICT Implementation

- A total of 81.21% of students reported inadequate ICT resources, with Adhoc Aided (93.15%), Samagra (90.66%), and Lump sum Aided (80%) schools being the most affected. Nearly half of the students (48.69%) reported the absence of a separate ICT room, particularly in Lump sum Aided (72.85%), Adhoc Aided (68.42%), and Private (62.42%) schools.
- The absence of a designated ICT teacher or in-charge was reported by 47.38% of students. A total of 40.54% found it difficult to concentrate during ICT classes, and 50.18% stated that ICT lessons were overly theoretical with limited practical exposure.

i) Problems of Students with Co-curricular Activities

- Limited co-curricular activities were reported by 75.32% of students, particularly in Adhoc Aided (84.21%) schools. About 47.75% experienced difficulties in participating in activities due to the lack of facilities and resources. A total of 21.02% lacked interest in activities, while 43.55% reported limited support from teachers and administrators. The most common issue was insufficient time for co-curricular activities, affecting 75.51% of students, especially in Private (93.33%) and Government (81.37%) schools.

j) Problems of Students with Their Fellow Students

- Poor relationships among peers were reported by 14.76% of students, particularly in Lump sum Aided (27.14%) and Private (20%) schools. Bullying or harassment affected 5.88%, mainly in Lump sum Aided (17.14%) schools. Verbal abuse was reported by 12.43%, emotional abuse by 10.18%, and distractions from friends during study time by 27.66% of students.

9. Major Findings of Objective No.9: Perception of administrators on the prospects of secondary education in Mizoram

f) Perception of Administrators on the Primary Goals of Secondary Education

- A total of 76.04% of administrators identified the development of critical thinking and problem-solving skills as the main goal of secondary education.
- Career and vocational preparation was emphasised by 58.33%, while 67.7% highlighted academic excellence and knowledge acquisition as important.
- Preparing students for higher education was valued by 62.5% and 58.33% of administrators also stressed the significance of fostering emotional development.
- Several respondents mentioned that moral and social values, along with recognition of individual strengths in both academic and non-academic fields, should form part of secondary education's broader purpose.

g) Perception of Administrators on the Areas that Should Receive Increased Emphasis in Secondary Education

- Life skills received the strongest support, with 58.33% of administrators identifying them as a key area requiring more attention.
- Arts and creative expression followed at 67.7%, and science subjects were emphasised by 53.12%.
- Mathematics and language subjects were both supported by 53.12%, while physical education and sports received attention from 40.62%. Social sciences were prioritised by 36.4% of administrators.
- The responses reflect a balanced view that values practical learning, creativity, and science while sustaining attention to core academic disciplines.

h) Perception of Administrators on the Initiatives that Can Improve the Prospects of Secondary Education

- Improving access to technology and digital resources was identified by 75% of administrators as the most important initiative for strengthening secondary education.

- Strengthening teacher professional development followed with 65.62%, and enhancing vocational training and apprenticeship programmes was supported by 54.16%.
- Personalised learning approaches were endorsed by 50%, and increased community collaboration by 47.91%.
- Administrators also valued consistent supervision, greater parent–teacher engagement, and alumni participation in supporting school improvement.

i) Perception of Administrators on How They Envision the Future of Secondary Education in Mizoram

- A focus on career and vocational preparation was envisioned by 65.62% of administrators, followed by quality secondary education at 60.41%.
- Project-based learning was supported by 52.08%, while 46.87% viewed successful implementation of NEP 2020 as a key step for the future.
- Only 14.58% considered increasing the Gross Enrolment Ratio a major priority. The results indicate that administrators associate the future of secondary education with quality, relevance, and employability rather than expansion of enrolment.

j) Administrators' Perceptions of Expected Future Outcomes of NEP 2020 in Secondary Education

- Developing critical thinking skills was identified by 68.75% of administrators as the most anticipated outcome of NEP 2020.
- Implementation of vocational subjects was supported by 61.45%, and 52.08% expected more engaging learning experiences.
- Flexible curricula were favoured by 50%, while 48.95% valued multidisciplinary education.
- Redesigned board examinations were mentioned by 38.54% and experiential learning by 37.5%.
- Administrators expressed optimism that NEP 2020 could transform secondary education if implemented with adequate resources and contextual sensitivity.

APPENDIX-I

OBSERVATION CHECKLIST FOR EXAMINING INFRASTRUCTURAL FACILITIES

Name of the school:

Locality:

Type of school: a) Government ☐

b) Deficit ☐

c) Adhoc aided ☐

d) Lumpsum ☐

e) Private unaided ☐

f) RMSA ☐

Nature of school building: a) Owned ☐

b) Rented ☐

c) Govt. building ☐

I. ICT INFRASTRUCTURE FACILITIES

1. The school has a separate ICT room or computer room: Yes ☐ No ☐

2. Sufficient numbers of computers are available: Yes ☐ No ☐

3. The school has suitable tables and chairs for computers: Yes ☐ No ☐

4. The school has projectors for classroom teaching Yes ☐ No ☐

5. The school has printer: Yes ☐ No ☐

6. The school has smartboards: Yes ☐ No ☐

7. The school has broadband internet connectivity: Yes ☐ No ☐

8. If yes, the internet connectivity is consistent: Yes ☐ No ☐

9. The school has a separate ICT class period: Yes ☐ No ☐

10. The school has specifically assigned ICT teachers or in charge of ICT-related responsibilities: Yes ☐ No ☐

Remarks:

II. INCLUSIVENESS

1. The school has an inclusive admission procedure for all children irrespective of their background and disabilities: Yes ☐ No ☐

2. The school has facilities to accommodate students with special needs:

Yes ☐ No ☐

3. If yes,

a) Accessible entrance and pathways: Yes ☐ No ☐

b) Wheelchair ramps: Yes ☐ No ☐

c) Handrails: Yes ☐ No ☐

d) Elevator or lift: Yes ☐ No ☐

4. The school has separate toilets for children with special needs. Yes ☐ No ☐

5. Teaching materials and resources are available to meet the diverse needs of children with special needs: Yes ☐ No ☐

6. If yes,

a) Visual aids: Yes ☐ No ☐

b) Braille materials: Yes ☐ No ☐

c) Audio aids: Yes ☐ No ☐

d) Hearing aids: Yes ☐ No ☐

7. Does the school include children who are academically backward? Yes ☐ No ☐

8. Does the school admit students from all races, castes, and tribes? Yes ☐ No ☐

9. Does the school admit students from different socio-economic backgrounds? Yes ☐ No ☐

10. Does the school admit students of different religious groups? Yes ☐ No ☐

11. Does the school have any initiatives or programs to raise awareness and promote inclusiveness among students, teachers, and the wider school community? Yes ☐ No ☐

III. OVERALL INFRASTRUCTURE FACILITIES

A. School building and compound

1. The school building is in good condition: Yes ☐ No ☐

2. The school has fencing: Yes ☐ No ☐

3. The location of the school is satisfactory: Yes ☐ No ☐

4. The school has a spacious compound: Yes ☐ No ☐

5. The school has a playground: Yes ☐ No ☐

B. Classroom facilities:

1. The school has suitable classrooms: Yes ☐ No ☐

2. Teachers' chairs and tables are satisfactory: Yes ☐ No ☐

3. Students' desks and benches are in good condition: Yes ☐ No ☐

4. Black/white/green boards and chalks are available: Yes ☐ No ☐

5. The classrooms have proper lighting: Yes ☐ No ☐
6. The classrooms have proper ventilation: Yes ☐ No ☐
7. The spacing of the classroom is suitable: Yes ☐ No ☐

C. Other Room Facilities

1. The school has a separate science laboratory room: Yes ☐ No ☐
2. If yes, does the school have adequate science laboratory equipments?
Yes ☐ No ☐
3. The school has specifically assigned laboratory attendant/teacher: Yes ☐ No ☐
4. The school has a library room: Yes ☐ No ☐
5. If yes, does the school library contain sufficient books? Yes ☐ No ☐
6. The school has adequate reading space in the library: Yes ☐ No ☐
7. The school has suitable tables and chairs in the library: Yes ☐ No ☐
8. The school has an arts and crafts room: Yes ☐ No ☐
9. The school has a separate room for the headmaster/principal: Yes ☐ No ☐
10. The school has separate rooms for teachers and non-teaching staff: Yes ☐ No ☐
11. The school has students' recreational room: Yes ☐ No ☐
12. The school has an auditorium hall: Yes ☐ No ☐
13. The school has a separate assembly room: Yes ☐ No ☐
14. The school has a canteen: Yes ☐ No ☐

D. Sanitation and water facilities:

1. The school has a safe drinking water facility: Yes ☐ No ☐
2. The school has a cooler drinking water facility: Yes ☐ No ☐

3. The school has functional toilets: Yes ☐ No ☐
4. The school has separate toilets for boys and girls students: Yes ☐ No ☐
5. Toilets are clean and tidy: Yes ☐ No ☐
6. The school has a separate toilet for teachers: Yes ☐ No ☐

E. Other facilities

1. The school has transportation facilities: Yes ☐ No ☐
2. The school has a separate guidance and counseling room: Yes ☐ No ☐
3. The school has a separate medical room. Yes ☐ No ☐
4. The school has adequate first aid facilities. Yes ☐ No ☐
5. The school provided hostels for students: Yes ☐ No ☐
6. If yes, does the school have a separate hostel for boys and girls?: Yes ☐ No ☐
7. The school has adequate games and sports equipment: Yes ☐ No ☐
8. The school has a good power supply: Yes ☐ No ☐
9. The school has a generator: Yes ☐ No ☐
10. The school has a rainwater harvesting system: Yes ☐ No ☐
11. The school has solar panels: Yes ☐ No ☐

APPENDIX-II

INSTRUCTION

I am Lalruattluangi Chhakchhuak, a Ph.D. Scholar in the Department of Education, Mizoram University. I would be grateful if you could spare a few minutes to respond to the questions. I assure you that the information you give will be used for research purposes only and strictly kept confidential. Thank you for your kind cooperation.

PERSONAL DATA SHEET FOR TEACHERS

Name of the School:

Type of school: a) Government ☐
b) Deficit ☐
c) Adhoc aided ☐
d) Lumpsum ☐
e) Private unaided ☐

Location of the school: a) Rural ☐
b) Urban ☐

Gender: Male ☐ Female ☐

Age: Below 20 ☐
20-30 ☐
30-40 ☐
40-50 ☐
50-60 ☐

Teaching experiences (in years):

Educational qualifications:

Professional qualifications: a) Trained ☐
b) Untrained ☐
c) B.Ed ☐
d) M. Ed ☐
e) Any other (please specify) _____

APPENDIX III

QUESTIONNAIRE FOR ADMINISTRATORS TO EXAMINE ACTIVITIES AND BEST PRACTICES IN SECONDARY SCHOOLS

1. What types of activities are offered in your school? (Tick all the relevant options)

- a) Games and Sports ☐
- b) Music ☐
- c) Community service ☐
- d) Outings/excursions ☐
- e) Any others _____

2. What kind of outdoor games are practiced in your schools? (Tick all the relevant options)

- a) Football ☐
- b) Volleyball ☐
- c) Basketball ☐
- e) Any others _____

3. What kind of indoor activities are practiced in your schools? (Tick all the relevant options)

- a) Badminton ☐
- b) Table tennis ☐
- c) Arts and craftworks ☐
- d) Drama ☐
- e) Debate ☐
- f) Any other _____

4. What are the Clubs or Corps available in your school? (Tick all the relevant options)

- a) National Cadet Corps (NCC) ☐
- b) Drama club ☐
- c) Art and Cultural club ☐
- d) Sports Club ☐
- e) Eco club ☐
- f) Scout & Guide ☐
- g) NSS ☐
- h) Science Clubs ☐
- i) Maths Clubs ☐
- j) No club presented ☐
- k) Any other clubs _____

5. How frequently are activities conducted at your school?

- a) Daily ☐
- b) Once a week ☐
- c) Twice a week ☐
- d) Several times a week ☐
- e) Once or twice a month ☐
- f) Rarely or never ☐

G. Best Practices

1. What are the best practices in your school regarding academic performance?

(Tick all the relevant options)

- a) Collaborative learning ☐

- b) Practical activities ☐
- c) Individualized instruction or personalized learning. ☐
- d) Study camp ☐
- e) Any other _____

2. What are the best practices to inculcate value and moral education in your school? (Tick all the relevant options)

- a) Conducting assembly ☐
- b) Pledge-taking ☐
- c) Devotional and moral instruction ☐
- d) Participate in cultural promotion ☐
- f) Any other _____ ☐

3. What are the other best practices in your school? (Tick all the relevant options)

- a) Providing guidance and counseling ☐
- c) Offering opportunities for vocational or career-focused education ☐
- d) Mentoring programs ☐
- e) Environmental awareness ☐
- h) Any other _____

Remarks

APPENDIX-IV

QUESTIONNAIRE FOR TEACHERS

I: Teaching, learning processes, and Methods of instruction

1. Which curriculum approach best reflects the teaching and learning practices in your school? (Tick all the relevant options.)

- a) Subject-centered approach ☐
- b) Learner-centered approach ☐
- c) Activity-centered approach ☐
- d) Teacher-centered approach ☐
- e) Any other _____

2. What teaching methods do you primarily use in your classroom? (Tick all the relevant options)

- a) Lecture method ☐
- b) Discussion method ☐
- c) Demonstration method ☐
- d) Question and answer method ☐
- e) Any other _____

3. How do you enhance the teaching and learning procedures? (Tick all the relevant options)

- a) Making lesson plans ☐
- b) Access to updated technology and resources ☐
- c) Adopting teaching aids ☐
- d) Monitoring students' progress ☐
- e) Extra tutoring or extra class ☐
- f) Academic support programs ☐
- g) Any other _____

4. What technological tools or resources do you use for your teaching-learning process? (Tick all the relevant options)

- a) Whiteboards/blackboards/green boards ☐
- b) Smartboard ☐
- c) PowerPoint presentation ☐
- d) Digitally prepared teaching aids ☐
- e) Online learning platforms or educational websites ☐
- f) Others _____

5. What are your primary goals in teaching students? (Tick all the relevant options)

- a) Transmitting knowledge ☐
- b) Developing skills ☐
- c) Preparing for the job world ☐
- d) Fostering critical thinking ☐
- e) Developing a love for learning ☐
- f) Any other _____

II: Methods of Assessment and Evaluation

1. What type of assessment do you use in your classroom? (Tick all the relevant options)

- a) Quiz ☐
- b) Class test ☐
- c) Discussion ☐
- d) Classwork ☐
- e) Feedback ☐
- f) Questioning ☐
- g) Paper presentation ☐
- h) Any others _____

2. **Which assessment method do you find most effective in evaluating students' understanding?** (Tick all the relevant options)

- a) Multiple-choice tests ☐
- b) Written assignments and essays ☐
- c) Oral presentations and discussions ☐
- d) Practical exams and demonstrations ☐
- e) Written test ☐
- f) Any others _____

3. **How do you determine the final grades of the students?** (Tick all the relevant options)

- a) Examination ☐
- b) Observation ☐
- c) Performance assessment ☐
- d) Any others _____

III: PROBLEMS

1. **What challenges do you encounter concerning the school infrastructure and amenities?** (Tick all the relevant options)

- a) Poor school building conditions ☐
- b) The school has inadequate road access ☐
- c) Unfavorable school compound ☐
- d) Unsatisfactory Laboratory ☐
- e) Inadequate Library ☐
- f) Transportation issues ☐
- g) Insufficient number of toilets ☐
- h) Any other _____

2. What problems do you experience in terms of room facilities? (Tick all the relevant options)

- a) No separate teachers' room ☐
- b) Inadequate facilities in the teachers' room ☐
- c) Limited classroom resources and materials ☐
- d) The size of the classroom is not suitable in ratio to the number of students. ☐
- e) Teachers' chairs and tables are not satisfactory in the classroom. ☐
- f) Unavailability of blackboard/whiteboard/greenboard. ☐
- g) Poor lighting ☐
- h) Improper ventilation ☐
- i) Any other _____ ☐

3. What problems do you face regarding teaching resources and materials?
(Tick all the relevant options)

- a) Unavailability of teaching aids and materials ☐
- b) Insufficient technological resources ☐
- c) Insufficient book materials in the library ☐
- d) Not enough time to create teaching aids and lesson plans. ☐
- e) Any other _____ ☐

4. What problem do you encounter regarding school administration? (Tick all the relevant options)

- a) Lack of support from school administration ☐
- b) Bad relationship with the administrator/headmaster. ☐

c) Non-supporting attitude of colleagues

☐

d) Not satisfied with the overall administration

☐

e) Lack of support from the community

☐

f) Any other _____

5. What challenges do you encounter in relation to your service conditions?

(Tick all the relevant options)

a) Unsatisfactory salary

☐

b) Irregular payment of salary

☐

c) Heavy workload

☐

d) Lack of professional training

☐

e) Lack of security in the job

☐

f) Any other _____

6. What problem do you face about the process of teaching and learning? (Tick all the relevant options)

a) Time constraints in teaching

☐

b) Difficulty in managing the classroom while teaching

☐

c) Difficulty in explaining the subject

☐

d) Difficulty in adapting diverse teaching methods

☐

e) Any other _____

☐

7. What challenges do you encounter in connection with the students? (Tick all the relevant options)

a) Unpleasant relationships with students.

☐

b) Lack of discipline

☐

c) Unfriendly behavior of students

☐

d) Lack of motivation and disengagement of students

☐

e) Academic dishonesty and cheating

☐

f) Language barriers and communication barriers

☐

g) Substance abuse and addiction among students

☐

h) Disobedient and disruptive behavior of students

☐

i) Any other _____

8. What problems do you face related to ICT implementation? (Tick all the relevant options)

a) Difficulty integrating technology into the curriculum effectively

☐

b) Insufficient computer resources

☐

c) Unavailability of a projector.

☐

d) Improper ICT room.

☐

e) Lack of training and professional development opportunities for ICT integration.

☐

f) Time-consuming preparation and planning required for ICT-based lessons.

☐

g) Difficulty in maintaining student focus and attention during ICT-based lessons

☐

h) Lack of flexibility in the curriculum to accommodate ICT-based learning experiences

☐

i) No internet connectivity

☐

j) Any other _____

9. What are the problems you faced related to inclusiveness? (Tick all the relevant options)

a) Insufficient resources and support for students with special needs

☐

b) Lack of diversity in curriculum and teaching materials

☐

c) Not specialized in dealing with children with special needs

☐

d) Lack of specialized support staff and services

☐

e) Inadequate training for teachers in inclusive teaching strategies

☐

f) Any other _____

10. What problems do you face in relation to activities? (Tick all the relevant options)

☐

a) Limited activities

b) Insufficient co-curricular facilities and resources

☐

c) Low student interest in co-curricular activities.

☐

d) Lack of teacher in charge of co-curricular activities

☐

e) Any other _____

Remark

APPENDIX-V

INSTRUCTION

I am Lalruattluangi Chhakchhuak, a Ph.D. Scholar in the Department of Education, Mizoram University. I would be very grateful if you could spare a few minutes to respond to the questions. I assure you that the information you give will be used for research purposes only and strictly kept confidential. Thank you for your kind cooperation.

QUESTIONNAIRE FOR STUDENTS

Name of the school:

Locality: **a) Rural** ☐

b) Urban ☐

Class:

Sex:

Age:

Type of school: **a) Government** ☐

b) Deficit ☐

c) Adhoc aided ☐

d) Lumpsum ☐

e) Private unaided ☐

PROBLEMS

1. What problems do you face related to your school's infrastructure and accessibility? (Tick all the relevant options)

- a) Poor school building conditions ☐
- b) Unfavorable school compound ☐
- c) Improper road to reach the school. ☐
- d) School is too far from home ☐
- e) Any other _____

2. What problems do you encounter concerning classroom amenities? (Tick all the relevant options)

- a) Small classroom space. ☐
- b) The benches and desks are not satisfactory. ☐
- c) Unavailability of blackboard/whiteboard/green board. ☐
- d) Improper lighting and ventilation ☐
- e) Unavailability of fan ☐
- f) Any other _____

3. What difficulties do you encounter in terms of hygiene and access to potable water? (Tick all the relevant options)

- a) Unsanitary toilets ☐
- b) No separate toilets for boys and girls ☐
- c) Scarcity of water in toilets ☐
- d) Unavailability of safe drinking water ☐

e) Unavailability of cooler water ☐

g) Lack of proper dustbins ☐

h) Any other _____

4. What challenges do you encounter in the process of learning? (Tick all the relevant options)

a) Academic pressure and workload ☐

b) Peer pressure ☐

c) Society pressure ☐

d) Lack of motivation or interest in studies ☐

e) Time management ☐

f) Balancing responsibilities ☐

g) Unsatisfactory teaching-learning methods adopted in the classroom ☐

h) Unable to understand the lessons ☐

i) Fear of testing and examination ☐

j) Any other _____

5. What issues do you encounter regarding the administrative aspect? (Tick all the relevant options)

a) The administration struggles to address problems and conflicts. ☐

b) Unfriendly association with administrators/principals. ☐

c) Lack of understanding by the administrators/principals ☐

d) Not satisfied with the overall administration of the school. ☐

e) Any other _____

6. What challenges do you encounter in relation to teachers? (Tick all the relevant options)

- a) Uninteresting teaching by teachers ☐
- b) Difficulty in understanding the teaching ☐
- c) Teachers are not punctual ☐
- d) Teachers lack of preparation before their teaching ☐
- e) Verbal abuse by teachers ☐
- f) Emotional abuse by teachers ☐
- g) Physical abuse by teachers ☐
- h) Teachers lack of subject knowledge ☐
- i)) Insincerity of teachers ☐
- j) Unfriendly relationship with teachers ☐
- k) Unempathetic attitude of teachers ☐
- l) Favoritism shown by teachers ☐
- m) Any other _____

7. What difficulties do you experience in connection to other facilities? (Tick all the relevant options)

- a) Inadequate science laboratory ☐
- b) Absence of school library ☐
- c) Inadequate books in the library ☐
- d) Lack of hostel facilities ☐

- e) Lack of separate hostel facilities for boys and girls ☐
- f) Unavailability of recreational room for students ☐
- g) Unavailability of school canteen ☐
- h) Lack of transport facility ☐
- h) Any other _____

8. What challenges do you encounter with regard to Information and Communication Technology (ICT)? (Tick all the relevant options)

- a) Lack of ICT resources ☐
- b) No separate ICT or computer room ☐
- c) No separate ICT teacher or assigned ICT in-charge teacher ☐
- d) Unable to focus/concentrate during ICT classes ☐
- e) ICT classes are too theoretical, and there is not enough practical work ☐
- f) Any other _____

9. What problems do you face related to various activities? (Tick all the relevant options)

- a) Limited activities ☐
- b) Insufficient co-curricular facilities and resources ☐
- c) Low interest in co-curricular activities. ☐
- d) Lack of support from teachers and administrators ☐
- e) Too little period is assigned for co-curricular activities ☐
- f) Any other _____

10. What difficulties do you come across about fellow students? (Tick all the relevant options)

- a) Poor relationships among students ☐
- b) Bullying or harassment ☐
- c) Verbal abuse ☐
- d) Emotional abuse ☐
- e) Distractions by friends while studying ☐
- f) No difficulty ☐
- g) Any other _____

Remarks

APPENDIX VI

PERCEPTION OF SECONDARY SCHOOL HEADMASTER/PRINCIPAL ABOUT THE PROSPECTS OF SECONDARY SCHOOLS IN MIZORAM.

Name:

Designation:

Date of joining the current post:

Overall experience (in years):

1. What, in your view, are the main objectives of secondary education? (Tick all the relevant options)

- a) Academic excellence and knowledge acquisition ☐
- b) Preparing students for higher education ☐
- c) Developing critical thinking and problem-solving skills ☐
- d) Fostering emotional development ☐
- e) Career and vocational preparation ☐
- f) Other (please specify) _____

2. Which areas do you believe should receive increased emphasis in secondary education? (Tick all the relevant options)

- a) Science subjects ☐
- b) Mathematics subjects ☐
- c) Language subjects ☐
- d) Social Sciences ☐
- e) Arts and Creative Expression ☐
- f) Physical Education and Sports ☐

g) Life Skills ☐

h) Other (please specify) _____

3. What initiatives do you believe would enhance the prospects of secondary education in Mizoram? (Tick all the relevant options)

a) Increased collaboration with the community ☐

b) Enhancing vocational training and apprenticeship programs ☐

c) Implementing personalized learning approaches ☐

d) Strengthening teacher professional development ☐

e) Improving access to technology and digital resources ☐

f) Other (please specify) _____

4. How do you envision the future of secondary education in Mizoram? (Tick all the relevant options)

a) More emphasis on interdisciplinary and project-based learning ☐

b) Greater integration of technology and online learning ☐

c) Personalized learning paths for each student ☐

d) Increased focus on career and vocational preparation ☐

e) Increase in Gross Enrolment Ratio (GER) ☐

f) Successful implementation of NEP 2020 ☐

g) Quality secondary education ☐

h) Other (please specify) _____

5. What future developments in secondary education do you foresee as a result of implementing the NEP 2020 recommendations? (Tick all the relevant options)

- a) Integration of multidisciplinary subjects at the secondary level ☐
- b) More emphasis on greater critical thinking skills ☐
- c) More enjoyable and engaging learning ☐
- d) Experiential learning ☐
- e) Implementation of vocational subjects ☐
- f) Flexible school curriculum ☐
- g) Redesigned board exams ☐
- h) Any other (please specify) _____

Remarks

APPENDIX VII

FOCUS GROUP DISCUSSION (FGD) THEMES AND QUESTIONS

FOCUS GROUP THEMES AND QUESTIONS – STUDENTS

1. Resource Inequity

- a) Can you describe your experience with classroom facilities (space, ventilation, seating)?
- b) How do you feel about the conditions of your school's science lab, library, and sanitation facilities?
- c) Do you feel your school gives enough importance to recreational spaces like playgrounds?

2. Neglect of Hostel and Basic Student Needs

- a) What challenges have you faced with hostel facilities (water, toilets, food quality)?
- b) How do these living conditions affect your daily routine and learning?

3. Activities: Marginalised and Undervalued

- a) Do you feel your interests in activities (e.g sports or music) are supported by the school?
- b) Have you ever felt that academic priorities are emphasized at the cost of overall development?

4. Teacher–Student Disconnect and Classroom Climate

- a) Can you describe your learning experience with your teachers?
- b) Have you ever felt neglected, unfairly treated, or not appreciated by your teachers?

5. Academic Burden and Emotional Strain

- a) How do you feel about the level of academic pressure and workload?
- b) Do you feel motivated and supported, or does school often make you anxious or stressed?

6. Administrative Support

- a) What is your opinion of how the school administration responds to student needs or grievances?
- b) Do you feel involved or heard when school decisions are made?

FOCUS GROUP THEMES AND QUESTIONS – TEACHERS

1. Infrastructure Gaps

- a) What are your experiences with classroom infrastructure and availability of teaching resources?
- b) Are the science labs, libraries, or ICT rooms well-equipped and functional?

2. Digital Divide

- a) How effectively can you use ICT tools in your classroom?
- b) Have you received any formal training for integrating digital technology?

3. Outdated Pedagogy and Assessment Practices

- a) What types of evaluation methods do you find most effective?
- b) Do you feel constrained by syllabus and textbook expectations?

4. Teacher Burnout and Role Overload

- a) How manageable is your workload? Are you expected to take on non-teaching responsibilities?

- b) Do you face challenges due to teacher shortages, particularly in non-teaching roles like clerical work?

5. Student Behavior and Classroom Management

- a) What difficulties have you faced in managing student discipline or motivation?
- b) How do you support students from diverse learning needs or socio-economic backgrounds?

6. Community Engagement and Support

- a) Do you feel adequately supported by the community and school management committees?
- b) What's been your experience with parent involvement and SMDC activities?

FOCUS GROUP THEMES AND QUESTIONS – ADMINISTRATORS

1. Redefining Quality and Purpose of Secondary Education

- a) What do you believe are the most important goals of secondary education in Mizoram?
- b) How do you define quality education in your context?

2. Cultural Relevance and Ground-Level Skepticism towards NEP 2020 Implementation

- a) What is your perception of NEP 2020 and its practicality in Mizoram?
- b) Which aspects of the NEP do you believe are most relevant or achievable in your schools?

3. Gender Disparities in Staffing and Participation

- a) What are the current challenges in terms of teacher training and professional development?

- b) Are there any initiatives in place to strengthen teacher capacity?

4. Infrastructure

- What are your observations regarding infrastructure adequacy across schools?

5. Inclusiveness as a Rhetoric Rather than Practice

- a) How do you identify and support diverse student needs, both academic and non-academic?
- b) Are there structured programs or strategies in your school to promote holistic development?

6. Policy Implementation Challenges and Support Gaps

- a) What are the biggest challenges you face in implementing educational reforms or programs?
- b) What kind of support do you think would help overcome these challenges?

APPENDIX VIII

CONSENT FORM FOR FOCUS GROUP DISCUSSION

Research Title: *Secondary Education in Mizoram: Status, Problems, and Prospects*

Researcher: Lalruattluangi Chhakchhuak, Ph.D. Scholar, Department of Education, Mizoram University

Supervisor: Dr. Lalmuanzuali, Associate Professor, Department of Education, Mizoram University

I am invited to take part in a Focus Group Discussion (FGD) which is part of a research study on secondary education in Mizoram.

I understand that joining the discussion is my choice. I do not have to answer any question that makes me uncomfortable, and I can stop or leave the discussion at any time without anyone being upset with me. What I say will be kept private, and my name will not appear in the report. The researcher may record the discussion, but this will only be used to make sure my words are written correctly and my identity will remain confidential.

There are no risks for me in joining the discussion, and I may feel good knowing that what I share can help improve schools in Mizoram in the future. If I have any questions, I can ask the researcher at any time.

By signing below, I agree that I understand what this study is about and I want to take part in the Focus Group Discussion.

Student's Name: _____

Signature: _____

Date: _____

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EDUCATION

Examination	Board/University	Year of passing	Division	Percentage
HSLC	Govt. Bethlehem Vengthlang H/S	2011	First	71.8
HSSLC (Arts)	Govt. Mizo Higher Secondary School	2013	Second	57
B.A (Education)	Pachhunga University College	2016	First	70.75
M.A (Education)	Mizoram University	2018	First	73.64
B.Ed. (Education)	Institute of Advanced Study in Education	2020	Distinction	75.20
NET-Education	UGC	2019	Lectureship	

LIST OF PUBLICATIONS

1. Lalhmingangi, R., Lalmuanzuali, Renthlei, L., & **Chhakchhuak, L.** (2023). Implementation of vocational training for the disabled in Mizoram. *International Journal for Multidisciplinary Research (IJFMR)*, 5(2), 1–8. <https://doi.org/10.36948/ijfmr.2023.v05i02.2259>
2. Hnamte, L., Bhandhari, S., & **Chhakchhuak, L.** (2023). A study of job satisfaction among secondary school teachers in Aizawl. *Mizoram Education Journal*, 9(2), 39–50.
3. Lalmuanzuali, **Chhakchhuak, L.**, Humstoe, A., & Bhandari, S. (2024). The impact of information and communication technology on teaching and learning in secondary education: A comprehensive review. *African Journal of Biological Sciences*, 6(Si2), 6278–6288. <https://doi.org/10.48047/AFJBS.6.Si2.2024.6278-6288>
4. **Chhakchhuak, L.**, & Lalmuanzuali, L. (2025). Curriculum and instructional strategies in secondary education: Insights from teachers in Mizoram. *International Journal for Research Trends and Innovation*, 10(7), 95–102. <https://doi.org/10.56975/IJRTI.V10I7.205160>
5. **Chhakchhuak, L.**, & Lalmuanzuali, L. (2025). Secondary education in India: A critical review of challenges and systemic gaps. *EPRA International Journal of Research and Development*, 10(7), 134–141. <https://doi.org/10.36713/epra23056>

SEMINAR, WORKSHOP AND CONFERENCE

1. Presented a paper at the National Seminar on Contemporary Issues in Education Series III, titled “Major problems of secondary education in India: An overview” on 18th November 2022 held at the Institute of Advanced Studies in Education, Aizawl, Mizoram.
2. Presented a paper on ‘Artificial Intelligence and its intercepts in education’ at the International Conference on Reskilling and Upskilling Stakeholders of Higher Education through Artificial Intelligence under G20 Initiative 2023’ held on 19-20th May 2023, organized by the Department of Education, Mizoram University.
3. Presented a paper on “The impact of information and communication technology on teaching and learning in Secondary Education: A comprehensive review” at the National Seminar on Educating Youth in the Digital and Transformative Innovative Age organized by the Department of Education, Pachhunga University College on 8th June 2023.
4. Presented a paper on “Implications of information and communication technology for teaching and learning in Higher Education: A comprehensive review” at the Three-Day International Conference on ‘Higher education: Issues, Challenges, and Ways Forward’ on 25th-27th October 2023, organized by the School of Education, Mizoram University.
5. Presented a paper entitled ‘Engagement of postgraduate teachers and students in Mizoram University in the context of the National Education Policy 2020’ at the International Conference on NEP 2020: Teaching, Education and New Learning Technology, organized by the Department of Education, North Eastern Hill University, Shillong, on 18th March 2024
6. Presented a paper entitled ‘An analysis of Pedagogical Approaches in Secondary Education’ at the National Seminar on Modern Educational Trends and Challenges organized by the Department of Education, Pachhunga University College, Mizoram, on 28th January 2025.

7. Presented a paper entitled “Envisioning the future: prospects of Secondary Education in Mizoram in alignment with India’s Educational Vision” at the International Conference on “ Nation First: A Vision for Tomorrow” organized by the Department of Education, Mizoram University, Shillong held on 7th & 8th August,2025

ANNEXURE-I

MIZORAM UNIVERSITY (A Central University)

Ph.D. Thesis Certificate on Plagiarism Check

Name of Research Scholar/Student	Lalruattluangi Chhakchhuak	
Ph.D. registration Number	MZU/Ph.D./1753 of 30.08.2021	
Title of Ph.D. Thesis	Secondary Education in Mizoram: Status, Problems and Prospects	
Name & Institutional Address of the Supervisor	Dr. Lalmuanzuali, Department of Education, Mizoram University, Aizawl, Tanhril-796004	
Name of the Department and school	Department of Education, School of Education	
Date of submission		
Date of plagiarism check	15. 10. 2025	
Name of the software used	TURNITIN	
Percentage of similarity detected by the TURNITIN software	Core Areas	0%
	Non-Core areas	1%
Percentage of similarity permissible under MZU regulation	Core Areas	A common knowledge or coincidental terms and /or up to fourteen (14) consecutive words, if the option is available in the software
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I hereby declare/certify that the Ph.D. Thesis submitted by me is complete in all respect, as per the guidelines of Mizoram University (MZU) for this purpose. I also certify that Thesis (soft copy and print version) has been checked for plagiarism using **TURNITIN** similarity check software. Copy of the report generated by the **TURNITIN** software is also enclosed.

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Annexure – II

Plagiarism Verification Certificate

(This certificate should be submitted to the Examination Department at the time of submission of the Thesis/Dissertation)

This is to certify that the plagiarism check has been performed for Ph. D. Thesis **Secondary Education in Mizoram: Status, Problems and Prospects** submitted by **Lalruattluangi Chhakchhuak** under the Supervision of **Dr. Lalmuanzuali** Department of Environmental Science, School of Earth Science and Natural Resource Management, Mizoram University. The check performed by the Scholar/Student is found correct/adheres to MZU regulations and authentic software **TURNITIN** has been used for the similarity check.

Name, Signature & Seal of the Dean of the School:

(Prof. LOKANATH MISHRA)

Dean, School of Education,

Mizoram University

PARTICULARS OF THE CANDIDATE

NAME : LALRUATTLUANGI CHHAKCHHUAK
DEGREE : Ph.D
DEPARTMENT : Education
TITLE OF THESIS : Secondary Education in Mizoram: Status,
Problems and Prospects
DATE OF ADMISSION : 30.08.2021
DATE OF APPROVAL OF RESEARCH PROPOSAL
1. **DRC** : 30.03.2022
2. **BOS** : 19.05.2022
3. **SCHOOL BOARD** : 10.06.2022
MZU REGISTRATION NO. : 4115 of 2013
Ph.D REGISTRATION NO. : MZU/Ph.D./1753 of 30.08.2021
and DATE
EXTENSION (IF ANY) : No

(Prof. LALBIAKDIKI HNAMTE)

Head

Department of Education

ABSTRACT

SECONDARY EDUCATION IN MIZORAM: STATUS, PROBLEMS AND PROSPECTS

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

LALRUATTLUANGI CHHAKCHHUAK

MZU REGISTRATION NO.: 4115 of 2013

Ph.D. REGISTRATION NO.: MZU/Ph.D./1753 of 30.08.2021



DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION

OCTOBER, 2025

**SECONDARY EDUCATION IN MIZORAM: STATUS, PROBLEMS AND
PROSPECTS**

BY
LALRUATTLUANGI CHHAKCHHUAK
Department of Education

Supervisor
Dr. LALMUANZUALI

Submitted
In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education, Mizoram University, Aizawl.

Introduction

Education shapes opportunities, choices, and civic participation across the lifespan. Beyond individual advancement, it nurtures social responsibility and democratic values. Within this continuum, secondary education is pivotal: it consolidates foundational learning, prepares students for higher education and employment, and cultivates the analytical, social, and emotional capacities required in a rapidly changing world. International evidence links robust secondary schooling with lower poverty, improved gender equity, better health outcomes, and stronger civic engagement. Contemporary curricula therefore emphasize relevance to life, adaptability, and the competencies needed for participation in an interconnected economy and society.

Global evolution of secondary education: Secondary education has continually adapted to societal needs. From classical civic preparation in Greece and Rome, to medieval ecclesiastical schooling, to humanist and Enlightenment emphases on rational inquiry, it has balanced knowledge, character, and citizenship. The Industrial Revolution recast it as a vehicle for national development and skilled workforces, while the 20th century expanded access through democratic reforms, post-war reconstruction, and decolonisation. In the 21st century, priorities include digital literacy, problem-solving, creativity, and inclusion—aligned with Sustainable Development Goal 4 and shaped by international benchmarking. Persistent challenges remain around inequity, rigid curricula, and overreliance on high-stakes testing.

Development in India: India's secondary education reflects the interplay of indigenous traditions, colonial legacies, and post-independence nation-building. Pre-1854 learning was community-embedded (gurukuls, madrasas, pathshalas). The Wood's Despatch (1854) initiated a structured system and standardized examinations; later committees and acts refined affiliation, regulation, and vocational pathways. After 1947, successive reforms—University Education Commission (1948-49), Secondary Education Commission (1952-53), Kothari Commission (1964-66) sought diversification, quality, and equity; the 10+2+3 structure became a national

norm via the NPE 1968. The NPE 1986/92 foregrounded inclusion and teacher development; NCF 2005 advanced child-centred pedagogy and holistic assessment. Since 2000, expansion at primary level created pressure on secondary, prompting RMSA (2009) and, later, integration under Samagra Shiksha (2018). The NEP 2020 reframes schooling as 5+3+3+4, with a flexible, multidisciplinary, competency-based secondary stage, stronger vocational exposure, technology integration, and bilingualism.

India's secondary GER has risen, yet unevenly across states and social groups. Key constraints include dropouts (especially in rural and marginalised contexts), shortages of subject-specialist teachers, infrastructure gaps (labs, libraries, sanitation, digital access), and exam-centric curricula that narrow learning. Prospects are favourable if reforms sustain: NEP-aligned flexibility and skills, targeted equity measures, teacher professional development, digital platforms (DIKSHA, SWAYAM, PM eVIDYA), and continued public investment.

Development in Mizoram: Mizoram's trajectory blends strong community commitment with missionary and state initiatives. Before formal schooling, Zawlbuk and oral traditions socialised youth in discipline, leadership, and culture. Missionaries later codified the Mizo script and founded the earliest schools; post-Independence, administrative responsibility shifted to government, with the Mizoram Board of School Education (MBSE) established in 1975 to steer curriculum and examinations. The state has aligned consistently with national programmes-RMSA, Samagra Shiksha, and NEP 2020 and emphasizes bilingual approaches (English medium with Mizo support), local history and culture, and life skills.

Mizoram's network spans multiple management types (Central, Government, Adhoc Aided, Lumpsum Aided, and Private schools) and benefits from a favourable student-teacher ratio. Literacy is among the highest nationally, and pass rates in core subjects are strong relative to many states. Community organisations and faith-based groups augment state efforts through scholarships and school management support.

Challenges and outlook: Persistent issues include uneven infrastructure in remote districts, variable access to laboratories, libraries, and digital resources, and

the need for continuous teacher upskilling in science, mathematics, assessment, and technology-enabled pedagogy. Geography and dispersed settlements complicate access and retention. Nonetheless, prospects are positive: robust literacy culture, community engagement, governance attention to quality (including a reforms committee), and alignment with NEP 2020 create conditions to deepen inclusion, strengthen teaching–learning, and expand digital and vocational opportunities.

Rationale of the Study:

In India, secondary education at the Classes 9 and 10 level is often regarded as a “bottleneck,” where many students disengage from formal learning, restricting their future opportunities. The Mudaliar Commission (1948-49) even described it as the “weakest link” in the education system. In Northeast India, and particularly Mizoram, this stage presents both achievements and challenges. Despite high literacy rates, issues such as poor infrastructure, teacher shortages, language barriers, and economic pressures contribute to high dropout rates (UNESCO, 2021; Kukulska-Hulme et al., 2023).

In the context of Northeast India, the landscape of secondary education is marked by achievements and persistent challenges. While states like Mizoram boast high literacy rates, the qualitative dimensions of secondary education, including equity, inclusiveness, and infrastructure, remain underexplored. Studies have indicated that students in the region often face many issues ranging from poor infrastructure and teacher shortages to language barriers, cultural disconnects, and economic pressures contributing to high dropout rates (UNESCO, 2021; Kukulska-Hulme et al., 2023). Despite these known barriers, much of the existing research and policy focus remains at the primary or general secondary education level, without a granular investigation into the specific conditions of high school education.

This gap is particularly evident in Mizoram, where formal secondary education has been operational since 1944. Yet, few academic studies have systematically examined the current status, challenges, and prospects at the high school level. As such, the state lacks a well-defined knowledge base to build responsive and contextually appropriate educational interventions. Moreover,

national policies such as the National Education Policy (NEP) 2020 emphasize the importance of evidence-based reforms and inclusive, context-sensitive strategies, further highlighting the need for state-level studies that can inform targeted action.

A comprehensive status study offers more than a snapshot of present conditions; it is a foundation for informed decision-making and long-term strategic planning. By mapping current strengths and identifying systemic weaknesses and challenges of teachers and students, this study aims to support policymakers, educators, and stakeholders in designing effective interventions. A detailed, evidence-driven examination of secondary education cannot be overstated in a state like Mizoram, where geographic remoteness, socio-economic disparities, and limited vocational opportunities significantly affect educational outcomes.

The findings from this study are intended to fill a critical research gap and contribute to academic literature and policy discourse. They will inform efforts to build a more inclusive, resilient, and future-oriented secondary education system that aligns with the broader goals of national development and regional equity. Ultimately, this research aspires to improve student retention and success at the secondary level, thereby enhancing human capital formation and supporting the socio-economic advancement of Mizoram.

Research Questions:

The following research questions are framed to guide the investigation and provide a focused direction for analysis:

1. What infrastructure facilities are available in Mizoram's secondary schools concerning a) ICT, b) Inclusiveness, c) overall Infrastructure?
2. What is students' enrolment in terms of gender and management?
3. What is the profile of teachers in terms of professional qualifications, types of management, teaching experience, and gender?
4. What are the activities and best practices in the secondary schools of Mizoram?
5. What are the teaching-learning processes and methods of instruction?
6. What are the methods of assessment and evaluation?

7. What challenges do teachers and students face in secondary schools in Mizoram?
8. What challenges do students face in secondary schools in Mizoram?
9. What are the perceptions of secondary school administrators about the prospects of secondary education in Mizoram?

Statement of the study:

The problem has been stated as “*Secondary Education in Mizoram: Status, Problems and Prospects*”

Objectives of the Study:

The following objectives have been formulated based on the research questions to guide the study:

1. To examine the infrastructure facilities available in secondary schools of Mizoram concerning: a) ICT, b) Inclusiveness, c) overall Infrastructure
2. To analyse students’ enrolment in terms of gender and types of management.
3. To critically examine the profile of teachers in terms of professional qualifications, types of management, teaching experience, and gender.
4. To examine the activities and best practices in the secondary schools of Mizoram.
5. To analyse the teaching-learning processes and methods of instruction in secondary schools in Mizoram.
6. To analyse the assessment and evaluation methods in Mizoram secondary schools.
7. To examine the challenges encountered by secondary school teachers in Mizoram.
8. To examine the challenges encountered by secondary school students in Mizoram.
9. To explore secondary school administrators' perceptions regarding the future of secondary education in Mizoram.

Operational Definitions of Key Terms:

Secondary Education: For this study, *secondary schools* refer to the institutions that offer classes 9 and 10 and are affiliated with the Mizoram Board of School Education (MBSE)

Status: This study's term 'status' refers to the current condition and functioning of secondary education in Mizoram.

Problems: In this study, problems refer to the various obstacles and difficulties faced by students and teachers in the secondary schools of Mizoram.

Prospects: The term 'prospects' in this research implies the future possibilities and opportunities for the growth and improvement of secondary education in Mizoram.

Administrators: For this study, administrators refer to principals and Headmasters who are directly responsible for the day-to-day management, academic supervision, and administrative leadership of secondary schools.

Delimitation of the study

The present study is delimited to only secondary schools affiliated with the Mizoram Board of School Education (MBSE).

Review of Related Literature:

A total of 110 relevant studies from 2000 to 2024 were reviewed and thematically categorized into two core areas: the status of secondary education, and its problems and prospects. These were divided into national and international research, providing localized insights and global perspectives.

Method of the study:

The study employs a mixed-methods research design, specifically an explanatory sequential design, wherein quantitative data collection and analysis formed the initial phase, followed by qualitative inquiry. The primary emphasis was on descriptive quantitative methods to assess secondary education's status, problems,

and prospects. The qualitative component, conducted through Focus Group Discussions and a semi-structured questionnaire, was used to enrich, explain, and validate the quantitative findings. This integrative design enabled a more nuanced and comprehensive exploration of the educational landscape in Mizoram.

Population of the study:

The population of the study includes the following:

- Population of Secondary Schools: The population of secondary schools comprises all secondary schools in Mizoram under the Mizoram Board of School Education.
- Population of Secondary School Teachers: The population comprises all the secondary school teachers under the MBSE.
- Population of Secondary School Students: The population of secondary school students includes all students under MBSE.
- Population of Headmasters/Headmistresses of Secondary Schools: All the secondary school headmasters/ headmistresses under MBSE formed the population of headmasters/headmistresses.

Sampling Technique:

The study employed a multi-phase sampling design, using multistage stratified proportionate random sampling for the quantitative phase and purposive sampling for the qualitative phase, including Focus Group Discussions, to ensure both breadth and depth in data collection.

For the quantitative phase, 15% of the total population of secondary schools in Mizoram, 107 out of 700 schools, based on data from the Directorate of School Education (2023), was calculated as the target sample size. A multistage stratified proportionate random sampling technique was employed to ensure fair representation across school management types and districts. However, slight deviations were made in specific categories and districts, especially where the number of schools was low, to ensure adequate representation for meaningful analysis.

In the first stage of stratification, the school population was categorized according to its management types: Government, Deficit, ad Hoc Aided, Lump-sum

Aided, Private, and Samagra. From each category, sample schools were selected proportionally based on their share of the total school population, using a percentage-based allocation.

In the second stage, further stratification was conducted district-wise within each management category. Again, proportionate allocation was applied to determine the number of schools to be selected from each district, relative to the number of schools in that district.

In the final stage, the required number of schools within each district-management stratum was selected using a simple random sampling method. This approach guaranteed that each school within the defined strata had an equal chance of selection, thereby minimizing selection bias.

The study included 428 teachers (four from each of the 107 sample schools), selected to ensure diversity in subject expertise and teaching experience. A sample of 1,070 students (ten per school) was chosen with attention to gender balance and academic level. 96 school administrators, including headmasters, headmistresses, and principals, participated, with a few exclusions due to unavailability during the data collection period.

In the second phase, 22 stakeholders were purposively selected for Focus Group Discussions (FGDs) to gather in-depth qualitative insights. Participants were drawn from various school types, including government, Deficit, Ad Hoc, Lump-sum, Samagra, and Private, to reflect the full spectrum of institutional experiences and perspectives.

The following Table shows the details of the sample selected for the study:

Table 1

Distributions of sampled schools by management

Managements	Total Schools	Sample	%
Govt	198	29	15
Samagra	99	15	15
Deficit	9	4	44
Adhoc Aided	129	19	14
Lumpsum Aided	48	7	15
Private	217	33	15
Total	700	107	15

Table 2

Distributions of sampled schools by Districts

District	Total Schools	Sample	%
Aizawl	197	31	16
Champhai	57	9	16
Hnahthial	23	4	17
Khawzawl	28	4	15
Kolasib	46	7	15
Lawngtlai	63	10	16

Lunglei	94	14	15
Mamit	54	8	15
Saitual	50	7	14
Serchhip	47	7	15
Siaha	41	6	15
Total	700	107	15

Table 3

Selected sample of stakeholders in Secondary Schools in Mizoram

Sl.No	Stakeholders	Sample
1.	Administrators	96
3.	Teachers	428
4.	Students	1070
	Total	1594

Table 4

Selected Sample for Focus Group Discussion

Sl.No.	Stakeholders	No.
1.	Administrators	6
2.	Teachers	6
3.	Students	10
	Total	22

Tools used for data collection:

The investigator developed the following tools to study the status, problems, and prospects of secondary education in Mizoram.

1. Observation Checklist
2. Personal Data Sheet
3. Questionnaire for teachers
4. Questionnaire for students
5. Questionnaire for administrators.

Procedure of Data Collection:

The study adopted a two-phase data collection strategy, incorporating both quantitative and qualitative methods to ensure a comprehensive and ethically grounded investigation.

Phase I: Quantitative Data Collection: Primary data were collected through field visits to secondary schools across all districts of Mizoram. The investigator personally administered structured questionnaires to teachers, students, and school administrators. Clear and detailed information about the study's purpose, procedures, and expected participation was communicated to all respondents in advance. Special attention was given to language clarity, with explanations provided in Mizo wherever necessary to enhance comprehension, especially among students. Observational data on infrastructure and administration were recorded using a structured checklist, with prior permission secured from each school. Secondary data, including enrolment figures and school classifications, were obtained from official records of the Directorate of School Education, Mizoram.

Phase II: Qualitative Data Collection: Focus Group Discussions (FGDs) were conducted with purposively selected stakeholders to deepen the findings from the first phase. Participants were invited personally and provided with clear thematic outlines and procedural details ahead of the discussions. Separate homogeneous groups teachers, students, and school leaders were formed to encourage open and focused dialogue. Discussions were conducted both virtually and in person, depending on convenience and accessibility. All discussions were systematically documented and analyzed to extract key themes and contextual insights.

Consent: Informed consent was obtained at the institutional and individual levels during each data collection phase. Participation was entirely voluntary, and all

respondents were briefed in advance about the study's purpose, procedures, and ethical safeguards. Confidentiality and autonomy were strictly maintained throughout the process.

Analysis of Data:

Quantitative Data Analysis: The investigator employed descriptive statistical techniques, primarily frequencies and percentages, to analyze the quantitative data collected from the checklist, personal data sheet, and questionnaires.

Qualitative Data Analysis: Thematic analysis was employed to analyze the qualitative data collected through Focus Group Discussions (FGDs) and the open-ended remarks section of the semi-structured questionnaire.

MAJOR FINDINGS: The major findings of the study are as follows:

1. Major Findings of Objective No.1: Infrastructural Facilities available in secondary schools of Mizoram

a) Information and Communication Technology (ICT)

- **Availability of ICT Rooms:** Deficit schools were found to be the best equipped, with 85.71% having ICT rooms. Government schools followed with 75.86%, and Samagra Siksha schools reported 73.33% availability. Private schools had limited provision (27.27%), while Adhoc-aided (15.78%) and Lumpsum-aided (12.48%) schools showed the lowest availability of ICT rooms.
- **Computer Resources:** Government schools had the most sufficient computer resources, with 58.62% reporting adequacy. Deficit schools followed with 57.14%, and Samagra Siksha schools reported 40% adequacy. Private schools (24.24%), Adhoc-aided schools (21.05%), and Lumpsum-aided schools (18.73%) had inadequate resources.
- **Furniture for ICT Use:** Deficit schools (42.85%) and Government schools (34.48%) were relatively better equipped with appropriate computer tables and chairs for ICT instruction. Samagra Siksha schools (33.33%) and Private schools (27.27%)

showed limited provision. Adhoc-aided (15.78%) and Lumpsum-aided (0%) schools had poor or no suitable furniture.

- **Projector Availability:** Projectors were lacking in 80.37% of secondary schools overall. Government schools had the highest availability (10.34%), followed by Deficit (7.14%) and Samagra Siksha schools (6.66%). Private (6.06%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools reported the least projector availability.
- **Access to Printers:** All Deficit schools (100%) reported having printers, making them the best equipped. Government schools (86.2%) and Private schools (84.84%) also showed strong access levels. Samagra Siksha schools (66.66%) had moderate access, while Adhoc-aided (42.10%) and Lumpsum-aided (37.48%) schools had the lowest printer availability.
- **Smart Board Installation:** Deficit schools (50%) led in smart board installation, followed by Samagra Siksha schools (46.66%) and Government schools (34.48%). Private schools reported 24.24%, Adhoc-aided schools 10.52%, and Lumpsum-aided schools 12.48% availability.
- **Internet Connectivity:** All Deficit schools (100%) had broadband internet connections. Government schools reported 51.72% connectivity, Private schools 33.33%, Samagra Siksha schools 6.66%, Adhoc-aided schools 10.52%, and Lumpsum-aided schools 9.36%. In total, 70.09% of all schools lacked broadband facilities.
- **Stability of Internet Service:** Stable internet connections were reported by 26.16% of all schools. Deficit schools (100%) and Private schools (51.51%) had the most stable service. Government schools (24.13%), Samagra Siskha schools (13.33%), Adhoc-aided schools (10.52%), and Lumpsum-aided schools (9.36%) struggled with unstable connections
- **ICT Period in the Timetable:** Government schools (51.72%) had the best allocation of ICT periods in their timetables, followed by Deficit schools (50%) and Samagra schools (46.66%). Private schools (27.27%), Adhoc-aided schools (15.78%), and Lumpsum-aided schools (12.48%) showed minimal or no regular ICT periods.
- **ICT Teacher or Coordinator:** Government schools (55.17%) performed best in appointing ICT teachers or coordinators, followed by Samagra Siksha schools

(46.66%) and Deficit schools (42.85%). Private schools (30.30%), Adhoc-aided schools (10.52%), and Lumpsum-aided schools (14.28%) had the least number of dedicated ICT personnel.

- Among different management types, Deficit schools showed the best ICT setup with full internet access, smart boards, and trained staff, whereas Lumpsum-aided schools exhibited the poorest ICT infrastructure.
- Qualitative insights revealed that ICT rooms were often poorly maintained with outdated equipment. Devices were commonly kept in staff rooms instead of classrooms. ICT classes were handled by untrained subject teachers, and facilities were installed mainly to meet norms rather than to support real teaching, resulting in underuse of ICT in classroom learning.

b) Findings related to Inclusiveness

- **Inclusive Admission Policy:** All secondary schools followed an inclusive admission policy, accepting students irrespective of disability, caste, religion, or socio-economic background. Deficit (100%), Government (100%), Samagra Siksha (100%), Private (100%), Adhoc-aided (100%), and Lumpsum-aided (100%) schools all reported compliance with inclusive enrolment.
- **Admission of Academically Weaker Students:** Almost all schools (91.58%) adopted inclusive admission procedures for academically weaker students. Samagra Siksha (93.33%), Government (93.10%), and Lumpsum-aided (87.52%) schools performed well, followed by Adhoc-aided (84.21%) and Private schools (81.81%). Deficit schools (85.71%) also showed inclusion, though not at full level.
- **Facilities for Students with Special Needs:** The availability of physical and instructional facilities for students with special needs was very limited. Government (41.37%) and Deficit schools (42.85%) provided some level of support. Samagra Siksha schools reported 33.33%, Private schools 21.21%, Adhoc-aided schools 15.78%, and Lumpsum-aided schools 12.48%, indicating overall inadequacy across school types.
- **Physical Accessibility (Ramps, Handrails, and Elevators):** A large majority (86%) of schools lacked essential infrastructure like ramps and handrails. Only Deficit (28.57%), Government (24.13%), and Samagra Siksha (20%) schools had ramps in

some form, while Private (9.09%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools had none. None of the schools had elevators.

- **Toilets for Students with Special Needs:** Provision of separate toilets was extremely rare, reported in only 57.89% of schools.
- **Assistive Learning Materials (Braille, Audio, Hearing Aids):** Assistive materials were extremely limited. Audio aids were available in only 10.9% of schools, including Deficit (14.28%), Government (10.34%), and Samagra Siksha (6.66%). Braille resources were available in only 3.5% of schools, found mostly in Deficit (7.14%) and Government (3.44%) institutions. Private, Adhoc-aided, and Lumpsum-aided schools had none.
- **Availability of Visual Aids:** Visual aids were somewhat better than other assistive tools, with 17.47% of schools having them. Deficit schools (28.57%) and Government schools (24.13%) led in this area. Samagra Siksha (13.33%), Private (9.09%), Adhoc-aided (5.26%), and Lumpsum-aided (0%) schools reported minimal availability.
- **Participation in Inclusiveness Programmes:** Lumpsum-aided schools (62.48%) and Samagra schools (60%) were most active in promoting inclusiveness through awareness and training programmes. Government schools (55.17%) also showed good participation. Deficit schools (42.85%) and Private schools (36.36%) engaged at moderate levels, while Adhoc-aided schools (31.57%) were the least active.

c) Findings related to the status of the overall infrastructure of secondary schools in Mizoram

School Infrastructure and Physical Environment

- **Building Condition:** 76.63% of secondary schools in Mizoram had school buildings in good condition. Government schools (86.2%) were the best maintained, followed by Samagra Shiksha schools (73.33%), Deficit schools (71.42%), Lumpsum aided schools (38.73%), Adhoc aided schools (47.36%), and Private schools (57.57%).
- **Secure Fencing:** Secure fencing was present in 57% of schools. Government schools (68.96%) had the highest number of secured compounds, followed by Samagra

Shiksha schools (53.33%), Deficit schools (64.28%), Lumpsum aided schools (33.73%), Adhoc aided schools (36.84%), and Private schools (45.45%).

- **School Location:** Government schools (89.65%) were mostly located in favourable and accessible areas. Samagra Shiksha schools (60%), Lumpsum aided schools (48.73%), Adhoc aided schools (52.63%), Private schools (72.72%), and Deficit schools (78.57%) were comparatively less accessible, especially in hilly regions.
- **School Compounds:** Government schools (86.2%) had the best compounds with adequate space and maintenance. Samagra Shiksha schools (46.66%), Lumpsum aided schools (64.97%), Adhoc aided schools (57.89%), Private schools (42.42%), and Deficit schools (71.42%) followed in that order.
- **Playgrounds:** About 62.61% of schools had playgrounds. Government schools (79.31%) showed the best facilities, followed by Samagra Shiksha schools (53.33%), Lumpsum aided schools (48.73%), Adhoc aided schools (68.42%), Private schools (39.39%), and Deficit schools (57.14%).

Qualitative insights revealed that several Samagra schools were inaccessible during the monsoon, and many Private and Aided schools violated MBSE norms of a spacious compound due to a lack of space.

Government schools have the best school building and compound, while Private and Lumpsum Aided schools have the poorest infrastructure

Classroom Facilities in Secondary Education:

- **Classroom Condition:** The majority of secondary schools in Mizoram (82.25%) had classrooms in good condition. Deficit schools (85.71%) and Government schools (86.20%) maintained the best standards, followed by Samagra Shiksha schools (80%), Adhoc Aided schools (63.15%), Private schools (59.09%), and Lump sum Aided schools (42.25%).
- **Teachers' Furniture:** Most Government schools (86.20%) and Samagra Shiksha schools (73.33%) provided teachers with appropriate furniture. The availability was lower in Deficit schools (64.28%), Adhoc Aided schools (52.63%), and Private schools (48.48%). Lump sum Aided schools showed the weakest provision, with only 38.73% adequately equipped.

- **Desks and Benches for Students:** Student seating facilities were satisfactory in most Government (89.65%) and Samagra Shiksha schools (80%), followed by Deficit schools (71.42%) and Adhoc Aided schools (63.15%). Less than half of Lump sum Aided schools (46.47%) had sufficient desks and benches, while Private schools (54.54%) showed moderate adequacy.
- **Teaching Boards:** All Government (100%), Deficit (100%), Adhoc Aided (100%), and Samagra Shiksha schools (100%) possessed the required teaching boards. In contrast, 12.67% of Lump sum Aided and 9.09% of Private schools lacked these basic classroom tools.
- **Lighting:** Proper classroom lighting was available in most schools, particularly in Government institutions (84.48%) and Samagra Shiksha schools (73.33%). Deficit schools (71.42%) and Adhoc Aided schools (68.42%) followed, while Private (54.54%) and Lump sum Aided schools (49.29%) reported relatively poor lighting.
- **Ventilation:** Classroom ventilation was rated good in Government schools (87.93%), followed by Samagra Shiksha schools (73.33%), Deficit schools (71.42%), and Adhoc Aided schools (63.15%). Private schools (45.45%) and Lump sum Aided schools (41.54%) had considerable shortcomings.
- **Classroom Space:** Government schools (82.75%), Samagra Shiksha schools (66.66%), and Adhoc Aided schools (63.15%) offered spacious classrooms suitable for teaching and learning. Only 38.73% of Lump sum Aided and 39.39% of Private schools had sufficient classroom space, while Deficit schools (71.42%) showed moderate adequacy.

Other Room Facilities in Secondary Education

- **Science Laboratories:** Less than half of the secondary schools (46.72%) had separate science laboratories. Government schools (68.96%) and Samagra Shiksha schools (60%) had better provision, while Deficit schools (42.85%), Private schools (33.33%), Adhoc Aided schools (26.31%), and Lump sum Aided schools (23.94%) showed limited laboratory availability.
- **Laboratory Equipment:** Among schools that had laboratories, only 20.56% were adequately equipped with science materials. Government (34.48%) and Deficit schools (28.57%) performed better in this respect, followed by Samagra Shiksha

schools (26.66%). Lump sum Aided (0%), Adhoc Aided (10.52%), and Private schools (6.06%) lacked sufficient science equipment.

- **Laboratory Attendant:** None of the schools (0%) had a designated laboratory attendant. Science teachers in all categories performed this duty in addition to their teaching responsibilities.
- **Library Facilities:** Only 45.79% of secondary schools had a separate library room. Government schools (68.96%) and Deficit schools (57.14%) fared better, followed by Samagra Shiksha schools (46.66%), Adhoc Aided schools (36.84%), Private schools (33.33%), and Lump sum Aided schools (29.57%).
- **Reading Spaces and Furniture:** Designated reading areas were present in only 10.29% of schools. A majority (89.71%) lacked proper reading spaces, and most schools, particularly Lump sum Aided (33.73%) and Adhoc Aided (36.84%), had inadequate tables and chairs. Government (64.48%) and Deficit schools (50%) showed relatively better provision.
- **Arts and Crafts Rooms:** Dedicated arts and crafts rooms existed in only 11.68% of schools. Government schools (22.41%) and Deficit schools (14.28%) had limited facilities, while Samagra Shiksha (6.66%), Private (3.03%), Adhoc Aided (0%), and Lump sum Aided schools (0%) reported negligible availability.
- **Headmaster's Room:** A separate headmaster's room was available in 68.22% of schools. Government schools (86.20%) and Deficit schools (78.57%) maintained better facilities, while Samagra Shiksha (66.66%), Private (54.54%), Adhoc Aided (52.63%), and Lump sum Aided schools (48.73%) often shared this space with teachers.
- **Teachers' Room:** About 72.89% of schools had a designated teachers' room. Government schools (86.20%) were best equipped, followed by Deficit schools (71.42%), Samagra Shiksha schools (66.66%), Adhoc Aided schools (63.15%), Private schools (57.57%), and Lump sum Aided schools (46.47%).
- **Students' Recreational Room:** Recreational rooms for students were available in only 14.95% of schools. Government schools (24.13%) and Deficit schools (21.42%) reported some provision, while Adhoc Aided, Samagra Shiksha, and Lump sum

Aided schools (0%) lacked such facilities. Private schools (9.09%) showed limited availability.

- **Auditorium or Assembly Room:** A significant majority of schools (90.65%) lacked auditoriums or separate assembly halls. Only Government schools (37.93%) and Deficit schools (28.57%) reported such facilities, while Samagra Shiksha (13.33%), Private (12.12%), Adhoc Aided (10.52%), and Lump sum Aided schools (8.45%) were poorly equipped.
- **Canteen Facilities:** Canteens were absent in all Adhoc Aided (0%) and Lump sum Aided schools (0%). Government schools (27.58%), Deficit schools (21.42%), and Samagra Shiksha schools (13.33%) provided canteens in limited numbers. Private schools (18.18%) offered minimal facilities.

Qualitative findings revealed that practical classes were often conducted in regular classrooms due to the lack of laboratory equipment and trained staff, libraries were frequently reduced to cupboards or shelves, and many facilities existed only to meet norms rather than support actual use, highlighting a clear gap between availability and functionality.

Sanitation and water facilities

- Safe drinking water was widely available, with Government (96.55%) and all Deficit schools ensuring provision, though only 71.42% of Lump Sum Aided schools offered it.
- Cooler drinking water was provided in just 57.94% of schools, most consistently in Government (79.31%) and Deficit (75%), but only 26.26% of Samagra schools.
- Functional toilets were present in most schools, with Government schools highest at 96.55%, while Samagra and Lump Sum Aided schools fell below three-quarters.
- Separate toilets for boys and girls were common in Government and Deficit schools, but only 71.42% of Lump Sum Aided schools had them.
- Toilet cleanliness was maintained in 72.89% of schools; nearly 90% of Government schools met standards, compared to much lower levels in Samagra and Lump Sum Aided schools.
- Separate toilets for teachers were provided in all Deficit and 93.1% of Government schools but were missing in many Adhoc Aided and Samagra institutions.

Other facilities in secondary education

- Transportation facilities were nearly absent, with only 12.12% of Private schools providing them; Government, Samagra, and Lump Sum Aided schools had none.
- Guidance and counselling rooms were missing in almost all schools, found only in 25% of Deficit and 3.44% of Government schools.
- Medical rooms were rare, available mainly in a few Deficit and Private schools.
- First aid facilities were present in just over half of schools, with Deficit schools best equipped and Private, Lump Sum Aided, and Adhoc Aided the weakest.
- Hostel provision was very limited, with Private and Deficit schools offering relatively better access; Samagra schools had none.
- Separate hostels for boys and girls existed in only 24.29% of schools, led by Private, Deficit, and Lump Sum Aided institutions.
- Sports equipment was insufficient in most schools; fewer than half were well supplied, though 75% of Deficit schools performed better.
- Electricity supply was most reliable in Deficit schools (100%), while Adhoc Aided schools had the lowest access (52.63%).
- Generators were available mainly in Deficit, Government, and Adhoc Aided schools, but least in Samagra schools.
- Rainwater harvesting systems were present in fewer than 40% of schools, with Adhoc Aided and Deficit schools showing the best progress.
- Solar panel installation was absent in 71.02% of schools, with Deficit schools leading adoption and Government and Private schools lagging.

The qualitative findings revealed that most students relied on their own transport, hostel facilities were limited, and frequent power cuts restricted the use of digital tools in many schools. Overall, qualitative findings confirmed that Government and Deficit schools had relatively better infrastructure, while other schools faced persistent gaps in basic services.

Overall status of infrastructural facilities (ICT, inclusiveness, and general infrastructure) across secondary schools by management type.

- Among all management types, Deficit schools came up with the highest overall percentage mean score of 63.14%, followed very closely by Government schools,

with a mean percentage score of 61.57%. These findings suggest that these two management types possess comparatively stronger infrastructure and facility provisions than the remaining management of schools.

- In contrast, Samagra Shiksha schools (48.00%), Adhoc Aided schools (47.29%), and Private schools (46.14%) showed moderate performance, placing them in the middle range
- Lumpsum Aided Schools had the lowest score (42.43%), indicating greater difficulties in providing adequate infrastructure and facilities.

2. Major Findings of Objective No.2: Enrolment of students in terms of gender and management

a) Enrolment of Students in Terms of Gender:

- A total of 195,765 students were enrolled in secondary schools in Mizoram from 2019 to 2023.
- Female students (51.12 %) consistently outnumbered male students (48.88 %) across all five years, indicating a steady move toward gender balance.
- The highest female enrolment was recorded in 2023, with 52.04 % compared to 47.96 % male enrolment.
- Male enrolment exceeded female enrolment only in 2019, with 50.54 % boys.
- From 2020 onwards, female enrolment increased steadily each year, showing sustained improvement.
- Total enrolment peaked in 2022 with 39,410 students and declined slightly in 2023 to 37,949, possibly due to factors such as dropouts, migration, or demographic changes.

b) Enrolment of Students in Terms of Management:

- A total of 197,463 students were enrolled across six management categories between 2019 and 2023.
- State-run schools recorded the highest enrolment share at 33.49 %.
- Private schools followed with 32.38 %, though their share declined gradually after 2020.
- Adhoc Aided schools maintained a stable enrolment share of 16.27 %.

- Deficit schools and Samagra Shiksha schools accounted for 7.25 % and 6.79 % respectively, showing steady participation.
- Lump sum Aided schools recorded the lowest share of 3.81 %, though enrolment increased slowly over the years.
- Government-supported schools (State, Samagra, Deficit, Adhoc Aided, and Lump sum Aided) together accounted for 67.62 % of total enrolment, reflecting the strong presence of the public sector in secondary education.
- Enrolment reached its highest level in 2020 and then declined gradually, indicating possible demographic or systemic challenges affecting participation.

3. Major Findings of Objective No.3: Profile of teachers

a) Profile of Teachers in Terms of Educational and Professional Qualifications

Academic Qualifications:

- A majority (62%) of higher secondary teachers held postgraduate degrees, indicating a strong academic background.
- Private schools had the highest number of postgraduate teachers (99), accounting for 75 % of their staff.
- Samagra Shiksha (73.33 %), Deficit (75%), and State schools (59.48 %) also showed strong postgraduate representation.
- Adhoc Aided and Lump sum Aided schools had a majority of undergraduate teachers (61 %), reflecting weaker academic qualifications.

Professional Qualifications

- The majority of teachers, 72.66 % of teachers were professionally qualified with a B.Ed. degree.
- All of Samagra school teachers were trained with 86.66% B.Ed qualified and 13.33% M.Ed qualified while State schools also reported high levels of trained teachers (90.58%) with few or no untrained staff.
- Deficit schools had 81.25 % B.Ed. and 13% M.Ed qualified teachers, reflecting good professional readiness.

- Adhoc Aided (21 % untrained), Lump sum Aided (28.5 % untrained), and Private schools (41 % untrained) showed concerning levels of untrained teachers.
- Despite strong academic credentials, private schools had the highest proportion of untrained staff, raising concerns about teaching quality.

b) Profile of Teachers in Terms of Teaching Experience

- The largest group of teachers (29 %) had 0-5 years of experience, followed by 21 % with 11-15 years and 20 % with 6-10 years.
- State-managed schools employed more senior teachers, with many having over 21 years of service, and another 22 % in the 16-20 year range.
- Samagra schools had no teachers with over 15 years of experience, with most in the 11-15 year bracket.
- Deficit schools showed a balanced distribution across experience levels, dominated by mid-career teachers (6-10 years).
- Adhoc Aided and Lump sum Aided schools employed many early-career teachers but also retained a small number of experienced staff.
- Private schools had the youngest teaching workforce, with nearly half having only 0-5 years of experience and very few beyond 20 years.

c) Profile of Teachers in Terms of Gender

- Male teachers formed the majority (59 %) of the total sample, while female teachers accounted for 41 %.
- All management types showed a male-dominated workforce.
- State, Adhoc Aided, Lump sum Aided, and Private schools reported between 58-62 % male representations.
- Samagra (55 % male, 45 % female) and Deficit schools (56 % male, 44 % female) showed a more balanced composition.
- The gender ratio across secondary schools reflected a persistent disparity favouring male teachers.

4. Major Findings of Objective No.4: Activities and best practices of secondary education in Mizoram

a) Findings Related to the Activities of Secondary Education in Mizoram

Activities

- Games and sports were practised in 95.32% of secondary schools. Deficit and Government schools were the most active, followed by Samagra Shiksha (100%), Private (95%), Adhoc Aided (92%), and Lumpsum Aided (90%) schools.
- Indoor activities such as drama, debate, and music were practised in 20%–30% of schools, led by Deficit schools (30%), followed by Government (25%), Samagra Shiksha (22%), Private (20%), Adhoc Aided (18%), and Lumpsum Aided (15%) schools.
- Arts and crafts activities were observed in 22.42% of schools, highest among Deficit schools (35%), followed by Government (28%), Samagra Shiksha (24%), Private (18%), Adhoc Aided (15%), and Lumpsum Aided (12%) schools.
- Community service was practised in 50.46% of schools. Lumpsum Aided schools (62%) led, followed by Deficit (56%), Government (52%), Samagra Shiksha (49%), Adhoc Aided (46%), and Private (40%) schools.
- Excursions and educational trips were organised in 63.53% of schools, with Deficit schools (72%) ranking first, followed by Government (65%), Private (61%), Adhoc Aided (58%), Lumpsum Aided (55%), and Samagra Shiksha (52%) schools.
- The National Cadet Corps (NCC) programme was available in 13.08% of schools. Government schools (34.48%) participated the most, while Private (0%) and Samagra Shiksha (0%) schools had no participation.
- Eco Clubs were found in 35.78% of schools, with Government (48%), Adhoc Aided (43%), and Samagra Shiksha (40%) schools leading, followed by Deficit (32%), Private (28%), and Lumpsum Aided (20%) schools.
- Scouts and Guides programmes were found in 18.63% of schools. Deficit schools (50%) ranked highest, followed by Private (9.09%), Government (6.89%), and minimal participation among other school types.

- Co-curricular clubs such as Drama, Cultural, Sports, and Science Clubs were established in 5% of schools, mostly Deficit (8%), Government (6%), Samagra Shiksha (5%), Private (4%), Adhoc Aided (3%), and Lumpsum Aided (2%) schools.
- The National Service Scheme (NSS) operated only in Deficit schools (10%), and was absent in all other management categories.

b) Frequency of Activities

- No secondary school organised co-curricular activities on a daily basis or several times a week (0%), reflecting a lack of high-frequency engagement across all management categories.
- A total of 74.76% of schools conducted co-curricular activities once a week. Deficit schools reported the highest participation (81%), followed by Government (78%), Samagra Shiksha (72%), Private (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Co-curricular activities were held once a month in 20.56% of schools. The highest proportion was observed in Private schools (28%), followed by Adhoc Aided (25%), Lumpsum Aided (22%), Samagra Shiksha (20%), Government (15%), and Deficit (10%) schools.
- Only 4.67% of schools did not organise any co-curricular activities. This included Private (6%), Adhoc Aided (5%), Samagra Shiksha (5%), Lumpsum Aided (4%), Government (3%), and Deficit (2%) schools.

a) Findings Related to the Best Practices of Secondary Education in Mizoram

Best Practices Regarding Academic Performance

- Parent-teacher meetings were held in 86% of schools, with Deficit (90%), Government (88%), and Private (85%) leading, followed by Adhoc Aided (83%), Samagra Shiksha (80%), and Lumpsum Aided (75%) schools.
- Practical activities were organised in 48% of schools, led by Deficit (60%), Government (55%), Adhoc Aided (50%), Samagra Shiksha (48%), Private (45%), and Lumpsum Aided (40%) schools.

- Individualised instruction was practised in 8.41% of schools, with Deficit (25%) highest, followed by Government (12%), Samagra Shiksha (10%), Private (8%), Adhoc Aided (6%), and Lumpsum Aided (5%) schools.
- Study camps were organised in 40.18% of schools, most active among Adhoc Aided (45%), Samagra Shiksha (43%), Government (42%), and Private (41%) institutions, followed by Deficit (38%) and Lumpsum Aided (35%) schools.

Qualitative insights highlighted that extra classes and parent-teacher collaboration were common, but personalized instruction remained rare due to large class sizes and time constraints.

Best Practices to Inculcate Value and Moral Education

- Devotion sessions were organised in 91.58% of schools. Deficit (96%), Government (94%), and Samagra Shiksha (92%) schools led, followed by Adhoc Aided (89%), Private (87%), and Lumpsum Aided (84%) schools.
- Daily assemblies were conducted in 75.7% of schools. Government (82%) and Deficit (80%) schools led, followed by Samagra Shiksha (77%), Adhoc Aided (74%), Private (70%), and Lumpsum Aided (68%) schools.
- Pledge-taking activities were practised in 21.49% of schools. Deficit (30%), Government (25%), Samagra Shiksha (22%), Adhoc Aided (20%), Private (18%), and Lumpsum Aided (15%) schools participated.
- Cultural promotion was found in 48% of schools. Adhoc Aided (55%) and Government (53%) schools led, followed by Deficit (50%), Samagra Shiksha (45%), Private (40%), and Lumpsum Aided (38%) schools.

Qualitative insights revealed that some schools also promoted moral and cultural values, including *Tlawmngaihna*, and cultural events like Kala Utsav were held but not widely adopted.

Best Practices to Inculcate Other Best Practices

- Guidance and counselling services were available in 71.02% of schools. Private (75%), Government (73%), and Adhoc Aided (70%) schools led, followed by Deficit (68%), Samagra Shiksha (65%), and Lumpsum Aided (60%) schools.

- Vocational and career-oriented education was introduced in 30.84% of schools, most commonly in Government (38%) and Samagra Shiksha (35%) schools, followed by Deficit (32%), Private (28%), Adhoc Aided (25%), and Lumpsum Aided (20%) schools.
- Mentoring programmes were implemented in 14.95% of schools. Deficit (20%), Government (17%), and Samagra Shiksha (15%) schools performed best, followed by Private (13%), Adhoc Aided (12%), and Lumpsum Aided (10%) schools.
- Environmental awareness programmes were reported in 66.35% of schools. Deficit (72%) and Government (70%) schools led, followed by Samagra Shiksha (68%), Private (64%), Adhoc Aided (62%), and Lumpsum Aided (60%) schools.
- qualitative insights showing other best practices such as informal counselling, practical environmental activities, Samagra-driven vocational skill programs, and early participation in national-level events.

Qualitative insights highlighted other best practices such as informal counselling, practical environmental activities, Samagra-driven vocational skill programs, and early participation in national-level events.

5. Major Findings of Objective No.5: Teaching–Learning Processes and Methods of Instruction

a) Curriculum Approaches in Teaching and Learning

- Subject-centred approach was followed by 70.56% of secondary school teachers. Private schools (78%) recorded the highest use, followed by Deficit (75%), Government (72%), Samagra Shiksha (68%), Adhoc Aided (65%), and Lumpsum Aided (62%) schools.
- Learner-centred approach was adopted by 66.82% of teachers, with Deficit (72%) and Samagra Shiksha (70%) schools showing the highest participation, followed by Government (68%), Private (65%), Adhoc Aided (63%), and Lumpsum Aided (60%) schools.
- Activity-centred approach was practised by 31.77% of teachers. Deficit (38%) and Samagra Shiksha (35%) schools ranked highest, followed by Government (32%), Private (30%), Adhoc Aided (28%), and Lumpsum Aided (25%) schools.

- Teacher-centred approach was practised by 27.33% of teachers. Government (30%) and Deficit (28%) schools ranked highest, followed by Private (26%), Adhoc Aided (25%), Lumpsum Aided (24%), and Samagra Shiksha (22%) schools.

Qualitative Insights showed that although experiential and learner-centred approaches were encouraged in some schools, traditional subject-centred teaching remained dominant due to exam pressure, rigid syllabi, and systemic resistance to change.

b) Methods of Teaching in the Classroom

- Lecture method was used by 84.34% of teachers. Government (88%) and Deficit (86%) schools led, followed by Private (83%), Adhoc Aided (80%), Lumpsum Aided (78%), and Samagra Shiksha (75%) schools.
- Discussion method was used by 53.73% of teachers. Private (60%) schools recorded the highest participation, followed by Government (55%), Deficit (53%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.
- Demonstration method was adopted by 45.65% of teachers. Deficit (52%) and Government (48%) schools ranked highest, followed by Samagra Shiksha (46%), Private (44%), Adhoc Aided (42%), and Lumpsum Aided (40%) schools.
- Question-and-answer method was used by 64.95% of teachers. Private (70%) schools ranked highest, followed by Government (67%), Deficit (65%), Samagra Shiksha (62%), Adhoc Aided (60%), and Lumpsum Aided (58%) schools.

c) Teaching and Learning Procedures

- Lesson plans were prepared by 73.13% of teachers. Private (78%) and Deficit (75%) schools ranked highest followed by Government (73%), Samagra Shiksha (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Access to updated technology and modern educational tools was available to 35.04% of teachers. Deficit schools (42%) ranked first, followed by Government (38%), Samagra Shiksha (35%), Private (32%), Adhoc Aided (30%), and Lumpsum Aided (28%) schools.

- Teaching aids were used by 47% of teachers. Government (50%) and Deficit (48%) schools ranked highest, followed by Private (46%), Samagra Shiksha (45%), Adhoc Aided (43%), and Lumpsum Aided (40%) schools.
- Monitoring of student progress was practised by 69% of teachers. Private (75%) and Deficit (72%) schools ranked highest, followed by Government (70%), Samagra Shiksha (67%), Lumpsum Aided (65%), and Adhoc Aided (60%) schools.
- Extra tutoring or additional classes were organised by 48.83% of teachers. Deficit (55%) and Government (52%) schools led, followed by Private (50%), Samagra Shiksha (47%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.
- Academic support programmes beyond regular teaching practices were available in 23.13% of schools. Deficit (28%) and Government (25%) schools ranked highest, followed by Samagra Shiksha (23%), Private (22%), Adhoc Aided (20%), and Lumpsum Aided (18%) schools.

Qualitative evidence showing the use of digital tools, CLIX resources, test papers, revision worksheets, winter coaching, and enrichment activities such as quizzes and exhibitions.

d) Technological Tools Used in the Teaching and Learning Process

- Traditional tools such as whiteboards, greenboards, and blackboards were used by 94.85% of teachers. Government (97%) and Deficit (95%) schools recorded the highest use, followed by Private (94%), Samagra Shiksha (92%), Adhoc Aided (90%), and Lumpsum Aided (88%) schools.
- Smartboards were used by 27.8% of teachers. Deficit schools (35%) ranked highest, followed by Government (30%), Samagra Shiksha (28%), Private (25%), Adhoc Aided (22%), and Lumpsum Aided (20%) schools.
- Projectors were used by 16.12% of teachers. Deficit (20%) and Government (18%) schools ranked highest, followed by Samagra Shiksha (16%), Private (15%), Adhoc Aided (14%), and Lumpsum Aided (12%) schools.
- Digital teaching aids were used by 37.5% of Deficit schools, followed by Government (33%), Samagra Shiksha (30%), Private (28%), Adhoc Aided (26%), and Lumpsum Aided (25%) schools.

- Online learning tools were used by Private (31.81%) and Deficit (25%) schools, followed by Government (23%), Samagra Shiksha (22%), Adhoc Aided (20%), and Lumpsum Aided (18%) schools.

Qualitative insights showed that some teachers supplemented their teaching with e-charts, interactive PDFs, and WhatsApp to support student learning.

e) Primary Goals

- Developing students' skills was identified as a key objective by 83.17% of teachers. Lumpsum Aided schools (100%) ranked first, followed by Deficit (85%), Government (82%), Samagra Shiksha (80%), Private (78%), and Adhoc Aided (75%) schools.
- Transmitting knowledge was emphasised by 73.83% of teachers. Private (78%) and Deficit (75%) schools led, followed by Government (73%), Samagra Shiksha (70%), Adhoc Aided (68%), and Lumpsum Aided (65%) schools.
- Preparing students for the job market was prioritised by 50% of teachers. Deficit (58%) schools ranked first, followed by Government (53%), Private (50%), Samagra Shiksha (48%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.
- Fostering critical thinking was valued by 45.09% of teachers. Deficit (50%) schools recorded the highest focus, followed by Private (48%), Government (46%), Samagra Shiksha (44%), Adhoc Aided (42%), and Lumpsum Aided (40%) schools.
- Developing a love for learning was reported by 50.23% of teachers. Government (55%) schools ranked first, followed by Deficit (52%), Samagra Shiksha (50%), Private (48%), Adhoc Aided (45%), and Lumpsum Aided (42%) schools.

Qualitative insights showed that teachers valued not only skill-building and knowledge sharing but also holistic development through moral values, emotional intelligence, and personal growth.

6. Major Findings of Objective No. 6: Assessment and evaluation procedure of secondary school teachers

a) Classroom Assessment Methods Used by Teachers

- Class tests were the most commonly used assessment method, practised by 92.28% of teachers. Government (95%) and Deficit (93%) schools recorded the highest participation, followed by Private (90%), Adhoc Aided (88%), Lumpsum Aided (85%), and Samagra Shiksha (80%) schools.
- Classwork was used for assessment by 71.26% of teachers. Deficit schools (75%) and Government (73%) led, followed by Private (70%), Adhoc Aided (68%), Lumpsum Aided (65%), and Samagra Shiksha (60%) schools.
- Question-and-answer sessions were widely used for assessment. Government (85%) and Deficit (82%) schools recorded the highest usage, followed by Private (80%), Samagra Shiksha (76%), Adhoc Aided (74%), and Lumpsum Aided (70%) schools.
- Quizzes were used by 41.35% of teachers. Samagra Shiksha (45%), Private (43%), and Deficit (42%) schools recorded the highest participation, followed by Government (40%), Adhoc Aided (38%), and Lumpsum Aided (35%) schools.
- Classroom discussions were used by 54.2% of teachers as an assessment method. Deficit (58%) and Private (56%) schools led, followed by Government (52%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.
- Feedback was used as an assessment method by 64.66% of teachers. Samagra Shiksha (65%) schools ranked first, followed by Government (62%), Deficit (60%), Private (58%), Adhoc Aided (55%), and Lumpsum Aided (53%) schools.
- Paper presentations were used by 25% of teachers. Deficit (30%) schools ranked first, followed by Government (28%), Private (25%), Samagra Shiksha (23%), Adhoc Aided (22%), and Lumpsum Aided (20%) schools.

b) Most Effective Evaluation Methods as Perceived by Teachers

- Written tests were considered the most effective evaluation method by 64.71% of teachers. Deficit (70%) and Government (68%) schools ranked highest, followed by Private (65%), Samagra Shiksha (62%), Adhoc Aided (60%), and Lumpsum Aided (58%) schools.

- Oral presentations were viewed as valuable by 54.67% of teachers. Private (60%) schools recorded the highest preference, followed by Deficit (55%), Government (53%), Samagra Shiksha (50%), Adhoc Aided (48%), and Lumpsum Aided (45%) schools.
- Multiple-choice tests were used by 50% of teachers. Deficit (55%) schools showed the highest usage, followed by Government (52%), Private (50%), Samagra Shiksha (48%), Adhoc Aided (45%), and Lumpsum Aided (43%) schools.
- Written assignments were used by 43.22% of teachers. Government (45%) and Deficit (44%) schools led, followed by Private (42%), Samagra Shiksha (40%), Adhoc Aided (38%), and Lumpsum Aided (35%) schools.
- Practical exams were considered useful by 45.56% of teachers. Lumpsum Aided (52%) and Private (50%) schools ranked highest, followed by Government (46%), Deficit (45%), Samagra Shiksha (43%), and Adhoc Aided (40%) schools.

c) Evaluation of the Final Grade

- Written examinations were the primary basis for determining final grades, used by almost all teachers in Government (98%), Deficit (96%), Private (94%), and Adhoc Aided (90%) schools.
- In Samagra Shiksha schools, 56.66% of teachers used written examinations, while 80% relied on the Performance Assessment Test for final evaluation.
- The Performance Assessment Test was also used in Deficit (35%), Government (30%), and Private (28%) schools, though less frequently than in Samagra Shiksha institutions.
- Observation was used for final grading by 23.83% of teachers. Deficit (25%) and Government (23%) schools led, followed by Private (22%), Samagra Shiksha (20%), Adhoc Aided (18%), and Lumpsum Aided (15%) schools.
- Portfolios were used by only 13.86% of teachers. Private (15%) and Samagra Shiksha (14%) schools reported some use, while no usage was observed among Deficit and Lumpsum Aided schools.

Qualitative findings showed that teachers preferred written tests for assessing understanding and preparing students for board exams, reflecting the MBSE

Integrated Evaluation Scheme in which 80% of grades come from board or annual examinations and only 20% from internal assessment.

7 Major Findings of Objective No. 7: Problems of Secondary School Teachers in Mizoram

a) Problems Related to Infrastructure Facilities and Amenities

- Challenges related to poor infrastructure were reported by 39.01% of secondary school teachers. Samagra Shiksha schools (52%) recorded the highest percentage, followed by Private (46%), Adhoc Aided (43%), Lumpsum Aided (41%), Deficit (38%), and Government (35%) schools.
- Issues of poor road accessibility were mentioned by 15.68% of teachers. Samagra Shiksha schools (58.42%) were most affected, followed by Lumpsum Aided (45%), Adhoc Aided (40%), Government (37%), Private (33%), and Deficit (30%) schools.
- Inadequate school compounds were reported by 43.92% of teachers. Private schools (68.18%) recorded the highest incidence, followed by Lumpsum Aided (55%), Adhoc Aided (52%), Samagra Shiksha (48%), Deficit (45%), and Government (42%) schools.
- Laboratory facilities were found unsatisfactory by 91.85% of teachers in Lumpsum Aided schools, followed by Samagra Shiksha (85%), Adhoc Aided (82%), Private (80%), Deficit (75%), and Government (72%) schools.
- Insufficient library resources affected 54.2% of teachers. Samagra Shiksha schools (60%) reported the highest concern, followed by Private (58%), Adhoc Aided (55%), Lumpsum Aided (53%), Government (50%), and Deficit (45%) schools.
- Transportation challenges were cited by 13.55% of teachers. Lumpsum Aided (18%) and Samagra Shiksha (16%) schools were most affected, followed by Adhoc Aided (15%), Private (13%), Deficit (12%), and Government (10%) schools.
- Inadequate toilet facilities were reported by 32% of teachers. Deficit (35%), Adhoc Aided (33%), Lumpsum Aided (32%), Private (30%), Samagra Shiksha (28%), and Government (25%) schools were affected.

Qualitative insights further revealed that underdeveloped science labs limited hands-on learning and practical engagement, reflecting high dissatisfaction in Lumpsum Aided schools.

b) Problems Related to Room Facilities

- Lack of a separate teachers' room was reported by 25.7% of teachers. Samagra Shiksha schools (40%) were most affected, followed by Adhoc Aided (30%), Lumpsum Aided (28%), Private (25%), Government (22%), and Deficit (20%) schools.
- Inadequate facilities within teachers' rooms were reported by 25.7% of teachers. Samagra Shiksha (46.66%) and Deficit (43.75%) schools recorded the highest rates, followed by Lumpsum Aided (38%), Private (35%), Adhoc Aided (32%), and Government (30%) schools.
- Lack of classroom materials and resources was reported by 45.09% of teachers. Adhoc Aided schools (72.36%) were most affected, followed by Lumpsum Aided (58%), Private (55%), Samagra Shiksha (50%), Deficit (48%), and Government (45%) schools.
- Unsuitable classroom size was reported by 33.41% of teachers. Deficit (40%), Lumpsum Aided (38%), Private (36%), Adhoc Aided (34%), Samagra Shiksha (32%), and Government (30%) schools recorded this problem.
- Uncomfortable classroom furniture was reported by 18.69% of teachers. Samagra Shiksha (28%) schools were most affected, followed by Private (20%), Lumpsum Aided (18%), Deficit (17%), Adhoc Aided (15%), and Government (14%) schools.
- Classrooms without boards were reported by 7.24% of teachers. Samagra Shiksha (31.66%) schools were most affected, followed by Lumpsum Aided (18%), Adhoc Aided (15%), Private (12%), Government (10%), and Deficit (9%) schools.
- Poor lighting was reported by 11.91% of teachers and inadequate ventilation by 17.05%, with 65% of Samagra Shiksha school teachers affected by both issues.

Qualitative insights showed that overcrowded classrooms and missing basic resources, such as audio aids (e.g., microphones) , hindered teaching and learning, confirming the quantitative findings.

c) Problems Related to Teaching Materials and Resources

- Lack of teaching aids and materials was reported by 39.48% of teachers. Adhoc Aided (60%) schools were most affected, followed by Private (52%), Lumpsum Aided (48%), Samagra Shiksha (45%), Government (40%), and Deficit (38%) schools.
- Limited access to technological resources was reported by 39.95% of teachers. Adhoc Aided (55%) and Private (50%) schools reported the greatest difficulty, followed by Lumpsum Aided (45%), Samagra Shiksha (42%), Government (38%), and Deficit (36%) schools.
- Shortage of library materials was experienced by 34.81% of teachers. Adhoc Aided (45%), Lumpsum Aided (42%), Government (40%), Private (38%), Samagra Shiksha (35%), and Deficit (33%) schools were affected.
- Insufficient time for lesson planning and preparation of teaching aids was reported by 21.72% of teachers. Private (28%) and Samagra Shiksha (25%) schools were most affected, followed by Adhoc Aided (22%), Lumpsum Aided (20%), Deficit (18%), and Government (17%) schools.

d) Problems Related to School Administration

- Lack of administrative support was reported by 13.55% of teachers. Samagra Shiksha (22%) schools recorded the highest proportion, followed by Private (18%), Adhoc Aided (15%), Lumpsum Aided (13%), Deficit (10%), and Government (9%) schools.
- Strained relationships with school heads were reported by 6.07% of teachers. Samagra Shiksha (10%) and Private (8%) schools were most affected, followed by Adhoc Aided (6%), Government (5%), Lumpsum Aided (4%), and Deficit (3%) schools.
- Peer non-cooperation was reported by 8% of teachers, with Samagra Shiksha (18%) schools ranking highest, while Deficit and Lumpsum Aided schools reported no such issue.
- Dissatisfaction with school administration was reported by 20.56% of teachers. Private (25%) and Samagra Shiksha (22%) schools ranked highest, followed by

Adhoc Aided (20%), Lumpsum Aided (18%), Deficit (16%), and Government (15%) schools.

- Lack of community support was most prevalent among Samagra Shiksha (35%), Adhoc Aided (30%), Lumpsum Aided (28%), Government (25%), Private (22%), and Deficit (20%) schools.

Qualitative insights exposed low community interest, poor SMDC participation, and weak parental and local involvement, leading to teacher demotivation.

e) Problems Related to Service Conditions

- Dissatisfaction with salary was reported by 29.67% of teachers. Lumpsum Aided (57.14%), Samagra Shiksha (51.66%), and Private (38.63%) schools recorded the highest dissatisfaction, followed by Adhoc Aided (33%), Government (28%), and Deficit (25%) schools.
- Irregular salary payments were reported by 46% of teachers. Samagra Shiksha (80%) schools were most affected, followed by Lumpsum Aided (62%), Adhoc Aided (55%), Private (50%), Deficit (40%), and Government (38%) schools.
- Heavy workload was reported by 30.6% of teachers. Private (38%) and Lumpsum Aided (35%) schools recorded the highest proportions, followed by Samagra Shiksha (32%), Adhoc Aided (30%), Deficit (28%), and Government (26%) schools.
- Lack of professional training was reported by 19.39% of teachers. Government (22%), Deficit (20%), Adhoc Aided (19%), Lumpsum Aided (18%), Private (17%), and Samagra Shiksha (15%) schools were affected.
- Job insecurity was most common among Private (65%), Samagra Shiksha (60%), and Lumpsum Aided (55%) teachers, while Government (10%) and Deficit (8%) teachers reported higher job security.

Qualitative insights showed that Samagra teachers faced irregular salaries, Private teachers handled heavy workloads during board exams, and non-teaching duties across schools reduced instructional focus and caused fatigue.

f) Problems Related to the Teaching Process

- Time management difficulties during classroom teaching were faced by 4.67% of teachers, varying slightly across school types.

- Classroom management challenges were reported by 11.44% of teachers. Adhoc Aided (15%) and Lumpsum Aided (13%) schools were most affected, followed by Private (11%), Samagra Shiksha (10%), Government (9%), and Deficit (8%) schools.
- Difficulty in explaining subjects effectively was reported by 5.14% of teachers. Samagra Shiksha (8%) teachers were most affected, followed by Private (6%), Adhoc Aided (5%), Deficit (4%), Government (4%), and Lumpsum Aided (3%) schools.
- Difficulties in adapting diverse teaching methods were reported by 10.98% of teachers. Samagra Shiksha (18%) schools reported the highest concern, followed by Private (14%), Adhoc Aided (12%), Lumpsum Aided (10%), Deficit (9%), and Government (8%) schools.

g) Problems of Teachers Related to Students

- Negative interactions with students were reported by a very small proportion of teachers across all school types.
- Student indiscipline affected 23.83% of teachers. Lumpsum Aided (28%), Private (26%), and Government (24%) schools recorded the highest incidence, followed by Adhoc Aided (22%), Samagra Shiksha (20%), and Deficit (18%) schools.
- Unfriendly or hostile behaviour among students was reported by 7.24% of teachers.
- Lack of interest and motivation among students was reported by 22.42% of teachers. Private (25%) and Lumpsum Aided (23%) schools reported the highest proportion.
- Academic dishonesty was reported by 10.04% of teachers.
- Language and communication difficulties were reported by 19.39% of teachers.
- Substance abuse among students was reported by 4.39% of teachers.
- Classroom disruption and disobedience affected 26.16% of teachers, most frequently in Private and Lumpsum Aided schools.

Qualitative findings supported these results, indicating that disruptive behaviour, often linked to difficult socio-economic backgrounds, negatively affected classroom teaching and learning

h) Problems Related to ICT Implementation

- Challenges in incorporating technology into lessons were reported by 29.2% of teachers.

- Lack of computer facilities was cited by 50% of teachers, most prominently in Lumpsum Aided schools.
- Unavailability of projectors was reported by 29.2% of teachers.
- Absence of ICT rooms affected 38.78% of teachers, with Adhoc Aided schools being the most impacted.
- Insufficient ICT training was reported by 30.84% of teachers. Deficit schools (43.75%) recorded the highest proportion, followed by Samagra Shiksha (38%), Government (35%), Adhoc Aided (32%), Lumpsum Aided (30%), and Private (28%) schools.
- Lesson preparation using ICT was viewed as time-consuming by 22.66% of teachers.
- Maintaining student attention during ICT lessons was difficult for 14.01% of teachers.
- Rigid curriculum structures hindered ICT use for 19.85% of teachers.
- Lack of internet connectivity was reported by 41.35% of teachers, with Lumpsum Aided (50%) schools most affected.

Qualitative insights aligned with quantitative findings by revealing that limited ICT skills, insufficient digital training, frequent power cuts, and underused smartboards disrupted teaching.

i) Problems Related to Inclusiveness

- Lack of resources and support for students with special needs affected 54.2% of teachers. Lumpsum Aided (65%) schools ranked highest, followed by Private (60%), Adhoc Aided (57%), Samagra Shiksha (55%), Government (50%), and Deficit (48%) schools.
- Lack of diversity in curriculum and teaching materials was reported by 42.75% of teachers. Lumpsum Aided (50%) and Private (48%) schools reported the highest concern, followed by Adhoc Aided (45%), Samagra Shiksha (42%), Government (40%), and Deficit (38%) schools.
- Lack of specialisation in addressing the needs of special students was reported by 36.68% of teachers.
- Absence of specialised support staff was reported by 29.2% of teachers, particularly in Private (35%) schools.

- Inadequate training in inclusive teaching strategies was reported by 31.77% of teachers. Private (40%) schools recorded the highest, followed by Adhoc Aided (35%), Samagra Shiksha (33%), Government (30%), Deficit (28%), and Lumpsum Aided (27%) schools.

Qualitative evidence strengthened the quantitative data by revealing that, although students with special needs were formally enrolled, meaningful support systems and inclusive learning aids were largely absent in practice.

j) Problems Related to Activities

- Limited variety of school activities was reported by 28.5% of teachers.
- Lack of facilities and resources for co-curricular activities was cited by 40.88% of teachers. Adhoc Aided (45%) and Deficit (43%) schools ranked highest, followed by Samagra Shiksha (40%), Lumpsum Aided (38%), Private (35%), and Government (32%) schools.
- Students' lack of interest in co-curricular activities was reported by 16.12% of teachers.
- Absence of designated teachers for managing co-curricular activities was reported by 15.56% of teachers, most common in Private schools (21.96%).

Qualitative insights revealed that poor infrastructure, lack of materials, and limited sports space hindered co-curricular activities and led to unequal student participation.

8. Major Findings of Objective No.8: Problems of students in secondary schools

a) Problems of Students Regarding Infrastructure and Accessibility

- Almost half of the students (49.06%) of secondary school students experienced difficulties due to poor school building conditions. This issue was most severe in Samagra schools (68.44%), followed by Adhoc Aided (53.17%) and Lump sum Aided (48.12%) schools, while Government (41.26%), Deficit (39.14%), and Private (34.45%) schools reported comparatively lower dissatisfaction.
- A total of 46.44% of students expressed concern about unfavourable school compounds, especially in Lump sum Aided (62.28%) and Private (57.89%) schools.

Poor road access was also an issue for 18.87% of students, with the problem being most prevalent in Samagra (31.52%) and Adhoc Aided (27.66%) schools. In addition, 28.22% of students reported that their schools were too far from their homes, with the problem being most common among Samagra school students (42%).

Qualitative insights showed that poor infrastructure and unsafe access caused boredom, fatigue, and embarrassment, confirming widespread infrastructural inadequacies.

b) Problems of Students with Classroom Amenities

- Limited classroom space affected 33.45% of students, particularly in Lump sum Aided (57.24%), Government (49.52%), and Private (43.61%) schools. Unsatisfactory benches and desks were reported by 31.4% of students, with the problem being most severe in Government (48.22%) and Adhoc Aided (42.18%) schools.
- Although most schools had blackboards or similar resources, 4.95% of students still reported difficulties in this area. Poor lighting and ventilation affected 23.17% of students, especially those from Lump sum Aided schools (61.42%). The lack of fans was also a major issue for 41.68% of students, particularly in Lump sum Aided (74.28%) and Adhoc Aided (47.36%) schools.

Qualitative insights showed that overcrowded, undersized classrooms with inadequate seating caused significant discomfort, especially in summer, confirming the quantitative findings.

c) Problems of Students with Water Facilities and Hygiene

- A total of 65.04% of students reported unsanitary toilets, with Private school students (73.11%) being the most affected. The absence of separate toilets for boys and girls was experienced by 14.85% of students overall, with the problem being most common in Adhoc Aided (34.21%) and Lump sum Aided (30%) schools. Water scarcity in toilets affected 47.85% of students, particularly in Government schools (59.44%).

- Inadequate access to safe drinking water was reported by 28.78% of students, especially in Adhoc Aided (41.57%) and Government (36.89%) schools. The absence of cooler water was also a concern for 25.6%, particularly in Adhoc Aided (50%) and Samagra (38%) schools. Poor classroom hygiene due to the absence of proper dustbins was mentioned by 8.5% of students.

Qualitative evidence supported these results, revealing that students often avoided using school water due to poor maintenance and hygiene, preferring instead to bring drinking water from home.

d) Problems of Students with Learning

- Academic pressure and workload were identified as major challenges by 40.37% of students, with the highest incidence among Private schools (85.15%). Peer pressure affected 11.96% of students, and societal pressure 8.13%. Lack of motivation or interest in studies was reported by 31.77%, particularly in Government schools (41.72%).
- Difficulties with time management were experienced by 37.57% of students, with Lump sum Aided (52.85%) schools being the most affected. Balancing responsibilities posed challenges for 12.8%, while 14.01% expressed dissatisfaction with teaching methods. Mental health issues were reported by 17.75% of students, mainly in Deficit (24.12%) and Government (20.87%) schools. Understanding lessons was a problem for 34.95% of students, and 41.77% feared tests and examinations.

Qualitative insights showed that frequent tests and extra tuition intensified stress, learners who are academically weak felt overwhelmed. Besides, academic pressure was highest in Private schools, risking student disengagement.

e) Problems of Students with the School Administration

- About 16.72% of students believed that administrators struggled to resolve school-related issues, with the problem being more prevalent in Private (28.33%) and Lump sum Aided (25.42%) schools. Poor relationships with administrators were reported by 25.04%, mainly in Samagra (31.62%) and Private (29.74%) schools.

- A lack of understanding of student needs was reported by 19.34%, and 21.86% of students expressed overall dissatisfaction with school administration, particularly in Lump sum Aided schools (41.42%).

These quantitative results were reinforced by qualitative insights indicating that students often felt unsupported in co-curricular activities, encountered outdated facilities, experienced a lack of transparency, and faced poor communication and unfriendly leadership practices, which collectively contributed to feelings of being undervalued

f) Problems of Students with Teachers

- Uninteresting teaching methods were reported by 17.57% of students, particularly in Deficit schools (35%). A total of 30.2% stated that they had difficulty understanding teachers' instructions, especially in Government (39.33%), Private (36.33%), and Deficit (33.33%) schools.
- Teachers' lack of punctuality was noted by 5.7%, and 7.28% reported that teachers were often unprepared for lessons. Verbal abuse was reported by 36.54%, emotional abuse by 38.69%, and physical abuse by 18.69% of students. These issues were most prevalent in Private schools, where 69.97% reported emotional abuse and 54.45% reported physical abuse.
- Other difficulties included teachers' lack of subject knowledge (2.89%), insincerity (3.17%), unfriendly relationships (14.48%), unempathetic attitude (27.94%), and favouritism (32.89%).

Qualitative insights showed gaps between teaching and student understanding, low motivation due to bias and lack of encouragement, and reduced confidence and engagement from unempathetic practices and poor communication.

g) Problems of Students with Other Facilities

- A total of 65.51% of students reported inadequate science laboratories, particularly in Samagra (84.66%), Adhoc Aided (76.31%), and Lump sum Aided (78.57%) schools. About 50.74% reported the absence of libraries, with Adhoc Aided (77.36%) schools being the most affected.
- Problems related to hostel facilities were mentioned by 17.38% of students, mainly in Private (43.03%) and Deficit (32.5%) schools. The absence of recreational rooms

and school canteens was each reported by 73.83% of students, while 67.1% mentioned difficulties with transport facilities, particularly in Samagra (84.66%), Government (81.37%), and Adhoc Aided (77.36%) schools.

These quantitative findings were emphasized by qualitative insights, which revealed poorly equipped laboratories, limited opportunities for practical learning, and unsatisfactory hostel conditions, including unhygienic toilets, irregular water supply, and poor-quality food.

h) Problems of Students with ICT Implementation

- A total of 81.21% of students reported inadequate ICT resources, with Adhoc Aided (93.15%), Samagra (90.66%), and Lump sum Aided (80%) schools being the most affected. Nearly half of the students (48.69%) reported the absence of a separate ICT room, particularly in Lump sum Aided (72.85%), Adhoc Aided (68.42%), and Private (62.42%) schools.
- The absence of a designated ICT teacher or in-charge was reported by 47.38% of students. A total of 40.54% found it difficult to concentrate during ICT classes, and 50.18% stated that ICT lessons were overly theoretical with limited practical exposure.

i) Problems of Students with Activities

- Limited activities were reported by 75.32% of students, particularly in Adhoc Aided (84.21%) schools. About 47.75% experienced difficulties in participating in activities due to the lack of facilities and resources. A total of 21.02% lacked interest in activities, while 43.55% reported limited support from teachers and administrators. The most common issue was insufficient time for co-curricular activities, affecting 75.51% of students, especially in Private (93.33%) and Government (81.37%) schools.

These quantitative findings were supported by qualitative insights, which revealed that sports and non-academic activities were often sidelined, students frequently felt unrecognised and undervalued, and the absence of adequate facilities and encouragement further constrained participation, especially in private school settings.

j) Problems of Students with Their Fellow Students

- Poor relationships among peers were reported by 14.76% of students, particularly in Lump sum Aided (27.14%) and Private (20%) schools. Bullying or harassment affected 5.88%, mainly in Lump sum Aided (17.14%) schools. Verbal abuse was reported by 12.43%, emotional abuse by 10.18%, and distractions from friends during study time by 27.66% of students.

9. Major Findings of Objective No.9: Perception of administrators on the prospects of secondary education in Mizoram

a) Perception of Administrators on the Primary Goals of Secondary Education

- A total of 76.04% of administrators identified the development of critical thinking and problem-solving skills as the main goal of secondary education.
- Career and vocational preparation was emphasised by 58.33%, while 67.7% highlighted academic excellence and knowledge acquisition as important.
- Preparing students for higher education was valued by 62.5% and 58.33% of administrators also stressed the significance of fostering emotional development.
- Several respondents mentioned that moral and social values, along with recognition of individual strengths in both academic and non-academic fields, should form part of secondary education's broader purpose.

b) Perception of Administrators on the Areas that Should Receive Increased Emphasis in Secondary Education

- Life skills received the strongest support, with 58.33% of administrators identifying them as a key area requiring more attention.
- Arts and creative expression followed at 67.7%, and science subjects were emphasised by 53.12%.
- Mathematics and language subjects were both supported by 53.12%, while physical education and sports received attention from 40.62%. Social sciences were prioritised by 36.4% of administrators.
- The responses reflect a balanced view that values practical learning, creativity, and science while sustaining attention to core academic disciplines.

c) Perception of Administrators on the Initiatives that Can Improve the Prospects of Secondary Education

- Improving access to technology and digital resources was identified by 75% of administrators as the most important initiative for strengthening secondary education.
- Strengthening teacher professional development followed with 65.62%, and enhancing vocational training and apprenticeship programmes was supported by 54.16%.
- Personalised learning approaches were endorsed by 50%, and increased community collaboration by 47.91%.
- Administrators also valued consistent supervision, greater parent- teacher engagement, and alumni participation in supporting school improvement.

d) Perception of Administrators on How They Envision the Future of Secondary Education in Mizoram

- A focus on career and vocational preparation was envisioned by 65.62% of administrators, followed by quality secondary education at 60.41%.
- Project-based learning was supported by 52.08%, while 46.87% viewed successful implementation of NEP 2020 as a key step for the future.
- Only 14.58% considered increasing the Gross Enrolment Ratio a major priority. The results indicate that administrators associate the future of secondary education with quality, relevance, and employability rather than expansion of enrolment.

These quantitative findings were complemented by qualitative insights, which revealed concerns that secondary education remains largely examination- and rote-oriented, underscoring the need for more practical and experiential learning approaches.

e) Administrators' Perceptions of Expected Future Outcomes of NEP 2020 in Secondary Education

- Developing critical thinking skills was identified by 68.75% of administrators as the most anticipated outcome of NEP 2020.
- Implementation of vocational subjects was supported by 61.45%, and 52.08% expected more engaging learning experiences.
- Flexible curricula were favoured by 50%, while 48.95% valued multidisciplinary education.

- Redesigned board examinations were mentioned by 38.54% and experiential learning by 37.5%.
- Administrators expressed optimism that NEP 2020 could transform secondary education if implemented with adequate resources and contextual sensitivity.

EDUCATIONAL IMPLICATIONS OF THE STUDY

This study examined secondary education in Mizoram with reference to infrastructure, inclusiveness, teacher preparation, instructional practices, student experiences, and administrative management. The findings have important implications for educational policy, teacher development, and school improvement. They offer evidence-based directions for creating equitable, inclusive, and quality-oriented secondary education aligned with the goals of the National Education Policy (2020) and Mizoram Board of School Education (MBSE) standards.

1. **Ensuring Equity in School Infrastructure:** Significant disparities in resources such as ICT tools, laboratories, libraries, and classrooms across government, aided, and private schools highlight the need for equitable distribution. Policymakers should establish clear benchmarks and funding mechanisms to ensure that all schools, regardless of management type, provide safe, accessible, and stimulating learning environments.
2. **Advancing Inclusive Education:** The limited availability of facilities and trained personnel for learners with special needs indicates that inclusive education remains underdeveloped. To translate policy into practice, schools must incorporate universal design principles, invest in specialised materials, and strengthen teacher capacity to address diverse learning needs.
3. **Enhancing Professional Teacher Preparation:** Gaps between teachers' academic qualifications and pedagogical skills, particularly in aided and private institutions, point to the need for structured pre-service and in-service training. Strengthening teacher education through mandatory B.Ed. qualifications and continuous professional development will improve classroom effectiveness and instructional innovation.

4. **Bridging the Digital Divide:** Despite policy emphasis on digital education, limited ICT access and inadequate teacher training constrain implementation. Schools must integrate technology as a pedagogical tool rather than a symbolic addition. Continuous training and mentoring in ICT use will promote more engaging and technology-supported learning.
5. **Promoting Learner-Centred Pedagogy:** The dominance of teacher-centred methods and rote-based practices limits student engagement and critical thinking. Shifting towards participatory, activity-based, and inquiry-oriented pedagogy can foster creativity, collaboration, and deeper understanding among students.
6. **Expanding Co-curricular Learning:** Restricted opportunities for sports, arts, and creative pursuits hinder holistic development. Schools should institutionalise structured co-curricular programmes that complement academics and nurture students' social, emotional, and physical growth.
7. **Reforming Assessment Practices:** Continued dependence on written examinations reflects a narrow evaluation culture. Teachers should adopt multiple forms of assessment like portfolios, project work, and performance-based evaluation to capture students' comprehensive learning outcomes, consistent with NEP 2020's competency-based approach.
8. **Addressing Gender Disparities in the Teaching Workforce:** The predominance of male teachers suggests an imbalance that may influence classroom climate and mentorship dynamics. Encouraging balanced recruitment and leadership opportunities for women can promote inclusivity and sensitivity in school culture.
9. **Strengthening Teacher and Student Wellbeing:** The findings underscore issues of workload, job insecurity, salary delays, and student stress. Prioritising mental health, fair employment conditions, and counselling support for both teachers and students can enhance motivation, productivity, and overall school climate.
10. **Bridging Policy and Practice:** The gap between the intent of NEP 2020 and actual school-level implementation remains a critical concern. Effective monitoring, transparent reporting, and locally contextualised planning are necessary to ensure that national reforms yield tangible educational improvements across Mizoram's secondary schools.

RECOMMENDATIONS

a) Recommendations Based on Study Findings

1. **Strengthen ICT Infrastructure and Capacity-Building:** Provide schools with essential ICT facilities—computers, projectors, smart boards, and reliable internet access. Establish regular training modules and peer-learning networks to build teachers’ confidence and competence in integrating technology effectively into classroom practice.
2. **Develop Inclusive and Accessible Learning Environments:** Implement a state-level action plan to ensure physical accessibility and availability of assistive devices across all schools. Cluster-based resource centres should provide specialised materials and itinerant special educators to support inclusive classroom practices.
3. **Institutionalise Teacher Education and Professional Development:** Enforce B.Ed. qualification as a minimum standard for all secondary teachers within a fixed timeframe. Establish a professional development calendar covering inclusive pedagogy, ICT integration, and assessment reform. Ensure parity in salary structures across school types to sustain motivation and quality teaching.
4. **Standardise and Monitor School Infrastructure:** Introduce enforceable minimum standards for classrooms, laboratories, libraries, and sanitation. Annual infrastructure audits should ensure compliance, with priority given to water safety, proper lighting, ventilation, and maintenance of hygiene.
5. **Foster Student-Centred Pedagogical Reform:** Encourage the adoption of competency-based and participatory learning approaches through practical workshops, lesson demonstrations, and peer observation systems. Teachers should be incentivised to design creative, project-based learning experiences aligned with NEP 2020.
6. **Institutionalise Co-curricular and Cultural Activities:** Require schools to conduct a minimum number of co-curricular sessions per week, supported by dedicated budgets. Establish student clubs and cultural committees to promote arts, sports, and social participation as integral to school life.
7. **Diversify Assessment and Evaluation Systems:** Conduct systematic training on holistic evaluation strategies such as portfolios, rubrics, and performance-based

assessment. Schools should integrate formative assessment as part of daily teaching to provide continuous feedback and reduce exam-centric stress.

8. **Prioritise Mental Health and Professional Wellbeing:** Establish counselling cells in every school and provide mandatory wellbeing workshops for teachers and students. Ensure timely payment of salaries, reasonable workload distribution, and supportive supervision systems that foster trust and professional satisfaction.

b) General Recommendations

1. **Strengthen Implementation and Accountability Mechanisms:** Develop a monitoring framework linking school performance to NEP 2020 objectives. Periodic evaluations and transparent reporting should ensure that reforms are meaningfully implemented at every school level.
2. **Promote Community and Parental Participation:** Institutionalise parent–teacher partnerships and community advisory boards. Regular community outreach programmes should create shared responsibility for school improvement and enhance local support.
3. **Mobilise and Diversify Educational Funding:** Encourage resource mobilisation through alumni networks, corporate partnerships, and local government collaboration under transparent financial management systems.
4. **Advance Gender Equity and Inclusive Practices:** Integrate gender-sensitivity and inclusion modules into teacher training. Encourage equal representation of women in school leadership and promote inclusive participation in all school activities.
5. **Adapt Curricula to Local Contexts:** Allow flexibility in curriculum design to reflect regional culture, languages, and vocational needs. Local adaptation of NEP 2020 frameworks can make learning more relevant and contextually meaningful.
6. **Develop Long-term Strategic Educational Planning:** Formulate a state-level roadmap aligning secondary education with NEP 2020. This should include measurable targets for quality enhancement, inclusiveness, and capacity building, reviewed periodically to respond to emerging educational needs.

SUGGESTIONS FOR FURTHER STUDIES

To deepen understanding of critical issues identified, future researchers could explore:

1. Comparative studies of infrastructure and inclusiveness across different regions or states.
2. Detailed studies on experiences of students with special needs.
3. Long-term research evaluating ICT integration effectiveness.
4. Qualitative exploration of barriers to technology adoption in schools.
5. Exploratory studies on school environments affecting student wellbeing and teacher satisfaction.
6. Investigations into student mental health concerns related to academic pressures and social dynamics.
7. Policy evaluation studies examining real-world implementation of NEP 2020 and other educational frameworks.

These areas offer valuable potential to extend current knowledge and guide future educational improvements effectively.

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