A STUDY OF THE BACKGROUND FACTORS OF SCHOOLS WITH CONSISTENTLY GOOD OR POOR PERFORMANCE IN HSLC EXAMINATION IN MIZORAM

Thesis
Submitted in Fulfillment for the Degree of
Doctor of Philosophy in
Education

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SUPERVISOR'S CERTIFICATE

*This is to certify that Mrs. Rosangliani has completed her Thesis entitled '**A Study of the Background Factors of Schools with Consistently Good or Poor Performance in HSLC Examination in Mizoram',** under my guidance and is fit to be submitted for evaluation for the award of Doctor of Philosophy in Education.*

CANDIDATE'S DECLARATION

*I, Mrs. Rosangliani, hereby declare that the subject matter of the Thesis entitled '**A Study of the Background Factors of Schools with Consistently Good or Poor Performance in HSLC Examination in Mizoram'** , is the record of work done by me, that the content of this Thesis did not form an award of any previous degree given to me or, to 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.*

This is being submitted to the Mizoram University for the award of Doctor of Philosophy in Education.

Dated: Aizawl
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CHAPTER - 1

INTRODUCTION

"Secondary education has a vital role to play in any programme of education for the community. It provides teachers for both elementary and adult education. It also prepares pupils for the universities and other institutions of higher learning. Besides it is the stage which in all countries marks the completion of education for the vast majority. Even the minorities which goes for higher education cannot take full advantage of the wider opportunities offered by the universities unless they have received their grounding in a system of sound education"

- Humayun Kabir

The development of secondary education in India is to be attributed to the endeavors of Christian missionaries and a few nationalist leaders who established educational institutions during the later part of the 18th century and the beginning of the 19th century. The important objectives of these missionaries were to spread English education, Western culture and Christian faith among the natives. The nationalist leaders were motivated to start these institutions in order to educate the Indian youths and inculcate the national ideas as well as spirit in them. Missionaries made a good deal of attempt for the propagation of education in India with the object of spreading Christianity. Due to their efforts several institutions were established.

Elementary education is intended to provide the minimum essentials. But if a child's education ends with it at the age of 13 or 14, it will be like laying the foundations of a house and stopping there, for whom could claim that the child is prepare for life. Secondary Education, in fact, is that stage of education which helps children to become full members of a complex modern society. It develops

to the highest potential, his ability, his aptitudes, his interests and qualities of character. It enables the individual to enter life as a knowledgeable, active minded and sociable individual.

Secondary education is really the nation- building education and the maintenance of good quality therein is of tremendous importance. As primary teachers come from secondary schools, good standards in secondary education are of great importance. The University students, too, are drawn from secondary schools. Thus, standards of higher education also depend considerably upon those of secondary education. It is obvious that secondary education forms the central link in the chain of education, because, it is through this that backward and forward linkages are established. Elementary education are to be so structured as to strengthen foundations of secondary education and secondary education has to be so structured that students can be sufficiently equipped both in knowledge and skills to join any part of economic life.

The term Secondary Education is simple, yet it means different things to different people. In the words of Mukherji, "It stands or has, at different times, stood for different things – a stage, a type and a standard. As a stage it stands for what comes next to elementary education. As a type, it stands for something that, though related to a certain intelligible classification of things to be learnt is constantly being modified and enlarged, but the fundamental of which can be expressed only by a still more elusive name, humanism or liberal education. As a standard, it aims at that measure of erudition of which universities can take cognizance. The part that secondary education has played as an element in the national system has depended largely upon the measure in which these three meanings have been brought into harmonious with one another."

According to Dictionary of Education, Secondary Education means full

time education provided in secondary schools, usually for pupils between the age of 11 and 12 and 18 plus years.

Secondary education is the education offered to students in between elementary and higher secondary stages. It comprises of two or three uppermost classes of the first ten years of schooling. Classes 8^{th}, 9^{th} and 10^{th} comprise secondary stage in Mizoram. The school that offers this stage of education is commonly known as high school and it provides a course of general education without any specialization. A public examination commonly known as High School Leaving Certificate (HSLC) Examination is conducted by Mizoram Board of School Education at the end of class X to mark the termination of secondary or high school education.

There is considerable divergence in the national definitions of secondary education. In some places secondary education begins at 11, in others at 12.The Education Commission 1964 – 66 suggested the term 'primary education' for the first seven to eight years and the term 'secondary education' for the following four to five pre-university years of secondary education are divided into two cycles – lower secondary, corresponding to 14, 15 and 16 and higher secondary comprising classes XI and XII. According to Kothari Commission, "We have to bear in mind the principle already noted that Secondary Education is a complete unit by itself and not merely a preparatory stage to that at the end of this period the student should be in a position, if he wishes to enter on the responsibilities of life and take up some useful vocation."

1:1 IMPORTANCE OF SECONDARY EDUCATION

The importance of secondary education is that, it is the earliest stage which brings the child in touch with the world of work. It also provides the foundation for the education which is really nation building in nature in the sense that it helps

develop the highest potential aptitudes, interests and qualities of children to enable them to take an active part in nation's developmental activities. It is the backbone of the country's entire educational programme and the importance that the backbone has for human physiology is shared by secondary education in the country's economy. Secondary education not only prepares pupils for universities and higher education, but also prepares for the world, as well as life. It enables them to take up vocations for earning for livelihood and to be good citizens, fit members of the family, community, nation as well as world. Humayun Kabir has aptly said, "Secondary Education has therefore a vital role to play in any program of education for the community. It provides teachers for the universities and other institutions of higher learning. Besides it is the stage which in all countries marks the completion of education for the vast majority. Even the minority which goes for higher education cannot take full advantage of the wider opportunities offered by the universities unless they have received their grounding in a system of sounds secondary education."

For one thing, secondary education is a link between elementary education, on one side, and tertiary and higher education, on the other. It is evident that improved enrolment at the elementary stage has led to increased access to secondary schools, which in turn has influenced demands for tertiary and higher education. Secondary education, thus, is of special importance in the educational ladder in as much as its successful completion is a requirement for admission into institutions of higher education and, at the same time, being a terminal stage, it caters to the needs of those who enter the world of work. Again, as stressed by the National Policy of Education, 1986, updated in 1992 "Secondary education begins to expose students to the differentiated role of sciences, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens."

A major challenge before educational planners, educational administrators, educational researchers, teachers and managers of education, thus, are to devise and organize a system of secondary education which would widen access to it and simultaneously ensure relevant and quality education. As a matter of fact, making quality education available to all students at the secondary stage is by far the only way to develop their full potential either for pursuing higher studies or seeking gainful employment.

Secondary education is a gateway to the opportunities and benefits of economic and social development. Demand for access to higher levels of education is growing dramatically as countries approach universal primary education. The global Education for All (EFA) efforts provides added momentum for the growth in secondary education. Furthermore, globalization and the increasing demand for a more sophisticated labor force combined with the growth of knowledge-based economies gives a sense of urgency to the heightened demand for secondary education.

In today's world, secondary education has a vital mission - one which combines the policy peculiarities of being at the same time terminal and preparatory, compulsory and post-compulsory, uniform and diverse, general and vocational. Secondary education is now being recognized as the corner stone of educational systems in the 21st century. Quality secondary education is indispensable in creating a bright future for individuals and nations alike.

It is often said that "the progress of any country can be best measured by the quantity and the quality of its secondary schools. The secondary stage is the most vital one in the education of the child. He/she passes through psychological and emotional strains and there is an increasing differentiation in his aptitudes and interests. Therefore, we have to bear in mind the fact that secondary education is

complete in itself and not merely a preparatory stage, that at the end of this period, the students should be in a position to take up the responsibilities of life and some useful vocation.

The secondary education as the Commission visualizes it, will "provide for its pupils a rich, pleasant and stimulating environment which will evoke their manifold interest and make life a matter of joyful experience."

As difficult as the teen years are, it's an unfortunate fact of life, that these are the years during which students need to pay attention to their grades, develop good habits and plan for the future – in order to provide for themselves and families, students needs to see secondary education as the vital step in their educational journey.

However, the products of secondary education today are mostly unemployable and unfit to pursue higher studies. The terminal character of secondary education has eroded. Matriculates and Secondary School Leaving certificate (SSLC) holders are left behind and dry without any legitimate avenues for further progress. Following the Mudaliar Commission Report, efforts have been made to revamp the secondary school system.

1:2 SECONDARY EDUCATION IN INDIA BEFORE INDEPENDENCE

The origin of the modern system of Indian Education can be traced to the hearts/ efforts of Christian Missionaries who poured into India in the wake of European traders in the early years of 19th century. These missionaries made an attempt for the propagation of education in India with the object of spreading Christianity. Due to their efforts several institutions were established. These institutions imparted European as well as Indian Education.

In 1835, Lord Macaulay penned his famous Minute known as Macaulay's

Minute and submitted to Lord William Bentinck, the then Governor General who issued a communiqué wherein it was stated that, “The great object of British Government ought to be the promotion of European literature and Science among the natives of India, and that all the funds appropriated for the purpose of education would be best employed on English alone.” The report of Lord Macaulay paved the way for the expansion of secondary education.

In 1837 English became the language of courts. In 1844 Logic Herding issued a proclamation that for services in the public offices, preferences would be given to those who were educated in English schools. These factors contributed to the development of secondary education in India. By the year 1852, there were 32 recognized secondary schools.

The turning point in the history of India, however, came in the time of Dalhousie in 1854.Sir Charles Wood, the President of the Board of Control, drafted his dispatch in 1854 which for many years remained a guiding star in the field. The Wood’s Despatch 1854 contributed much in the development of secondary education in India, since it provided the foundation for secondary education. It started the grant-in -aid system which further encouraged the establishment of secondary schools. As a result of the Despatch, three universities were established in the Presidencies of Bengal, Bombay and Madras. These universities paved the way for higher education. They began dominating and controlling secondary education through the Matriculation Examination and this remained under them. The grant-in-aid was started which benefited the Secondary School and many secondary schools were opened. Thus, the Wood’s Despatch provided the foundation for Secondary Education .The Despatch is said to be the “Magna Carta” of education in India. It outlined in definite terms the vocational machinery that India was going to have.

The Hunter Commissiion, 1882 was a landmark in the growth of secondary education in India. It recommended that the Government should withdraw from the management of secondary education and grant-in aid should be strengthened for the growth of secondary education on private initiative. It also recommended for two courses of study viz. literacy and another practical should run simultaneously at this stage.

However, secondary schools, with the academic curriculum, grow more rapidly between 1882 and 1902. The number of secondary schools increased from 3916 to 5124, the enrolment increased from about 2 lacks to 6 lacks and number of matriculates increased rapidly. Thus, the input in 1902 was three times that of 1882. But the quantitative expansion was without quality.

The feeling that the universities were dominating secondary education and that an attempt should be made to see that secondary education was conducted independently of the universities, led to the creation of Boards of Secondary Education which were responsible for laying down syllabuses and for conducting examinations at the school final stage.

The Calcutta University Commission (1917) or Sadler Commission under the chairmanship of Michael Sadler held the view that the improvement of secondary education was essential for the improvement of University education. As such it made the following recommendations for the reorganization and reorientation of secondary education – (i) separation of Intermediate classes from the University (ii) vernacular should be the medium of instruction at high school stage (iii) admission to the university should take place after the Intermediate stage and (iv) separate high school and Intermediate Board should be established in all provinces. Many of the Universities in India began to implement Sadler's recommendations which led to the creation of new type of institutions called the

Intermediate Colleges and setting up of Boards of Secondary and Intermediate Education.

The Hartog Committee in 1929 recommended for diversification of the course and improvement of the training and service conditions of teachers and sufficient pay should be given to the teaching profession.

The Sapru Committee (1934) suggested the introduction of diversified course at the secondary stage, vocational training after lower secondary and abolition of intermediate stage and university should extend over a period of three years.

The Abbot – Wood Report (1937) recommended the establishment of vocational institutions and polytechnics and thus invented a new hierarchy of vocational institutions parallel to the hierarchy schools with academic courses.

The Sergeant Report (1944) was set up in the context of the post – war conditions. It suggested that the secondary course should extend over 6 years, the age of admission after education should be 11 years; only brilliant students should be selected for the high schools. It also suggested two main types of high schools viz. academic and technical. It also recommended that high school leavers should receive an education that will fit them for direct entry into occupations and professions.

As a result of these reports, there was tremendous expansion of secondary education. The number of secondary schools rose from 4,888 in 1917 to 12,693 in 1947.The number of trained teachers increased resulting in raising the standard of education. The pace of expansion in secondary education was strengthened and various attempts were made for qualitative improvement in this education in particular. At present secondary education is free in many parts of the country.

In spite of all these reforms and improvements, the over- all picture of secondary education during the British rule was not satisfactory.

1:3 SECONDARY EDUCATION IN INDIA AFTER INDEPENDENCE

After Independence, it was realized that education is the most important single factor in achieving national goals and in creating a new social order founded on the desired values of freedom. Particularly, it was felt to improve the crucial stage of secondary education for harnessing the potentialities of the vast army of youths and developing the physical and human resources of the country. Before the Independence, secondary education was mainly confined to cities and towns, and the rural population, which constitutes about 80% of the total population, was benefit of secondary education. But after the independence, secondary schooling facilities have become available within a reasonable distance of most of the habitations. Many measures have been taken during the post-independence period to make secondary education more meaningful and relevant to the needs of time. The Radha Krishnan Commission (1948) on University Education found this stage of education to be the 'weakest link' in the whole stages of education and needed urgent reforms. The attainment of independence gave the people of the country the first fullest opportunity to mould their educational policy according to the needs of the nation in the fast changing times.

Since independence there had been a considerable expansion in the infrastructure of secondary education in the country. Just after independence it was realized to reorient the educational system of the country in order to adjust it to the changing needs and aspirations of the people. Secondary Education is being strengthened through various schemes, focusing on improvement of Science Education, Environmental Education, Population education, Culture and Values in Education, Computer Literacy, Educational Technology, Physical Education and

Sports. Various strategies and approaches are being put forward and alternatives worked out for restructuring secondary education all over the world.

Proper standards cannot be maintained by the Central unless careful consideration is given to the level of efficiency attained at the secondary stage. Before independence, secondary education was mainly confined to cities and towns, and the rural population, which constituted about 80% of the total population, was benefit of secondary education. But after independence secondary schooling facilities have become available within a reasonable distance of most of the habitations. Even for employed persons, housewives etc. secondary and higher secondary schooling facilities have been made available through correspondence and distance education. On consideration of equity, the tuition fees have been completely abolished in the case of scheduled tribes and castes. Certain state governments have taken steps that no student seeking admission to secondary education will be denied the admission. The pace of expansion in secondary education was strengthened and various attempts were made for qualitative improvement of this education in particular. At present secondary education is free in many parts of the country.

Government's effort for the improvement of Secondary education are mainly concerned with –

1. Making secondary education terminal and self-contained for those who will join the world of work after completion of secondary stage and to offer a satisfactory base for higher studies(university education).

2. Continued expansion of secondary education facilities leading to democratization of education and quality of education opportunity among the citizens. This implies extension of the school system in the unserved and underserved areas, provision of free studentships and scholarships,

special arrangements for gifted children, education of Girls, of Schedule Tribes ands Schedule Caste, minorities and disabled children.

3. Co-coordinating secondary education with the economic growth and requirements of the society through diversification and vocationalization of the course.

4. Increasing the duration of the course to total of 12 years(10+2) of schooling.

5. Quality improvement through deepening of the content, development of more efficient techniques of teaching and evaluation and improvement of teachers from every point of view and particularly from that of academic competence.

6. Promotion of national integration and social cohesion through introduction of Common School System and of National Curriculum Framework with common core component.

7. Development of regional languages and adoption of mother-tongue as medium of instruction.

8. Cultivation of excellence.

9. Inclusion of work-experience, promotion of science education and provision of well-equipped laboratories.

Several Committees and Commissions were required to review the educational problems and make recommendations for bringing about desired changes in the structure and strategy of education. A brief account of the different steps taken by the government to transform, reorganize and to improve the quality and quantity of secondary education are given below:

Tara Chand Committee (1948) recommended the establishment of

multipurpose secondary schools and appointment of Commission to enquire the problems of secondary education in India.

In order to meet the requirements of scientific, technical and agricultural branches and also to provide research facilities at the university stage, a University Commission was appointed in 1948; under the Chairmanship of Dr. Radhakrishnan. It suggested improvement in secondary education. It reviewed secondary education related to University Education and remarked that secondary education is the real weak spot in our entire educational machinery and needed urgent reforms.

Secondary Education Commission 1952 – 1953 also known as Mudaliar Commission is an important landmark in the development of secondary education. The Commission was directed to examine the prevailing system of secondary education in the country by suggesting measures for its reorganization and improvement. The Commission suggested three major reforms in the secondary education.

i. Reorganization of the educational pattern of education
ii. Diversification of the secondary curriculum, and
iii. Reform in the examination system

During this period a number of innovations were introduced in the educational system, particularly in the field of secondary education. The All India Council of Secondary Education was set up in August 1955 to evolve programme of improvement for secondary education. Its main functions are to review from time to time the progress of secondary education throughout the country and to serve as an expert body to advise State and Central Government on the improvement and expansion of secondary education in all its phases.

The control of Secondary School Leaving Certificate Examination (SSLC)

was transferred to specially constituted Boards of Secondary Education from universities. The Central Board of Secondary Education was set up for conducting a common All India Higher Secondary Examination. It is the first Board in the country to introduce generic Vocational Course at the +2 level. In 1954, Central Bureau of Textbook Research was set up in order to remove defects and produce suitable textbooks in secondary education.

The National Council of Educational Research and Training (NCERT) New Delhi was established in September 1961 for the improvement of school education. It is an apex resource organization set up by the Government of India, to assist and advise the central and the State Governments on academic matters related to school education. It provides academic and technical support for qualitative improvement of school education through its constituent. It brought out the National Curriculum Framework for all stages of education and undertook a massive revision of text books for classes I –XII. It is fully financed by the central government. In the same year the Central Tibetan Schools Administration (CTSA) was set to run, manage and assist institutions for the education of the children of Tibetan refugees in India.

The Central Tibetan Schools Administration, New Delhi was set up as an autonomous organization in 1961 with the objective of running, managing and assisting institutions for the education of the children of Tibetan refugees in India.

The Kendrya Vidyalaya Sangathan (KVS) was formed in 1962 for providing educational facilities throughout the country for the children of transferable Central Government employees including Defense Personnel, with the idea of encouraging the growth of Secondary Schools. It is proposed to establish more Navodaya Vidyalayas to cover the districts which do not have one right now and also to strengthen these existing schools by providing those

facilities for cultural activities, computers and sports facilities.

The Education Commission 1964–1966, also known as Kothari Commission was appointed to advise Government on "National pattern of education and on the general principles and policies for the development of education at all stages and in all aspects." It recommended the introduction of uniformity in secondary education throughout the country in programmes like vocationalisation of secondary education, modernization in all walks of life, greater social and national integration through the introduction of common school system of pubic examination at all level, development of national languages as a medium of instruction, spreading of Hindi in the non-Hindi speaking areas, work experience as an integral part of school education, education of the handicapped and backward classes etc. The Secondary Education Commission wanted to restrict unplanned and uncontrolled expansion of secondary schools and to develop it in the light of manpower requirements. It recommended that work experience and social service should form an integral component of education at all stages. The Commission also recommended the education of disabled children in regular schools.

National Open School (NOS) was established in November 1989 as an autonomous organization under the Department of Education. This institution provides education to its students through the distance education mode. During the Tenth Plan, the National Open School (NOS) (now known as National Institute of Open Schooling) would intensify efforts to ensure that the open school system is to the under- privileged groups. The nearly 1,200 study centers are proposed to be increased by around 15 per cent a year.

In order to provide high quality modern education to the talented children predominantly from the rural areas, with out regard to their socio-economic

conditions, Government of India launched the scheme to establish one Navodaya in each district of the country. Navodaya Vidyalayas are fully residential co-educational institutions providing education upto Senior Secondary stage. Education in Navodaya Vidyalyas including boarding and lodging, textbooks, uniforms, etc., is free.

At the recommendation of the Kothari Commission, Government of India was pleased to declare a National Policy on Education in 1968 which would provide guidance to the state government and the local authorities in preparing and implementing educational plans. It aimed at promoting national progress, a sense of common citizenship and culture and to strengthen national integration. It laid stress on the need for a radical reconstruction of the educational system to improve its quality at all stages, giving much attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

The Ministry of Human Resource Development in consultation with the states formulated the National Policy on Education (NPE) in 1986 was another important effort made by the government of India for the improvement of its educational machinery. It envisages free and compulsory education for all citizens up to the age of 14 years. The policy express about education, analyses the 1968 Education Policy and situation thereafter. The NEP has been very rigorously implemented in the country and a great progress has been noticed in areas such as mass literacy, early child care education, UFE, NFE awareness of environmental health, women education, technical education, vocationalisation, etc. The N.P.E., 1986, focuses special attention on the education of disabled children for achieving the goal of Education for All.

The Central Advisory Board of Education (CABE) also suggested the

presentation of Programe of Action (POA) for implementing the NPE effectively and a broad strategy for working out the Programmes. It implies equal opportunities to all both in terms of access to education of a comparable quality and conditions of success, common education structure (10+2+3) for the entire country, promotion of national integration, strengthening the National Institutions to play their parts in giving shape to the National System of Education. The NPE also entrusted the NCERT with the responsibility of developing National Curriculum Framework and to revise at frequent intervals. The NPE has also made elaborate plans for women's education by removing disparities, the education of schedule caste and schedule tribes, minorities and other educationally backward sections and the handicapped.

The Ramamurty Committee, 1990 and the Janardhan Reddy Committee, 1991 was appointed to revise and make recommendation regarding the National Policy on Edua\cation, 1986.

A phased drive called Operation Blackboard to improve the basic infrastructure of primary schools is also being pursued significant event in 1988 was the setting up of a National Literacy Authority to manage the national literacy mission. Navodaya Vidyalayas are opened providing opportunities for talented children.

UNESCO (1996) have identified various tensions and crisis of the modern society and suggested four measures viz. Learning to know, Learning to do, Learning to live together and Learning to be to be instructed for strengthening the education system and improving the quality of education in the 21st century.

The National Conference of the Chairman of Boards of School Education and Directors of selected SCERTs was organized by the NCERT in collaboration with the Council of Board of School Education (COBSE) on 6 – 8 July,1992, to

clarify the various aspects of restructuring the curriculum from the point of view of semestarization at the secondary stage.

The historic event for education was the hosting of an Education for All (EFA) Summit of Nine High Population Countries in New Delhi on 16th December 1993. The important landmark at the Summit was the announcement by the Prime Minister Shri P.V. Narasimha Rao that the country would redeem the pledge to spend 6% of the GNP on education before India enters the next century.

Stressing the need to interpret children who have handicaps, with mainstream education, the 1992 POA calls for concerned attempts to ensure that all educational institutions provide for the special needs of the disabled and handicapped.

Like Sarva Shiksha Abhiyan (SSA), the Department of School Education and Literacy of the Ministry of Human Resource Development (MHRD), Government of India is in the process of launching Rastriya Madhyamic Shiksha Abhiyan (RMSA) with an aim to achieve Universal Access and Quality Secondary Education. Rashtrirya Madhyamic Shiksha Abhiyan (RMSA) launched in 2007, a mission mode, training to secondary education, where the Center is all set to generalize to universal secondary education by 2020. This section of education for all in India presents details of activities that have been launched recently in this direction. Under RMSA, the responsibility to develop Secondary Education Management Information system (SE-MIS) is given to the Department of Educational Planning and, National University of Educational Planning and Administration (NEUPA), New Delhi. In 2006, a CABE sub-committee on Secondary Education was constituted. This part of site presents all about recent developments with regard to Secondary Education in India. RMSA is aimed at expanding and improving the standards of secondary education – classes VIII to

X. The RMSA would also take secondary to every corner of the country by ensuring a secondary school (up to class X) within a radius of 5km for every neighborhood. RMSA is the most recent initiative of Government of India to achieve the goal of universalization of secondary education (USE).

The Sarva Shiksha Abhiyaan programme set up by the government to bring elementary education to millions of children has been successful to a large extent, and has thus created a need for strengthening secondary infrastructure across the country.The HRD Ministry has staken note of this, and now plans to implement a secondary education scheme called Rashtrya Madhyamic Shiksha Abhiyan (RMSA) during the 11^{th} plan at a total cost of Rs. 20,120 crore.

Investment In Secondary Education In India

Caught between the emphasis on elementary and higher education, secondary has suffered in the country, a World Bank report has said. Calling secondary education a “forgotten middle”, Sam Carlson of World Bank, who prepared the report, pointed out how investment in secondary education had declined. While primary education gets the largest share of 52% of total spending on education, secondary education, which plays an important role in building up a skilled workforce, gets 30% of the spending, the report said. Higher education gets 18% of the total spending on education. India’s gross enrolment rate at the secondary level of 52% is far inferior to the GERs of countries like Vietnam (72%), Sri Lanka (83%) and China (91%).Carlson said the newly-launched Rashtrya Madhyamik Shiksha Abhiyan has tremendous potential to bridge the gap in secondary education. World Bank is in the process of lending $500 million loan for RMSA. Projections, Carlton said, suggested an increase in absolute demand for secondary education between 2007 – 08 and 2017 – 18 of around 17 million students per year, with total enrolment growing from 40 to 57 million students.

The report said there was a 40% point gap in secondary enrolment rates between students from the highest and lowest expenditure quintiles. In addition it is said there was a 20% point gap between urban and rural enrolment rates, and a persistent 10% point gap between secondary enrolment rates of boys and girls.

Enrolment in secondary education also varies from state to state. From 22% in Bihar to 92% in Kerala and from 4% in Jharkhand to 44% in Tamil Nadu. In some states like Rajasthan, Utter Pradesh and Madhya Pradesh, enrolment of the general population at secondary level is 80% higher than for SCs, STs and Muslims.

The report has recommended innovative public-private partnership models including reform of the grant-in –aid system, public classroom and school construction in rural areas, training and hiring of more teachers and introduction of double-shift teaching.

To raise demand for higher education, the Bank said number and quality of class eight students should be increased; there should be a provision of financial and in-kind assistance for poor and disadvantaged students. Emphasis has also been put on strengthening secondary education teacher training colleges, peer-based development of teachers, teacher performance standards and increased community monitoring of student learning.

The World Bank report, while recommending India to become part of international benchmarking like Trends in International Mathematics and Science Study (TIMSS), carried out a test on the basis of published test items in schools of Rajasthan and Orissa. It was found that students' average scores placed them below 43 of the 51 countries tested, just above South Africa and Ghana. However, top 5% of students performed far higher, on average, than most of their peers around the world.

Table 1.1

Status of Secondary Education in India (as on 2004)

Sl.No	No. of Secondary Schools	Figures
1.	No. of Secondary Schools	1,01,777
2.	No. of Students of Secondary level (IX-X)	2.43 Crore
3.	Population 14-16 Age Group (as on 30.9.2004.)	4.71 Crore
4.	Pupil-teacher Ratio (IX-X)	1:32

Source: ***Selected Educational Statistics (2004-2005). Provisional Data, population Projections are based on census data compiled by Register General of India.***

Status of Secondary Education In India

Ever since the constitution was adopted in 1950, the focus of educational programmes was concentrated on elementary education. Since the constitutional commitment is free and compulsory education to all children up to the age of fourteen, all efforts were focused on achieving the goal of universal elementary education. But despite significant progress in every sphere of elementary education, primary education remained in the focus all through since the independence. Even the coverage of District Primary Education Programme (DPEP) is also limited to the primary level only. However, it the upper primary education, which is now getting attention of the planners and policy makers. The DPEP is now being extended to the upper primary level initially in the phase one 52 districts. Sporadic attempts have been made in the past to consider both the primary and upper primary education as one component. The Bihar *Education Project* and the *World Bank Utter Pradesh Basic Education Project* considered the entire elementary education as one unit. The new initiative, namely the *Sarva Shiksha Abhiyan* (SSA) also envisages the entire elementary education as one

component. Secondary education had never been in the focus and all the activities were concentrated on elementary education. The Government had recently constituted a task force on secondary education. Even there is now mention of Universalisation of Secondary Education.

The target during the 11th Five Year Plan is to produce a secondary school within 5 kilometres of any habitation and to provide a higher secondary school within a dominance of 7-8 kilometres of any habitations. This will be part of the effort to ensure universal secondary education by 2017 i.e. the end of 12th Five Year Plan whereas the target for GER (Gross Enrolment Rate) by the end of 11th Plan could be fixed at 75% for secondary stage (it was 27.82% in 2004 – 2005). The vision is to ensure 100% enrolment and retention even upto higher secondary stage (including vocational and other streams) by 2020. The CABE Committee on Universal Education 2005 has also suggested that secondary education should be universal but not compulsory. The state has to take up responsibility for providing access to secondary education with special reference to economically weaker sections of the society, the educationally backwards, the girls ands other marginalized categories like ST,SC,OBC and minorities. Not only universal enrolment, but universal retention and satisfactory quality should be a priority.

According to the report of the Working Group on Secondary and Vocational education for the 11th Five Year Plan (2007-2012), there were 1,01,777 high schools and 50,272 higher secondary schools/institutions in the country as on 30.9.2004. There are 41 examination Boards, out of which only two are of All India Character i.e. Council for the Indian School Certificate Examination (CISCE) and Central Board of Secondary Education (CBSE) with 8,300 (approx) and 1500 (approx) number of schools affiliated to them respectively.

1:4 BRIEF PROFILE OF THE STATE OF MIZORAM

Mizoram is a hilly and picturesque in the north-eastern corner of India. It is one of the seven states of the north-eastern states of India. It was formerly the Lushai Hills District of Assam since 1898. Christianity is the dominant religion of the State. It became a Union Territory in 21st January, 1972 consequent to the North - Eastern Reorganisation Act of 1971. It attained statehood in 20th February, 1987 and became the 24th state of India. It is bounded on the north by the Cachar district of Assam and state of Manipur and on the north-west lies the state of Tripura. The capital is Aizawl. It covers an area of 21,087 Square kilometre. It has a total of 1,014 kms. of international boundaries with Myanmar and Bangladesh. Earlier it had been the largest district of Assam in area, but population-wise it was the smallest district. The step and rugged hill ranges run from north-south with an average height of about 900 meters with the highest peak called “Phawngpui” (Blue Mountain)2,210 metres above sea level. The sides of the hills recovered with dense forests and bamboo jungles and wild banana groves. Like other parts of the north-eastern region, the hills in Mizoram are soft sandstones and shales, which make the area prone to frequent and heavy landslides during the rainy season. It has a pleasant and moderate climate throughout the year and the temperature ranges between 11 degree to 21 degree C in winter and 20 degree C to 32 degree C in summer. It receives a heavy monsoon rain between the month of May and October every year with average rainfall of 208cm.per year. But the winter is completely dry.

The State has a great natural beauty rich in flora and fauna. The forest clad mountains, covered with bamboos, wild banana trees, dense woods festooned with wild creepers and canes, orchids of various hues and wild flowers add a touch of beauty to the enchanting landscape.

The population of Mizoram according to Provisional Census 2001 is 8,91,058 out of which 4,59,783 are males and 4,31,275 are females. The density of population is 32.80 per cent per sq. k.m. with sex ratio of 938 females per 1000 males. The literacy percentage has further improved from 81.32 per cent in 1991 to 88.49 per cent (Census of India, series 16, 2001).

Formerly Mizoram had been divided into three districts; but since the year 2008 it was divided into eleven districts viz.,.Aizawl, Lunglei, Lawngtlai, Serchhip, Saiha, Champhai, Kolasib, Mamit, Hnahthial, Khawzawl and Saitual districts. Besides, there were three (3) Autonomous District Councils, namely, Lai, Mara and Chakma District Councils. Altogether there were 22 Rural Development Blocks and a number of village councils. The Administrative head of the state is Governor. The State has Legislative Assembly of 40 elected members including a Speaker and a Deputy Speaker. It has a council of Ministers headed by the Chief Minister.

The Mizos are of Burmese origin. They migrated to this land in the 18th century from the Chin Hills of Burma. 'Mizo' is the mother-tongue of the majority of the population. A segment of the population also comprises Nepalis, Bengalis, Burmese and people from other states.

Agriculture is the main occupation of the Mizos. To take up this occupation they practiced 'jhum' system of cultivation by slashing the jungle and burn the trunks and leaves and cultivate the land. However, the people realized that this practice is harmful, wasteful as well as destructive and thus, many of them began to switch over their occupation to trade and commerce, animal husbandry, running small industries etc. The percentage of agriculturists has now decreased as the people became more civilized.

Before the arrival of the Christian missionaries in Mizoram, the Mizos had

no organized education system or written language. Instructions given were generally oral. The missionaries, simultaneously with their proselytizing activities, introduced the Roman script and started educating the Mizos. This was the genesis of the present system of education in the state. Christianity and education grew side by side due the active efforts of the Christian missionaries.

The literacy rate of Mizoram remains comparatively high ever since. In the year 1997, Mizoram achieved the highest literacy percentage in India with 95 per cent as per National Sample Survey Organisation (NSSO) Report. However, the literacy percentage had slow down in 2001 census to 88.49 per cent which is the second highest in India.

1:5 DEVELOPMENT OF EDUCATION IN MIZORAM

It is a fact that there was no formal education in the true sense of the term in Mizoram before the advent of the British. Instructions given were generally oral. Thus, formal education in Mizoram commenced only in the early 20th century with the proselytizing activities of the Christian missionaries, who started the first educational institution in the State in 2nd April, 1894 soon after the annexation of the land by the British - Indian Government. The first formal school started in Aizawl on November 1893 was first meant for the children of the sepoys only, but was not available for the Mizo children. Thus, formal education was started in Mizoram by private efforts. It is true that education in Mizoram then was a handmade of religion, but it was better than no education.

For than half a century, i.e. from 1895 - 1952, Elementary Education was looked after by Christian Mission through Honorary Inspector of Schools. During the period between 1953 - 1972, the management of Primary Education was in the hand of District Council. When Mizoram became centrally administered territory, the administration and management of Elementary Education i.e. Primary and

Middle School was transferred to the Government. Since then there has been phenomenal growth quantitatively.

In the Lushai Hills the Church laid the basis for the spread of education. It thereby influenced the pattern of interest articulation as education creates an awareness of the need for governmental action in building a new and better life. It also influenced the course of the operation of social custom and changed the people's orientation.. Thus the Church in this area served as a modernizing instrument. This was the genesis of the present education system in the State. The responsibility for the development and spread of education lies with its Education Department. All through the British period the Christian missionaries were the main agents for education in Mizoram. It was also these missionaries who had given alphabets for the Mizo people. Thus, formal education started for the Mizos in 1894 and "Bible school" a system of "Sunday School", for learning the Gospel was also opened in the same year. The Government was established on 21st August,1897 with Kalijoy Kavyaritha as its schoolmaster(Sangkima).The two missionaries also wrote a 'Grammer and Dictionary of the Lushai Language' containing 7,000 words which was published by the Government in 1898 and became the foundation of all educational work in the Mizo Hills. Thus, the two missionaries viz.J.H.Lorrain and F.W. Savidge may be considered to be the "Father of Mizo Education". (Hluna) The art of reading and writing was a completely new and fascinating experience to the people.

In the history of education in Mizoram, the year 1903 is a milestone, because on 1st March of this year, all the Government schools in Mizoram were placed under the supervision of the Mission as per the instruction of the then Chief Commissioner, Assam, Mr.Fuller, who realized that the schools under the missionaries were better managed. As such education in Mizoram was known to be the handmade of religion. It was no wonder that for a very long time the

missionaries did not attempt to open high school in Mizoram nor did they encourage their middle graduates to pursue education beyond Middle English standard. This accounted for the comparatively low level of educational development in Mizoram when India achieved independence on the 15th August, 1947.Though the number of primary and middle schools keeps on increasing, yet there was no high school till 1944. The whole management of education was taken over by the Mission with Government grants since 1904-1905, both primary and secondary education were under their care and exercised a measure of independence in appointing the staff, fixing the rates of pay, deciding location of schools etc.

Private efforts of the Christian missionaries supported by community participation and not government efforts were the main agencies for the spread and growth of education in Mizoram. Even government entered the field of education; it played only a minor role for a long time.

The educational system and development underwent radical change after India achieved independence. Till 1944, the only way of pursuing secondary education in the State was through the scheme of special scholarship for few students which were extended by the government on the basis of the academic performance in the Middle School Leaving Certificate Examination (MSLC). As there was no secondary school yet, the few selected students had to pursue studies in the neighboring states.

In spite of a strong objection, the first high school called Mizo High School was opened at Aizawl, the capital of Mizoram, in 1944 as a reward for the role played by the Mizos in the Second World, with Rev.D.E.Jones as the first headmaster. The opening of the first high school in Mizoram owes its origin not to

the government, but to the tireless and undaunted efforts of the Mizo people themselves. The Mizo people had a strong passion for education and that was why community participation was and still is appreciably significant in the opening of new institutions. As there was no school building as such, classes were held at the Young Lushai Association (YLA) hall at Mission Veng, Aizawl with 56 students in class vii at the initial stage and one more class was added in the preceding year. In the first matriculation examination conducted in 1948 under Guwahati University, out of 25 candidates, 20 passed in the examination. The school was taken over by the state Government in 1950.

In 1948, the second high school of Mizoram was established at Lunglei, in southern part of the state and was also taken over by the Government in 1950. Again, to the east of Mizoram, at Champhai, Gandhi Memorial High school came up in 1949. In 1952 another high school was opened at Sialsuk village, only few kilometers from Aizawl. The Holy Cross Society founded St.Paul's High School at Aizawl in 1954 (Sangkima).

The educational system and development underwent a radical change after India achieved independence. The political development which took place in 1952 also affected the educational system in Mizoram. As a result of the formation of the Lushai Hills District as an autonomous District Council on 25 April, 1952, certain powers were vested in the Council which automatically changed the system of education.

In the history of education in Mizoram the year 1961 is yet another milestone. By this year the Assam Government handed over the primary education to the Council with effect from 1st August.

Since 1972 when Mizoram attained the status of a Union Territory there has been tremendous expansion and development in the field of education. On the

eve of the inauguration of the Union Territory of Mizoram in 1972, there were as many as eighty high schools and three colleges. Till the year 2006, the number of high schools increases up to 510. A separate Directorate of Education was established in 1972. For effective improvement of education in the U.T., several wings were created under the Directorate of Education to take care various aspects of education. For the qualitative improvement of teacher education, the first Training College for Secondary School Teachers was established at Aizawl in March 1975, which was upgraded into a 'College of Teacher Education'(CTE) on 26th March 1997.Till date, Secondary and Higher Secondary school teachers from all over the state undertake professional training from this institution every year.

The State Council of Educational Research and Training (SCERT) was set up in I980 in Aizawl as an academic wing of the Directorate of School Education with the purpose of enhancing quality improvement and academic excellence in school education. Since May 22nd 2008, SCERT also function as separate Directorate. Under school education there are some branches like District Institution for Elementary Teacher Training (DIET), Science Promotion, Sarva Shiksha Abhiyan (SSA).These branches work harmoniously for the improvement of School Education. The responsibility for implementing the vocationalisation scheme rests with the SCERT which set up its constituent unit known as the State Institute of Vocational Education (SIVE) in 1990. Recently Rashstriya Madhyamic Shiksha Abhiyan was launched in this State to deal with secondary education.

The history of higher education in Mizoram started with the establishment of Aizawl Evening College in 1958 which was officially instituted on 15th August,1959.The first Principal was Rev.Bro.Godfrey, the then headmaster of St.Paul's High School, Aizawl. Mr.Pachhunga, a prominent businessman of Aizawl, donated Rs.50, 000/- for the development of the College. So later on, the

College was named after him as ‘Pachhunga Memorial College’. The College was recognized by Gauhati University in the year 1960.The classes had been held in the evening till 1965 when the College was taken over by the Government and the name was again changed to ‘Pachhunga Memorial Government College’. With the establishment of NEHU in 1973, the Pachhunga Memorial Government College was taken over by the university on 19.4.1979 as a Constituent College and it was named as ‘Pachhunga University College’.

College education spread to the Southern part of the State with the opening of a college at Lunglei in 1964. Thereafter, the number of colleges increased rapidly in the State. At present there were 22 colleges offering general education to undergraduate students. Twenty of them were Government Colleges, one is a University Constituent College and the other one is a deficit grant-in-aid. Besides these, there are two Training Colleges namely, Mizoram College of Teacher Education and Mizoram Hindi Training College, one Law College, two Polytechnic Institutes – one of them is a Women Polytechnic. Effective steps have also been taken for the propagation of Hindi and under the centrally sponsored scheme for the propagation of Hindi, Hindi teachers have been provided for all the Middle and high schools of Mizoram.

The North-Eastern Hill University set up its Mizoram Campus in 1979 for promoting higher education in the State. The Campus was started initially with three departments and gradually other departments were added to the existing ones.

Another important landmark in the history of higher education in the State is the establishment of much awaited Central University called ‘Mizoram University’ (M.Z.U.) on 2nd July 2001.Till date M.Z.U. has 28 (twenty-eight) departments with experienced faculty members. Students from different parts of

the country gathered together joyfully in this University to gain more and more knowledge. What is worth mentioning about the University is that, unlike universities in India, it is 100% ragging free and there is no gap between seniors and juniors. The establishment of university fulfills one of the long cherished aspirations of every enlightened citizen of the State. With the establishment of this university, dreams of hundreds of scholars for having a university of their own like any other States has come true, and most of them, unlike their counterparts in the by gone days will be forced to leave the State for pursuing further studies in the days to come. The construction of the university is going on at 'Tanhril', about 15 kilometers in the Western side of Aizawl, the capital of Mizoram.

With a view to promoting the standard of education and by the progress measures to improve the entire school system of Mizoram, the Mizoram Education Act, 2003 was enacted by the State Legislative Assembly. To carry out the various provisions of this act, rules and regulations were framed and notified by the government. Among them are the Mizoranm Education (Establishment and Management of Private High Schools) Rules, 2006 and the Mizoram Education Recognised Private Schools (Regulation) Rules, 2006, notified on 13.6.2007, and more are yet to be framed and notified.

In the march towards quality in education, the School Education Department has taken various steps at different levels. The effort made in this direction was intensified with the launching of SSA in the State.

Table 1.2
Progress of Education in Mizoram

YEAR	P/S	M/S	H/S	HSS
1894 (Beginning)	1	Nil	Nil	Nil
1903	3	Nil	Nil	Nil
1947 (India Independence)	258	22	2	Nil
1972 (Union Territory)	425	184	70	Nil
1973	470	207	91	Nil
1974	487	213	99	Nil
1975	510	213	99	Nil
1976	510	207	103	Nil
1977	510	224	108	Nil
1978	514	234	111	Nil
1979	516	245	114	Nil
1980	545	278	124	Nil
1981	655	303	132	Nil
1982	840	379	143	Nil
1983	880	379	143	Nil
1984	927	394	143	Nil
1985	1000	415	143	Nil
1986 (Statehood)	1017	443	154	Nil
1987	1032	477	162	Nil
1988	1053	498	180	Nil
1989	1084	522	192	Nil
1990	1109	545	202	Nil
1991	1118	546	227	Nil
1992	1066	553	273	Nil
1993	1082	609	281	Nil
1994	1145	656	289	Nil
1995	1254	694	313	Nil
1996	1263	702	300	16
1997	1318	733	302	18
1998	1244	726	339	18
1999	1226	748	352	24
2000	1224	735	283	30
2001	1377	851	370	33
2002	1504	911	409	47
2003	1504	908	443	71
2004	1552	985	445	65
2005	1688	1121	484	76
2006	1700	1081	502	79
2007	1752	1090	508	82
2008	1783	1253	502	86
2009	1783	1302	521	95

1:6 A BRIEF PROFILE OF MIZORAM BOARD OF SCHOOL EDUCATION (M.B.S.E.)

The establishment of a School Board in Mizoram, to look after, regulate, supervise and control school education was a long felt need and aspirations of the Mizos. In fact there was a strong demand from the people for the constitution of such a Board. In response to their demand, the Mizoram Board of School Education (MBSE) was born on 23rd December 1976 as conceived in the Mizoram Board of School Education Act 1975, enacted by the State Legislature of Mizoram. Prior to the inception of the Mizoram Board of School Education, the academic and examination jurisdiction of the Board of Secondary Education of Assam has extended over Mizoram also, and the High School Leaving Certificate Examination (HSLC) at the end of 10th class in Mizoram used was conducted by the Assam Board. After becoming Union Territory, the first popular ministry of the Union Territory of Mizoram headed by Mr.Ch.Chhunga, an Act, to provide for the establishment of a Board, namely the Mizoram Board of School Education Act 1975, (The Mizoram Act NO.2 of 1976) was passed by the Mizoram Legislative Assembly and was notified by Government of Mizoram vide NO.CJD.18 / 75 / 70 dated 27th March, 1976. Again by Notification NO.ESS / MBSE / 15 / 77 / 142 dt.14th December 1977, the administrator empowered the MBSE to exercise powers over the schools in Mizoram. Accordingly, the office of the Mizoram Board of School Education started functioning with effect from the 23rd December 1976. For the first time in the year 1978, High School Leaving Certificate Examination (H.S.L.C.) examination was conducted by the Mizoram Board of School Education. Since then, the whole responsibility of prescribing curricula and text books and of conducting public examinations for the primary (Classes I-IV), Middle Classes (V-VII) and the Secondary (Classes VII-X) stages of school education devolved on the MBSE. The Higher Secondary (Classes XI & XII) stage also came within the ambit of the MBSE since 1996. Thus, the MBSE

also conducts HSSLC Examination till date. The MBSE also prescribes text books and curriculum for Primary school teachers and Middle School Teachers' Training Institutes also came under the jurisdiction of the MBSE. The MBSE now offers 9 (nine) different vocational courses at Higher Secondary School stage.

Government of Mizoram Letter N0.B.11035/25/94-EDN, Government of Mizoram, School Education Department, had declared that in pursuance of Section 30 of the Right of Children to Free and Compulsory Education Act, 2009, the Government of Mizoram has decided that no Board Examination shall be held in respect of Class IV & VII from the academic session of 2010-2011 and accordingly a notification to this effect was issued vide Memo No. B. 11035/25/94-EDN dated 16th August, 2010.

Till such time the Academic Authority decides the evaluation and assessment procedure for elementary education, the Government of Mizoram has decided that, the Director of School Education, Mizoram shall prepare Common Questions for Class IV and Class VII for all Government and Government Aided Elementary Schools in Mizoram, excluding Elementary Schools in Autonomous Districts Councils, to evaluate and assess performance of students. Evaluation of answer sheets/papers of students of these classes will be the responsibility of teachers of their respective schools and classes.

In order to enable the teachers to perform their duties as prescribed by section 24 of the Act, 2009, the Director of School Education shall formulate a common work schedule for all classes of Elementary stage of Education ands for all medium of teaching.

The Mizoram Board of School Education (MBSE) had adopted CBSE syllabi in Secondary and Higher Secondary stages. CBSE has already introduced Disaster Management in the syllabi of class VIII from 2003- 04 academic session.

MBSE has also undertaken initiatives to include Disaster Management in school curriculum as per the request from the Govt. of India, Ministry of Home Affairs Office memorandum F.No. 31-39/2003/ NDM-II of 13th August, 2004.

While it is true that conduct of public examinations at various levels of school education is one of the main functions of the Board, the act has appropriately entrusted it with various other academic responsibilities such as development of school curriculum, improvement of the standard of teaching and evaluation in the school and the regulation of school education in all its dimensions. However, the Mizoram Board of School Education (MBSE) has, since its inception, been striving hard to improve the education system of Mizoram. With the help of experts from various educational fields it has developed curriculum and syllabus that are followed in schools throughout the length and breadth of the state. MBSE has been regularly conducting workshops and training programmes from time to time in collaboration with various institutes of learning.

The Mizoram Board of School Education consists of various establishments all over Mizoram. These include Government, Government-aided as well as private schools that range from the primary to the higher secondary school level. The M.B.S.E. is an autonomous body with delegated powers to regulate, supervise and control school education in Mizoram. It is the State Education Board which substantially contributes towards upgrading educational standards and introducing innovations in the field of school education i.e., classes I – XII. That Mizoram has its own education board was indeed a milestone in the history of Mizoram.

The jurisdiction of Mizoram Board of School Education is limited within the State boundary of Mizoram. However, management and control of elementary Education of Primary School and Middle Schools in the autonomous District Councils in Mizoram i.e., Mara Autonomous Council, Lai Autonomous Councils

and Chakma Autonomous Councils are in the hands of the concerned District Councils respectively.

In 1996, the MBSE (First Amendment) Act was enacted. This amendment was necessitated over of the responsibility for classes XI and XII stage by NEHU (North Eastern University) to the State Board.

With the passage of time, educational situations in the state also changed. To meet these changes, the powers and functions of the MBSE need to be improved and updated. The MBSE (Second Amendment) Act, 2008 was therefore, enacted by the State Legislative Assembly on the 1st April, 2008 and it received the administrator's assent Notification No. 12018/135/04-LJD/72, the 23rd, April,2008.

GOVERNANCE OF THE BOARD (M.B.S.E.):

The Board is govern by a Governing Body which consists of the following:

1) The President of the Board.
2) The Secretary of the Board.
3) Fourteen (14) members of the Board nominated by the State Government. The President and the Secretary of the Board are the Chairman and the member-secretary of the Governing Body. The Board has also the statutory committees to assist it in carrying out its statutory duties and responsibilities.

The Controlling Authority of the Board is the Secretary to the Government of Mizoram, Education and Human Resource Department, Government of Mizoram.

For administrative convenience, the office of the board has been divided into three main sections. (i) General section – dealing with the whole administration of the Board's office. (2) The examination section dealing with the management of public examinations conducted by the Board. (3) The academic

section dealing with matters relating to the academic works of the Board.

Over the years, since its inception, the Mizoram Board of School Education has been discharging its duties and carrying out its responsibilities to the satisfaction of the general public of Mizoram. It has grown from strength to strength with public co-operation and Government patronage. It has drawn curricula and developed corresponding text-books for the entire 10 years schooling period and has also brought quantum change to reform evaluation processes and procedures.

Department of School Education, Government of Mizoram, vide its Letter NO.B.11035/25/94-EDN.22nd June,2010, declared that in the interest of public service and as approved by the Council of Ministers, the Governor is pleased to order change of class structure of schools in Mizoram as follows:-

Table 1.3
New Class Structure in Mizoram

Sr.No.	Level of School	Classes
1	Primary School	Class I-IV
2	Middle School	Class V-VIII
3	High School	Class IX & X
4	Higher Sec. School	Class XI- & XII

1:7 NEED OF THE STUDY

Secondary education is a bridge between elementary education, on the one hand, and tertiary and higher education on the other. Besides it is the foundation of university education. It is evident that improved enrollment at the elementary stage has led to increased access to secondary schools, which in turn has influenced demands for tertiary and higher education.

Secondary education is a stage that forms the base of the diversified courses of higher secondary stage. It is of special importance in the educational

ladder in as much as its completion is a requirement for admission into institutions of higher education. At the same time, being a terminal stage, it caters to the needs of those who enter into the main stream of life. However, the shift in its location or the intervention of higher secondary stage in between, does not, by any means, reduces its importance.

Deficiency of basic concept or knowledge gained during this stage, or poor performance in the public examination that terminates this stage (HSLC/HSSLC) can debar a student from taking up a course of his choice. Again, as stressed by the National Policy of education, 1986, updated in 1992, 'Secondary Education begins to expose students to the differentiated roles of science, humanities and social sciences'.

A current concern on quality education underscores the need to examine the effectiveness of school that has several dimensions. The differences among secondary schools, in terms of students' learning are a major concern for educational researchers, policy makers and even parents.

According to 2001 census, the literacy percentage of Mizoram stands at 88.49% which is the second largest in India, next to Kerala. Despite this high literacy percentage and quantitative expansion of secondary schools, every year the result of HSLC examination in this State is far from satisfactory. Quantitative expansion always carries with it a risk of deterioration in quality. Without improvement in the quality of education, there is a danger that quantitative increases in its spread may only increase the destructiveness of man. At the same time there is a need to find out whether this quantitative expansion is accompanied by qualitative improvement. Unless the quality of education is also improved, spread of mere literacy may create more problems, than it solves. Secondary education must be of the highest quality, if it is to satisfy the needs of modern age. Education is linked with skill, efficiency and productivity. Since secondary education makes a profound contribution to national development, the

need for qualitative improvement in this sphere was felt acutely. Secondary education is really the nation building education and the maintenance of good quality therein assumes crucial significance

There were a number of secondary schools in the state of Mizoram whose efficiency was far from satisfactory. Due to the rise of private high schools, especially in remote areas, the pass percentage has dropped in the HSLC Board examination. For a number of years many schools show consistently poor results, there are also schools that consistently show good and satisfactory results in HSLC examination for consecutive years.

Every year, more than ten thousand candidates appeared in the HSLC examination, but the pass percentage is very low and alarming despite quantitative expansion of secondary schools compare to other states in the country. This prompted the researcher to make a survey on the background factors responsible to consistently good or consistently poor results in HSLC examination in this state. It is high time that our educationists took serious notice of it, the situation and take necessary steps to put it right.

In spite of different changes made, it has been noticed that the system evaluates personalities in terms of cognitive attainments only. Though progress in the academic lives of the students is measured in terms of certificates of their academic attainments, success in the HSLC examination poses a dismal picture. Only small sections of the total number of students who appear in the school final examination manage to pass through. A close study of the pass percentage of students in the matriculation examination conducted by MBSE during 1998-2003 show that the percentage is on the decline. Though few reasons of this large scale failure were understood, the major causes of such fall in the standard of education are a matter of great concern. It is observed that every year, at the declaration of HSLC examination, that, the result of HSLC examination highly differ from school to school even among those that are located within the same locality. Some of these schools enjoy the privileged of showing excellent results year after year, while other schools shows consistently poor results and seems to show no

improvement at all, they even show a nil result for consecutive years. These schools even deserve cancellation of their permission for not showing any improvements in their academic performance.

One's performance in HSLC examination plays an important role for his/her admission to further studies. Admission to the diversified course of higher secondary stage is highly selective. A good academic performance on the other hand, ensures admission to quality and standard institutions and to the course of one's choice. In other words, it is not only admission that poses problems or acts as check gate, a student who is lacking in proper basic grounding in high school, even if admitted to the higher secondary stage will not be able to cope with the diversified courses. Therefore, the quality of education one received during high school stage to a large extent, decides one's future position in life. High school education, therefore, has to equip the students with strong foundation for their future career. Education is linked with skill, efficiency and productivity. Since secondary education makes a profound contribution to national development, the need for qualitative improvement in this sphere as felt acutely.

Again, good academic performance in HSLC examination will help a person not only in getting admission into quality institutions, but will also open doors for his future career. On the other hand, poor HSLC examination results will close doors for his future career. As a matter of fact, making quality education available to all students at the secondary stage is by far the only way to develop their full potential either for pursuing higher studies or seeking gainful employment. If HSLC examination marks are going to be such an important criteria, research study needs to be conducted to find out the background factors responsible to consistently good or consistently poor HSLC results, so as to enable the educational administrators and policy makers to take the corrective measures for the improvement of secondary education in the state of Mizoram. When school performance is inadequate, it weakens the future skills, adaptability

and competitiveness of a country's labor force.

It is in this context that the investigator felt the urgent need of finding out the background factors responsible for consistently good or consistently poor HSLC examination results in Mizoram. A few studies taken up so far, in relation to secondary schools in Mizoram are not related to this aspect. It is in this context that the need of the present study was established.

1:8 STATEMENT OF THE PROBLEM:

The problem of the present study has been stated as follows:

'A Study of the Background Factors of Schools with Consistently Good or Poor Performance in HSLC Examination in Mizoram.'

1:9 OBJECTIVES OF THE STUDY:

The study was undertaken to realize the following objectives:

i. To analyze the organizational climate of schools, showing consistently good or poor results in HSLC examination conducted by Mizoram Board of School Education (MBSE).

ii. To study the administrative behavior of Principals / Headmasters of schools that show consistently good or poor performance in HSLC examination conducted by Mizoram Board of School Education.

iii. To examine teachers' profiles of schools showing consistently good or poor performance in HSLC examination conducted by Mizoram Board of School Education (MBSE).

iv. A comparative study of profiles of student of schools showing consistently good or consistently poor performance in HSLC examination conducted by Mizoram Board of School Education (MBSE).

v. To make a comparative analysis of physical infrastructure of schools showing consistently good or poor results in HSLC examination conducted by Mizoram Board of School Education (MBSE).

vi. To make a comparative study of the academic infrastructure in terms of libraries, laboratories, audio-visual aids, time-table and teaching methods of schools showing consistently good or poor results in HSLC examination conducted by Mizoram Board of School Education (MBSE).

vii. To suggest measures for improvement in schools that are doing consistently poor in HSLC examination conducted by Mizoram Board of School Education (MBSE).

1:10 HYPOTHESES

The study has tested and verified the following hypotheses:-

i. The schools showing consistently good performance differ significantly in respect of the organizational climate from the schools that show consistently poor results.

ii. The Heads of schools that show consistently good performance have significantly different administrative behavior than those who are heading the schools that show consistently poor results.

iii. The schools showing consistently good performance differ in respect of their teacher's profile from the schools that show consistently poor results.

iv. The schools showing consistently good performance differ in respect of their students' profile from the schools that show consistently poor results.

v. The schools showing consistently good performance differ in terms of the physical infrastructure from the schools that show consistently poor results.

vi. The schools showing consistently good performance differ in respect of their academic infrastructure and facilities from the schools that show consistently poor result.

1:11 OPERATIONAL DEFINITION OF THE TERMS USED:

The terms used in the present title of the study carry some specific meaning. The operational definition of these terms is discussed as follows:-

1. Background Factors: The 'Background Factors' in the present study means the various factors like teachers' profile, students' profile, school organizational climate, administrative behaviour of school principals, infrastructural profiles and teaching learning processes that are responsible for consistently Good or Poor result in HSLC examination.

2. Consistently Good Results: 'Consistently Good Results' in this study means 20 per cent more than the overall pass percentage at state level in HSLC examination during the period 1998 – 2003.

3. Consistently Poor Results: The term 'Consistently poor Results' means 20 per cent below the overall pass percentage at state level in HSLC examination during the period 1998 – 2003.

4. HSLC Examination: The term 'HSLC Examination' refers to High School Leaving Certificate Examination conducted by the Mizoram Board of School Education at the end of tenth class.

1:12 DELIMITATIONS OF THE STUDY:

1. The study is delimited only to those schools that showed consistently good or poor performance in HSLC examination during the period 1998 – 2003.

2. Students' profile in this study is delimited to the students of a particular academic session in which the data relating to the study was collected.

1:13 ORGANISATION OF THE REPORT*:*

The report of the present study has been divided into five (5) chapters to facilitate a systematic presentation.

Chapter-I: Theoreticalsss Framework: The first chapter begins with history of secondary education in India in general and Mizoram in particular. Besides, the chapter deals with the need of the study, statement of the problem, objectives and hypotheses of the study. Operational definitions of the terms used, and delimitations of the study have also been incorporated in this chapter.

Chapter- II: Review of Related Literature: This chapter deals with the review of related studies both in India and abroad.

Chapter-III: Method and Procedure: This chapter describes the methods of study, population, construction of tools, collection and tabulation of data and statistical techniques applied for data analysis.

Chapter -IV: Analysis and Interpretation of Data: Analysis and interpretation of data with regard to school organizational climate, administrative behavior of Principals', teachers' profile, students' profile, physical & academic infrastructure, and teaching learning processes have been incorporated in this chapter.

Chapter -V: Major Findings and Conclusions: This being the last chapter has been devoted to major findings, conclusions, discussions, suggestions for further research and recommendations.

CHAPTER – 2

REVIEW OF RELATED LITERATURE

INTRODUCTION:

A new research, unless it is based on a thorough review of the past researches it may not bear relevance to what has gone before, and it simply be come an isolated entity (Fox, 1969). As such, citation of the previous work will not only give a clear focus to the problem at hand but will avoid duplication (Good,et al, 1954).An attempt has, therefore, been made in this chapter to briefly review the related studies that have already been conducted in India and abroad. The review of related studies has been broadly divided into six sections, namely- (i) School Organizational Climate and Academic Achievement (ii) Administrative Behavior of Principal and Academic Achievement (iii) Principal's Profile and Academic Achievement (iv) Teachers' Profile and Academic Achievement (v)Students' Profile and Academic Achievement (vi)Physical Infrastructure of Schools and Academic Achievement and (vii)Academic Infrastructure of Schools and Academic Achievement.

2:1 STUDIES IN RELATION TO SCHOOL ORGANIZATIONAL CLIMATE:

Studies in India

Pilai (1974) made a study in 190 secondary schools in Tamil Nadu State on Organizational Climate, Teacher Morale and School Quality. The study revealed that, Esprit, thrust, disengagement and hindrance were found to be significantly related to the level of performance of pupils in schools.

Patel (1974) on the basis of his study has reported that leadership and organizational climate of the schools influenced the morale of teachers, and where

the leadership, organizational climate and teacher morale were of high quality, the supervisory practices for the improvement of institution were found to be effective, and the teachers were more effective.

Sharma (1974) in his study on 'Organisational Climate of Secondary Schools in Rajasthan' found that with respect to the Principal's behaviour, significant positive correlations were found between (i) headmaster effectiveness and school climate (ii) school academic achievement index and humanized thrust.

Srivastava (1985) in his study on 'School Effectiveness in Relation to Organizational Climate', found that, except the production emphasis dimension, school results were found to have no relationship with any dimension of organizational climate.

Upadhyaya (1986) found that better results in CGRS (Consistently Good Results Schools) were due to the functions of humanized thrust and control in the organizational climate of the school..

Jami (1993) conducted a study on organizational climate of a few selected secondary schools under different managements of Ulhasnagar (Maharashtra) and its neighborhood and found that academic achievement was found better in schools of open climate as well as controlled climate and poor in schools of closed climate. Few schools of closed climate showed exception having good academic performance.

A study was conducted by Panda et al (1995) on 'School Organizational Climate on Students' Academic Achievement'. The study revealed that when controlled climate was compared with familiar, paternal and closed type of climates, it was found that there existed significant difference, and controlled climate groups had secured better percentage of marks than their counterparts.

Das (1995) conducted a study on 'Principals' Instructional Management Behavior, Students' Performance and Organizational Climate in Secondary Schools' and found that: 1)There was no significant difference between the

performance of students from the effective and less effective organizational climate of schools. 2) There existed two factor interactional effects of age of the principals and organizational climate of the school on students' performance.

Gandhi (1995) in his study found that school result was significantly better in schools where participative system was used and lowers in schools where exploitative authority system was used. It was further observed that the mean score was the highest for school using participative system.

The findings of ***Bhardwaj (1999)*** showed that various dimensions of the organizational climate appeared to contribute significantly to academic achievement. Out of the eight dimensions, only three dimensions, namely, psychophysical hindrance, intimacy and humanized thrust were found to exert a positive influence on academic achievement.

Kumaran (2003) had also discovered a positive relationship between academic performance and organizational health.

2:2 STUDIES IN RELATION TO ADMINISTRATIVE BEHAVIOUR OF PRINCIPALS:

(a) Studies in India

Sharma (1974) in his study on 'Investigation into Organizational Climate of Secondary School in Rajasthan' found significant positive correlations between: a).leadership behavior of the Principal and school climate b) School climate and school effectiveness.

Shelat (1975) in his study on 'Organisational Climate, Teacher's Morale and Pupils' Motivation that was conducted on Secondary Schools of Baroda District', found that leadership behavior did not influence pupils' academic achievement.

Das (1983) in his study on the 'Administrative Behavior of Secondary School Principals in Relation to Selected School Principal Variables' and found that:

i) There was significant positive administrative relationship between Principals' administrative behavior and teachers' attitudes towards work and work setting of the institution.

ii) There was no significant relationship between Principals' administrative behavior and the climate of their schools, and students' achievement.

Pandey (1994) studied the 'Impact of Head of the Institution and Teachers' Relationship on Public Examination Results', and found tha (i) a high correlation existed between leadership qualities of the head of the institution in maintaining interpersonal relationship, and teachers' involvement in the same as well as with students' performance. (ii) Leadership qualities of the head of institutions is a good predictor of academic achievement.

The finding of Karla (1996) revealed that the Principal should profess some desired roles including preparation of institutional plan, use of administrative powers, academic leadership, staff welfare and development activities and supervision of financial aspects and audit.

Shaik (2001) conducted a study on 'Relationship between School Effectiveness and Selected Personal and Institutional Variables' and found that heads of high and effective schools were able to manage time and had higher leadership qualities.

The findings of Chauhan (2002) bring out that: 1) Teachers working under authoritarian Principals gave homework to their students and indicated limitations of their work than their counterparts working under democratic Principals in all cases, viz .male, female, urban and semi-urban 2) Majority of the teachers under authoritarian leadership often or rarely organized debate,

competitive activities related to their subject, but teachers under democratic leader never did so. 3) Students' pass percentage in Intermediate Board Examination, including percentage of students passing in first division, was relatively greater in schools under authoritarian leadership than those under democratic leadership.

Agarwal and Goswamy (2005) found that there was significant relationship between the institutional academic performance and principals' administrative effectiveness.

(b) Studies Abroad

Christianser (1953) found that the administrator's limitations have been found to be reflected in the limitations of the schools.

2:3 STUDIES IN RELATION TO PROFILES OF PRINCIPALS:

Studies in India

GCPI (1981) in Allahabad conducted a study on 'Factors Responsible for Good Examination Results and found that the teaching experience of the Principal had a significant influence on the academic performance of the students.

Das (1995) conducted a study on Principals' Instructional Management Behavior, Students' Performance and Organizational Climate in Secondary Schools. His main findings were: - 1. There was no significant difference in students' performance irrespective of the age of the Principal; 2.There existed a significant difference between effective and less effective instructional management behaviour of the principals on students' performance. 3. There existed two factor interactional effect of age and instructional management behaviour of the Principals on students' performance; 4.There was no significant difference in student's performance whether the Principal had more or less

experience. 5. There was no significant difference in student's performance whether it was male or female principal.

The study of Barki (1976) on 'An Enquiry into the Causes for Superiority of X Standard Public Examination Results in South Kanara Compare to Results in other Areas of Karnataka State' revealed that heads of high schools in South Kanara reposed very high confidence in their teachers and in their ability to deliver the goals.

2:4 STUDIES IN RELATION TO TEACHERS

(a) Studies in India

The investigation undertaken by GPCI (1964) to study the causes of high incidence of failure at the high school examination of the U.P. Board found that there was significant correlation between school academic results and quality of teachers.

Nayak (1964) undertook a factual study of the performance of the students at S.S.L.C. Examination (Karnataka State) in 1964, conducted by the Mysore State Secondary Education Board Examination in order to determine the standard of achievement. He found that large number of failures was due to slackness on the part of teachers.

Headmaster's Association of Bangalore, Rural District in 1968 found that good results at S.S.L.C. examination in South Kanara were due to: 1) Teachers' special interest in helping slow learners by giving individual guidance. 2) Regular drill work and prompt correction of assignments 3)Absence of private tuitions by teachers who devoted their time to the improvement of all pupils. The same Headmasters' Association also found that the reason for good percentage of pass in Dharwar Division, Karnataka State, was due to the adequacy and stability of the teaching staff.

Headmasters of high schools in Karnataka state in 1970 gave the reasons for poor percentage of results in the Secondary School Leaving Certificate Examination conducted by the Karnataka State Secondary Examination Board, Bangalore: 1) Non- cooperation of the members of the teaching staff. 2) Private tuitions by teachers on a very large scales leading to the neglect of class teaching in schools.

Lulla (1974) in his study on ' An Investigation into the Effects of Teacher's Classroom Behavior on Pupil's Achievement', revealed that pupils who were taught by the teachers trained in using indirect behavior scored higher, as compared to their counterparts studying under the teachers who were not provided any training. It was found that such an atmosphere not only stimulated the learner in learning, but also provides a congenial climate to the teacher for conducting his teaching.

Pilai (1974) made a study in 190 secondary schools in Tamil Nadu State on Organizational Climate, Teacher Morale and School Quality and found that rapport among teachers, teacher salary, and satisfaction with teaching and teaching rapport with principal contribute to pupil's performance in schools.

The investigation undertaken by Zairema,et al,.(1976) after visiting 50 percent high schools in Mizoram recorded the following factors contributing to the high percentages of failure: 1) Ineffective teaching. 2) Absence of congenial atmosphere**.**

Barki (1976) conducted a study on 'An Enquiry into the Success for Superiority of X Standard Public Examination Results in South Kanara as Compared to the Results in other Areas of Karnataka State' and found that: (i)Teachers of South Kanara were aware of their responsibility in pupil success in examination, (ii) Teachers of South Kanara high schools paid more individual attention to the correction of written work by their pupils.

Dev (1979) in his studies 'A Critical Study of the Methods of Teaching in the Secondary Schools of Nagaland' revealed that the teacher behaviour and the achievement of the pupils were interrelated

James (1989) located the following causes of poor performance of pupils in the HSLC Examination of Meghalya Board of School Education: 1) less time devoted to teaching and home work, 2) failure on the part of teachers to give individual attention, and 3) provision of inadequate facilities.

The study of Upadhyaya (1986) found that age of the teacher did not matter in good school, while in CPRS (Consistently Poor Results Schools); poor results were due to lack of correct teaching attitudes among teachers.

Pandey (1994) conducted a study on 'Impact of Head of the Institution and Teachers' Relationship on Public School Examination Results' and found that teachers' involvement and students' performance were found to be significantly correlated.

The finding of Siddique(1994) showed that teacher's morale and school performance were not significantly correlated. (.054).

The findings of Gyanani (1998) revealed that: 1) Classroom climate significantly affects the academic achievement of the student. 2) Effective leadership behavior of the teacher does affect the academic achievement of the students significantly 3) The effective teachers in uncongenial classroom climate do play an important role in promoting future academic performance of the students than the effective teachers in congenial classroom climate. 4) Teachers whether effective or ineffective, their expectations from the students do play a significant role in determining the scholastic achievement of students.

Agarwal, Mamta, Jain,V.K. and Chandrashekar, K. (2004) conducted a study on Factors Influencing effectiveness of Secondary Schools of Delhi and their main findings were: 1)Teacher's positive attitude and high expectations from students motivated them to learn better.2) Teacher qualifications and their efforts

for their professional development had a positive effect on student learning. 3) Teaching strategies like preparation of lessons, giving home assignments, frequent testing, solving difficulties. 4) Diagnosis and remediation helped in learning. 5) Duties performed by teachers other than teaching hampered learning of students.

Rout (2004) found that qualifications of teachers do not have any significant influences on their attitude towards adolescence education.

(b) Studies Abroad

According to Carnoy and his co-researchers (2008), schools in Cuba had performed consistently well. They further argue that in Cuba, the stronger preparation of teachers, the demanding curriculum, the close supervision of how things were taught, "from top to bottom"- all of this and more creates conditions that are much conducive to student learning than those found in Chile and Brazil.

2:5 STUDIES IN RELATION TO STUDENTS' PROFILE AND ACADEMIC ACHIEVEMENT

(a) Studies in India

Jyotsma (1962) studied the relationship between home environment and failure in examination and concluded that the parents of failed students had low income and low standard of education. He further observed that these parents rarely visited schools and in general showed indifference towards their wards' failure in the examination.

The study of ***Adaval's (1962)*** on the causes of failure in high school examination revealed that the majority of students were below average in intelligence. The majority of students were introverts. They had withdrawn themselves due to unhappy and traumatic experiences in the environment.

Mathur (1963) examined the relationship between socio-economic status factor and academic achievement keeping the effect of intelligence constant. He

has found that nearly 96% of students who discontinued education attributed it to the poor economic condition of the family. On the basis of parents' education, occupation and family income, students belonging to high qualitative group had show significantly higher achievement. More secure individuals were better in their behavior as well as in achievement.

Chopra (1964) in his study 'Relationship of Socio- economic Factors with Achievement of the students in the Secondary Schools', found that : 1) the percentage of failures among the students from the professional, administrative, executive and managerial group were 27,while that for the other group ranged between 59 and 61. 2) On the basis of father education and occupation, family income, type of lodging, size of the family, cultural level of home, students belonging to the higher qualitative group showed significantly higher mean achievement than students coming from lower categories.

Nayak (1964) undertook a factual study, 'Performance of the Students at SSLC Examination (Karnataka State) in 1964 conducted by the Mysore Secondary Education Examination Board in order to determine the standard of achievement. He found that large number of failures were due to lack of effective parental interest and poor educational and social background of students.

A study conducted by Directorate of Higher Education on Incidence of High Percentage of Failures in Public Examination of H.S.C, Hyderabad, 1966 revealed that the pupils in almost all the schools were from very poor families. Their home environment was not conducive to higher education.

Sharma (1966) conducted a study on Examination Reform – An Analysis of Public Examination Results of U.P. Board, Government Higher Secondary School, Aligance, New Delhi. His findings were (i) the correlation coefficient between home environment and public examination results was found to be positive and significant at 0.05 level. (ii) The reduction of curricular load led to

significantly better average performance in all the individual subjects taken for study.

Chauhan's study (1967) revealed that: 1) of the students who failed, large proportion failed not because of not knowing the subject matter, but because of some factors like defective question paper, carelessness of examiners in evaluating answer books, evaluation by incapable examiner etc. 2) A gap between the medium of instruction, the medium of study and expression, and the language in which the answer papers was set for examination created many problems and contributed to the failure in examination.

Chatterjee and others (1971) in their study, 'Effect of Certain Socio-economic Factors on Scholastic Achievement of the School Children', found that: 1) in some cases parents' help had significant positive contribution towards higher achievement; 2) parents' educational level was strictly related to the achievement of their wards.

The Headmasters of high schools in Karnataka State in 1970 reported that poor percentage of results in the Secondary School Leaving Certificate Examination was largely due to the absence of parental co-operation with teachers, and absence of proper study habits among pupils.

The investigation undertaken by Zairema, et al (1975) wherein they had visited 50 per cent of high schools in Mizoram, discovered that the high percentage of failures was largely due to the (i) negative attitude of student towards studies. (ii) Periodic absence of students from classes.

Anand (1975) in his study on the effect of socio-economic environment and the academic achievement reported that the impact of socio-economic environment was found to influence mental abilities and academic achievement.

Agarwal (1975) investigated the psycho - social aspects of academic under achievement at secondary school level in the state of Rajasthan and found that: 1).Parents' values were related to students' academic achievement. The parents of

the overachievers gave more importance to education of their wards than the parents of the underachievers. 2) Socio-economic status of the parents of the underachievers and overachievers was related to their achievement.

Barki (1976) conducted a study on the Causes for Superiority of x Standard Public Examination Results in South Kanara to the Results in other areas of Karnataka state. The findings of his study were: (i) The pupils of South Kanara had better study habits than the pupils of other districts. (ii) The pupils of South Kanara had better achievement motivation than the pupils of other district in the state. (iii) Personal parental care and attention to the education of the ward was bestowed to a considerable extent by the parents of South Kanara. (iv) Interest was found to be a factor for superior achievement of South Kanara pupils.

Solunka (1979) studied the home environment in relation to the academic achievement and found out that the academic achievement of the students was related to their home environment. Educational facilities and emotional happiness in the home contributed positively to academic achievement of the students.

Ohja (1979) stated that the higher the socio-economic status, the better would be the academic achievement of students at the high school level.

Arunajatai (1979) in his study on the Efficiency of the Secondary School System in Tamil Nadu found that, the social composition of pupils and S.S.L.C results revealed no relationship.

GCPI, A Study of the Factors Responsible for Good Examination Results, Allahabad, 1981 revealed that proper attention to individual differences of students, proper educational guidance and encouragement to students, good academic achievement of the students at the time of admission to the school, passive attitude of parents towards the education of their wards, unnecessary interference of the members of students' union in the activities of the school, the copying and guessing tendencies of students, reading cheap and short-cut books,

students' lack of interest in co-curricular activities are found to be responsible for good or poor examination results.

Singh (1984) found that socio-economic status of students had a significant relationship with academic achievement. Pupils with low socio-economic status did not achieve high.

Shah and Sharma (1984) on the basis of their study on, 'Effect of the Family Climate on Student's Academic Achievement' concluded that family climate is highly effective in the realm of academic achievement. Satisfactory family climate facilitate higher academic achievement.

The finding of Upadhayaya (1986) revealed that poor results in CPRG (Consistently Poor Results of Girls) were due to low SES, poor home environment and unfavorable school conditions.

Sinha (1992) studied a Social and Psychological Study of Academically Talented and Average Students, and found that irrespective of gender, socio-economic status was higher among academically talented as compared to average.

The finding of Balasbraumarian (1994) showed that pupils did not differ in their level of achievement values with respect to their medium of instruction.

The finding of Jain et al (1998) revealed that parent's responsiveness was the only factor with regard to academic performance of children.

The study of Agarwal (1999) on Parental Attitude on Socio- Economic Background of the Educationally Failed Adolescents. The study revealed that – 1) Passed adolescents received more parental acceptance than the failed adolescents. 2) Too much parental rejection is harmful and significantly affects academic achievement as educationally disadvantaged adolescent students were found either neglected or rejected by their parents. 3) It was also found that poor socio-economic status affects the education of adolescents.

Akhani,et.al (1999) showed that maternal employment had no interfering effect on achievement.

Goel , Swamy, Pyari (2002) conducted a Study of Feeling of Security, Family Attachment and Values of Adolescent Girls in Relation to their Educational Achievement and found out: 1) Low achievement had a positive relationship with the feeling of security, whereas the average and high achievement had a negative relationship with the feeling of security. 2) A related factor responsible for high educational achievement was parental attitudes.

The study of Devi, and Kiran, (2002) shows that: (I) 78% of the respondents had a family size of 5 – 10 members, and family size had significant influence on the scholastic backwardness of the respondents. (ii) Most of the mothers had only primary education and fathers had upto intermediate level and that parents' education had significant positive relationship with parental involvement and motivation. It was also seen hat low educational status of mother was a significant contributing factor for low achievement. (iii)Majority (91%) of the respondents' mothers were housewives. Most of the respondents' fathers were low cadre government employees and small businessmen, level of parental occupation was positively associated with scholastic achievement of children.

Sinha, Kumari, and Arora (2003) conducted a study on Parental Support and Academic Achievement in Tribal School Students of Jharkhand. The following were some of the major findings: 1) The parents of high achievers had greater work commitment concern with the quality of performance and inclination to learn lessons from others. On the other hand, the parents of low achievers were more fatalistic, lacking a role model and having low self-confidence and initiative. 2) The parents of high achievers had higher aspiration for their children's educational success and high prestigious occupation with attractive financial return.

The findings of Karla and Pyari (2004) shows that: 1) the achievement of the students having favorable family climate as better than the group of students having unfavorable family climate. 2) The study finds it congruence with many

research findings (Harikhrishnan, 1992: Garg V.P.1992) that student achievement is found to be affected by the income status of the family.

A study conducted by Agarwal, Mamta, Jain and Chandrashekhar (2004) on Factors Influencing Effectiveness of Secondary Schools of Delhi brought the following findings: 1) Socio-economic status of students, their reading habits and hours spent in studies turned out to be important variables which affected learning. 2) Parents' occupation and their involvement in the schooling of their wards also influenced learning achievement. 3) Involvement of students in co-curricular activities, and participation in sports and games also helped in enhancing learning as these activities provided relaxation during school hours. Parents' occupation and involvement in the schooling of their ward also influenced learning achievement.

Vamadevappa (2005) in his study on Impact of Parental Involvement on Academic Achievement found that: 1) there was positive and significant relationship between parental involvement and academic achievement. 2) There was significant difference between high and low achievers with respect to parental involvement.

A Case Study conducted by Department of School and Non-formal Education, NUEPA,17-B(2007) on 'Factors Affecting the Performance of Students at Secondary Level Examination at Anantnag District of Jammu and Kashmir State (2006 – 2007), revealed that, the most important factor of effectiveness of students in Board Examination is the socio-economic background. It is this factor which decides the schooling of the children. The parents of well-to-do families because of their better economic position sent their wards to private schools. Parents with one or two children prefer the best of private schools while as parents with more than two children sent their wards to either less good private schools o their last choice in public school.

(b) Studies Abroad

In 1929 Coleman classified the causes for failures in order of frequency as given in relevant literature up to that time. He found that traits-lack of concentration, indifferent attitude towards school work, carelessness, undesirable habits, lack of confidence, dislike towards the teacher, and lack of will power on the part of teachers.

.***In 1943, Viola Ames*** conducted a study to find out the factors that are related to academic achievement in high classes. Her attempt was to isolate personality traits which were related to achievement. She found that factors other than intelligence operate in academic achievement.

Abrahamson (1951) found that students with parents of high status received better grade and held more school offices.

A study by Campbell (1952) examined the social activities and cultural objects in the home as well as the values and attitudes held by the parents and showed that secondary school achievement was measurably influenced by the home environment. A much larger inquiry was also undertaken in England by Floud, Halsey and Martin (1956) into some of the social factor associated with success in secondary school.

The Scottish Mental Survey which was conducted by the Scottish Council for Research in Education (1953) established a positive relationship between parental occupations and mean I.Q. score of children.

Vedavalli (1956) considered sex as one of the important factor of student achievement in her study.

Coleman (1961) reported from the findings of a detailed study in ten diverse American high schools that the adolescent sub-culture in these schools was exerting pressures on the students that were a strong derrent to academic achievement.

Lindgrend and Guedes (1963), in a UNESCO sponsored investigation of Elementary and Secondary School Children in Sao Paolo, Brazil, showed that social status (as indicated by the educational level of parents) and academic achievement were positively and significantly correlated. However, in this study, the social status at the secondary stage did not correlate with academic achievement as highly as it did in the elementary sample.

Olive Banks and Douglas in 1964 undertook an investigation to provide some kind of framework which some of the complexities of the processes of which achievement is but ones outcome can be conceptualized. The main findings of the study are the following:- (i)Aspirations and expectations of the pupils are related to school achievement. (ii)Parental aspirations of their children are related to school achievement.(iii)Parents of successful boys were deeply involved in the progress of education of their children in schools.

Berlew and Hall (1966) found that the more that is expected from an individual in terms of goal to be achieved or the amount of time alloted for achievement, the better he will perform.

Bachman, Smith and Sleinger (1966) found that the more the individual feel they have control over their work activities, the higher their performance would be.

John P. Reeves (1972) in his study on 'Educational Environment and Student Achievemen' found that socio-economic status was found to have little direct effect in accounting for variation in performance scores over the three-year period from Grade 9 to Grade 12.He also found that annual income of head of household was a variable which considered alone, appeared to make a positive contribution.

Wasonga, Christman and Kilmer (2003) were of the view that, when students experienced home, school, peer and community environments of caring, relationships, high expectations, they develop individual characteristics that define

resilience and successful learning. They also found that, among Black / African American students, support in terms of Peer Caring Relations was negatively and significantly related to academic achievement while Home High Expectations was positively and significantly associated with academic achievement.

Coleman et. al.(1996) found that differences in school achievement reflected variations in family background and the family backgrounds of peers, and concluded that schools brings little influence to bear on a child's achievement that is independent of his background and general social context.

Boocock (1966) concluded from a wide ranging review of learning factors that giving students greater degree of responsibilities and autonomy vis-a-vis school authorities may produce a high level achievement and intellectual interest in some students.

Gillian Evans (2006) in her thesis on 'Educational failure and working-class White Children in Britain' illustrates that a critical ethnography of young people and their families in the Bermondsey area of South-East London, Part I ("Common Knowledge") identifies the tacit knowledge that, Evans argues, informs classed values and pride Part II examines the contradictions between classroom and street cultures that manufactures educational failure, in part, Evans suggests, because " failing schools are protected from proper scrutiny and disruptive boys are treated as individuals with emotional and behavioural difficulties", rather than as emerging from the specific class conflicts of London schooling.

2:6 STUDIES IN RELATION TO ACADEMIC INFRASTRUCTURE:

(a) Studies in India

Adaval's (1961) study on causes of failures in high school examination revealed that according to the principals and teachers, following reasons were responsible for high rate of failure- the practice of double promotion, abolition of

Maths at the high school level and its reintroduction, defective curriculum, defective system of education, lack of devotion, guardian's indifference to the proper education of their wards, ill-equipped libraries and laboratories, students' poverty, lack of interest and attention in the class, promotion of weak students from class to class and financial difficulty.

The Evaluation Unit by the Directorate of Public Instruction, Government of Andhra Pradesh (1963) conducted a study on the high incidence of failures in public examinations. The main causes for high incidence of failures according to the study were: (i) absence of library in the school and laboratory facilities; (ii) lack of proper supervision of the school work by the officers of the inspectorate.(iii) Ill-equipped staff and late appointment of teachers.

The investigation undertaken by GCPI (1964) to study the causes of high incidence of failure at the high school examination of U.P. Board revealed that high incidence of failures were due to: (i) indiscriminate admissions and easy promotions, poverty, ignorance and indifferent of guardian who was not interested in the education of their wards and unhealthy rivalries existing between schools in the same locality (ii) quality of teachers, school supervision and inspection, class teaching etc.

Nayak (1964) undertook a factual study on the performance of the students at SSLC Examination (Karnataka State), conducted by the Mysore Secondary Education Examination Board, and found that large number of failures is due to inadequate teaching facilities. The same investigator in 1965 undertook a study to find out the attainments of students at the end of the Secondary School Final Examination in Karnataka State and found that – (i) Pupils fail because of the failure on the part of schools to diagnose the real difficulty of the pupils.(ii) Selective admission at the high school classes and entrance examination are one of the very important factors for aided institutions to produce good results.

Directorate of Higher Education, Hyderabad (1966), made an investigation into the Incidence of High Percentage of Failures in Public Examination of HSC, Hyderabad . The investigation yielded the following findings: (i)The majority of the schools were originally primary schools which were later on raised to the status of high schools without any significant change either in accommodation or in equipment should accompany the development of a primary school into a high school. (ii) Accommodation and furniture were inadequate and unsuitable in various schools. There was no library worth the name in any of the high schools taken up for the investigation .There was no laboratory worth the name and where a small laboratory existed it was not put to use at all by the teachers handling the science subjects. (iii) The lack of frequent visits by the officers of the education Department deprived the members of the staff of an opportunity to get expert guidance in their work.

The Headmaster's Association of Bangalore Rural District in 1968 deputed a study team to visit high schools in Dharwar division to find out the factors that contributed to high percentage of passes at the SSLC examination in this division .The main findings regarding good results in Dharwar division were: (i) Strict admission rules. (ii) Strict promotion in the lower classes.

The Karnataka State Evaluation has analysed the results of SSLC public examination of 1966 – 1968 with the purpose of finding out the extent and causes of failures at the SSLC examination. The several reasons given by these heads are: (i) Lack of equipment in laboratory and library etc. (ii) Absence of selection examinations. (iii) Frequent transfer of teachers. (iv) Presence of many inexperienced and untrained teachers.

The Headmasters of high schools in Karnataka state 1970 gave the following reasons for poor percentage of results in the Secondary School Leaving Certificate Examination Board, Bangalore. (i) Defective promotion rules in the lower classes. (ii) Heavy syllabus. (iii) Part system of passing the examination.

Lashminarsimhaiah made an enquiry to find out the causes for failures in the Xth standard public examination 1970, as viewed by high school teachers in Mysore city was the system of passing examination by parts.

Barki (1976) conducted a study on the Causes for Superiority of 10^{th} Standard Public Examination Results in South Kanara to the Results in other areas of Karnataka State. The findings of his study were:(i)In respect of laboratory and library facilities available to the high school pupils, there was no significant difference in the high schools of various districts of the State. (ii) Strict promotion of only the deserving in the standards VIII and IX and weeding out the weaker pupils was taken up by South Kanara high schools. This step was not implemented properly by the high schools in other districts of the State.

The investigation undertaken by Zairema,et al(1975) after visiting 50 per cent of high schools in Mizoram recorded the following factors contributing to the high percentage of failure: (i) Unplanned expansion of schools; (ii) defective organizational set up and lack of proper policy; (iii)absence of adequate supervision; (iv) defective routine ; (vi) poor internal administration; (vi) inadequate number of teachers.

Sales (1978) had investigated into the factors affecting classroom climate in relation to pupils' development and found that (i)there was no significant correlation between the class climate and the academic performance of pupils but the higher the socio-economic status of urban students, the poorer they performed academically.(ii) Pupils who achieved higher academically, had lower expectations.

Ghorai (1980) studied the New Curriculum of Secondary Education in the West Bengal and found that a section of teachers felt teaching aids and equipments should be provided to teachers for better teaching.

The investigation undertaken by GCPI (1981) on 'A Study of the Factors Responsible for Good Examination Results' and found that – (i) there was no

significant differences between those schools which had good examination results and those which had poor examination results with respect to the number of working days, rules and regulations for admission and promotion of students. (ii) Lack of material resources in the school caused poor examination results.

Singh (1984) studied the Learning Environment of Achieving Classes of Rajasthan Schools, Jialal Institude of Education, Ajmer and found that classroom climate significantly affected pupils' academic achievement.

The study of Ramana (1997) revealed that the performance of students depended upon the class-room-learning environment.

Borah (2002 – 2003) found that extra classes seem to be the most influential factors for high performance.

Agarwal, Mamta, Jai, V.K. and Chandrashekhar (2004) conducted a study on Factors Influencing Secondary Schools of Delhi and found that regular evaluation practices at class X wherein monthly tests are regularly organized also helped in better learning of students. The same study found that longer school hours helped in better learning.

(b) Studies Abroad

In 1929 Coleman classified the causes for failures in order of frequency as given in relevant literature up to that time .His classification was: (i) Administrative causes: Supervision – Students not grouped properly, overcrowded classes, crude supervision of school work ,lack of pupil's participation in school work. (ii)Organizational causes – Poor administration of schools, absence of proper facilities for teaching as well as studying, lack of equipment in schools, absence of proper technique of teaching.

In 1943 Viola Ames conducted a study to find out the factors that are related to academic achievement in high classes and found that school's ability to conform to school situations is related to achievement.

2:7 STUDIES IN RELATION TO PHYSICAL INFRASTRUCTURE:

(a) Studies in India

The study of Bokil (1956, b) analysed the school failure in the SSC Examination held in 1955 under the Maharashtra State Board of Secondary Education, Poona. He selected size and location of school as factors and showed that location factor (urban and rural) had profound influence on the failure percentages. In this study, all the schools situated at places with more than 10,000 populations were treated as urban while the others were treated as rural. He found that rural schools had more variations in failures.

The DEPSE (Directorate of Extension Programme for Secondary Education) 1964, identified location of school as one of the factors related to pass-fail percentage of schools.

Directorate of Higher Education, Hyderabad, (1966) studied the Incidence of High Percentage of Failures in Public Examination of HSC, Hyderabad and found that

accommodation and furniture were inadequate and unsuitable in various schools.

The Headmasters of high schools in Karnataka State in 1970 gave that lack of accommodation resulting in poor facilities for instructional programe leads to poor academic performance.

Pilai (1974) in his study in 190 secondary schools in Tamilnadu State, revealed that curricular issues, school facilities and services, community support on education, and community pressure contribute to pupil's performance in schools.

Arunajatai (1979), in his study on the Efficiency of the Secondary School System in Tamil Nadu found that SSLC results moderately correlated with physical facilities, school equipment and teacher-pupil ratio.

The investigation undertaken by GCPI (1981) studied the Factors Responsible for Good Examination Results of Allahabad and found that: (i) A good school building, a good laboratory, good furniture, proper library and reading room facility, playground, games and sports, appropriate good situation and good environment of the school helped in improving the examination results. (ii) Lack of material resources in the school caused poor examination results.

Kumaran, (2003) in his study on 'Organizational Health and Academic Performance' found that: (i) the middle aged schools (25 – 50 years) were better in academic performance than the aged schools (above 50 years). (ii) Age of the school, management of the school and academic performance of the schools, where age of the school had detriment effect.

Agarwal, Mamta, Jain, V.K. and Chandrashekhar (2004) in their study on Factors Influencing Secondary Schools of Delhi found proper physical facilities effect students' learning.

Devivedi (2005) reported that – (i) the students from schools with enriched environment had significantly better academic achievement than the students from poor school environment and, (ii) Academic achievement of students of the urban school was significantly higher than that of the rural school.

(b) Studies Abroad

Barker & Gump, 1964; Garbarino, 1978; Goodlad, 1983; Wicker, 1969 supported the idea that smaller schools can promote better student academic and social outcomes.

The study of Madaus et al (1976) and Brimer et al (1977) show that school are greater effects on examination success. The study reveals that schools do make a difference in students' achievement and related behavior.

Walberg and Rasher, 1974; Bloom 1976; Madaus Kellaghan 1977, further indicate that school climate characterized by social rewards for academic

excellence where discipline and scholastic achievement are valued by teachers and students, the teaching and learning are structured and focused on scholastic goals, contribute to high student achievement

According to Mc Dill, Natrielo and Pillas (1985), small school size has been called the single most important factor in promoting student achievement and satisfaction and reducing behavioral problems.

Heyneman and Lonely, (1983) found that school quality includes the amount of instructional resources available for student (including teacher training) and how these resources are used and managed.

2.8 THE PRESENT STUDY IN RRELATION TO THE STUDIES REVIEWED:

A review of related studies reveals that only one study related to Analytical Study of the Background Factors in Respect of High Schools Showing Consistently Good or Poor Results at the High School Board Examination. This is evident from the fact that only one study (Upadhyaya, All. Univ., 1986) have been reported in all the Survey of Research in Education and Indian Educational Abstract. The exact research problem has not been undertaken so far by any other researchers in India, as well as abroad. It can be seen from the foregoing pages that although number of studies were conducted earlier on various aspects of secondary education, no systematic study was conducted on the on the Factors Affecting Consistently Good or Poor Academic Performance in High School Leaving Certificate Examination (HSLC) in Mizoram. It is imperative to find out by way of research the background factors of consistently good or poor academic performance at HSLC examination. Considering the importance of Secondary Education, the number of research studies reported in this area by the Surveys of Research in Education and Indian Educational Abstracts is very small. It is important that more studies are conducted on secondary education related to

factors affecting good or poor performance in board examination. The investigator, therefore, felt the need of probing this area in her study.

Further, the availability of only few studies for review in the area of the present study clearly indicates that this area has not been fully explored. A deeper analysis of these studies reveals that although some researchers have attempted to study about secondary education, an important aspect, like the background factors of schools showing consistently good or poor academic performance in HSLC examination in particular has not at all caught the attention the of researchers. Besides, not a single work has been done to examine the background factors causing consistently Good or Poor academic performance in HSLC examination in Mizoram. The present study, therefore, assumes significance as it examines the background factors of schools showing consistently good or poor performance in HSLC examination. It is hoped that the present study will enable perspective researchers to understand the efficacy of conducting research work relevant to the present study.

CHAPTER - 3
METHODOLOGY AND PROCEDURE

In every type of research in social sciences after deciding the objectives and framing the hypotheses for realizing those objectives, one has to explain the method and procedures adopted for the conduct of the study. Hence, the present chapter on Methodology and Procedure that deals with population, sample, tools of data collection and statistical techniques applied for analysis of data.

3:1 Population and Sample

The population of the present study comprised of all the Consistently Good and Poor performing schools as per their operational definition given in Chapter-1.Since the number of such schools was not very large, therefore, the investigator decided to cover all of the consistently good and poor performing schools in this study. Hence, the concept of sampling as such was not applicable as entire universe of such schools was covered. For the identification of such schools the investigator availed the list of all 377 private, deficit and Government Secondary schools that had sent candidates for High School Leaving Certificate (HSLC) Examination during 1998-2003. After the analysis of their HSLC examination results during 1998-2003, the investigator could identify only 12 schools that had consistently good HSLC examination results during the referred period. Likewise, the scholar could identify only 9 schools that had consistently poor HSLC examination results during 1998-2003. In view of these limited number of schools that qualified the operational definitions of consistently good and consistently poor performance, the investigator did not go for any sampling.

Table 3.1
HSLC Result of Consistently Good and Consistently Poor Performing Schools During 1998 - 2003

Consistently Good Performing Schools				Consistently Poor Performing Schools			
Sl.No	Names of Consistently Good schools	Year of Board exam	Pass percentage of school	Names of Consistently Poor schools	Year of Board exam	Pass percentage of school	State overall pass percentage
1	Mt.Carmel School, Aizawl	1998 2000 2001 2002 2003	100 % 100 % 98.75 % 100 % 98.67 %	Govt. Raw - puichhip High School Rawpuichhip	1998 2000 2001 2002 2003	23.07 % 13.63 % 25 % 14 % 11 %	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
2	K.V.Multipurpose School, Durtlang	1998 2000 2001 2002 2003	100 % 100 % 100 % 100 % 100 %	West Lungdar High School, West Lungdar	1998 2000 2001 2002 2003	- - 11.11 % 25 % -	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
3	St.Paul's Higher Secondary School, Aizawl	1998 2000 2001 2002 2003	100 % 100 % 100 % 100 % 99.47 %	Govt. Phuaibuang High School	1998 2000 2001 2002 2003	15.38 % 6 % 18.42 % 11.11 % 11.11 %	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
4	Govt.Mamawii Higher Sec.School, Aizawl	1998 2000 2001 2002 2003	96.67 % 75.75 % 82.50 % 94.11 % 88.24 %	Dulte High School , Dulte	1998 2000 2001 2002 2003	- - - 55.55 % -	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
5	Saizahawla Special Boarding School, Tanhril	1998 2000 2001 2002 2003	88.23 % 63.63 % 100 % 90 % 62.50 %	Chhawrtui High School, Chhawrtui	1998 2000 2001 2002 2003	- 10 % 7.69 % 25 %	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
6	New Life Academy School, Lunglei	1998 2000 2001 2002 2003	95 % 100 % 100 % 100 % 84.75 %	Tualte High School, Tualte	1998 2000 2001 2002 2003	- - 11.11 % - -	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
7	Sacred Heart School, Lunglei	1998 2000 2001 2002 2003	93.75 % 95.74 % 88.09 % 93.34 % 94.59 %	Govt.T.M. High School, Champhai	1998 2000 2001 2002 2003	10.52 % 4 % 20 % 14.29 % -	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
8	New Foundland High Schhol, Aizawl	1998 2000 2001 2002 2003	100 % 94.28 % 90.69 % 78.72 % 90 %	Govt. Chhaktiang High School. Vaphai	1998 2000 2001 2002 2003	28.57 % 10 % 20 % 16 % 8.33 %	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
9	Ngurnunsangi English Medium School, Lawngtlai	1998 2000 2001 2002 2003	84.61 % 100 % 92.85 % 87.27 % 63.79 %	Khuangthing High School, Khuangthing	1998 2000 2001 2002 2003	14.28 % 7.69 % 25 % 22.22 % -	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
10				Hualliana High School, Hmuntha	1998 2000 2001 2002 2003	10 % - 25 % 20 % -	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
11				Hmunpui High School, Hmunpui	1998 2000 2001 2002 2003	8.33 % 13.55 % 14 % 24.14 % 9.52 %	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %
12				Hauruang High School, Lunglei	1998 2000 2001 2002 2003	20 % - 4.54 % - -	49.62 % 42.08 % 47.78 % 48.66 % 32.91 %

3.2 Tools and Techniques

The desired data for the present study was collected with the help of 6 tools of which two were adopted and the remaining four were developed by the investigator herself. A brief description of these tools has been given as under.

3.2.1 Description of Adopted Tools :

A. School Organizational Description Questionnaire (SOCDQ) 1. Description: This was developed by Motilal Sharma (1978). In this the teachers were the respondent to this tool. SOCDQ is a tool that can be used for diagnosing the school environment and furthermore with little modifications it can help in studying the environment of other organizations like hospital, industry, military organizations etc. This tool is an Indian adaptation of organizational climate description questionnaire (Halpin and Crofts, 1963).The SOCDQ contains 64 modified items resulted in eight dimensions of organizational climate as was the case in the study of Halpin and Crofts (1963) to measure the eight dimensions of the Organizational behaviour which together provide the Organizational climate of the school. These dimensions are described below:

II. Dimensions of SOCDQ:

a. Disengagement refers to the teachers' tendency to be "not with it". It describes a group which is "going through the motions" a group that is "not in gear" with respect to the task at hand. In short, this subtest focuses upon the teachers' behavior in a task oriented situation. (Halpin ,1969, p.150).

b. Alienation refers to the behavior patterns among the group (faculty), including the leader (the principal, which are characterized as highly formal and impersonal. It reveals the degree to which the principal "goes by the book" and adheres to policies rather than dealing with the teachers in an informal, face to

face situation. It also indicates the emotional distance between the group and the leader and at the same time, among the group members. (Sharma,1973, p.199).

c. Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job. (Halpin,1969, p.151).

d. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social needs satisfaction which is not necessarily associated with task- accomplishment. (Halpin, 1969, p.151).

e. Psycho-physical Hindrance refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. At the same time they perceive the principal as highly dictatorial in his behavior. He is not adjusted to feedback from the staff, his style of communication tends to be unidimensional. (Sharma, 1973, p.204).

f. Controls refer to the degree to which the principal's behavior can be characterized as bureaucratic and impersonal in nature; although task oriented in behavior, the extent to which he tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services.(Sharma, 1973,p.205).

g. Production emphasis refers to behavior of the principal which is characterized by close supervision of the staff. He/ She is highly directive and plays the role of a "straw boss". His communication tends to go in only one direction, and he is not sensitive to feedback from staff, (Halpin, 1969, p.151).

h. Humanized thrust refers to the behavior of principal which is marked by his/her attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves any more than they willingly give of themselves. The behavior of the principal, though unmistakably task-oriented, is at the same time characterized by an inclination to treat the teachers humanly and

tender-heartedly. He attempts to do something extra for them in humanistic terms, and consequently his behavior is viewed favorably by the teachers. (Sharma,1973, p.209). A copy of SOCDQ is given in Appendix II for detailed references.

Table 3.2

Distribution of Items under Various Sub-Tests Of SOCDQ

SUBTESTS			
Disengagement	Alienation	Esprit	Intimacy
Item No. 1, 8, 21, 32, 36, 44, 52, 55, 57	Item No.18, 30, 39, 50	Item No. 3, 11, 17, 24, 33, 38, 45, 53, 58	Item No. 6, 12, 25, 34, 40, 46, 54, 60, 61
SUBTESTS			
Psychological Hindrance	Controls	Production Emphasis	Humanized Trust
Item No 9, 23, 26, 41, 47, 62	Item No 15, 20, 27, 42, 49, 63	Item No 6, 14, 28, 35, 43, 48, 64	Item No 2, 4, 7, 10, 13, 16, 19, 22, 29, 31, 37, 51, 56, 59

B. Administrative Behavior Scale (ABS) 1. Description: This is the adopted tool from Haseen Taj. In this tool the principal was the respondent. The gap left for an appropriate tool to measure the heads' administrative behavior in a purely school situation was, and still is, found to be unabridged. It was found necessary to construct a tool to measure the administrative behavior of secondary school heads. This tool have four major areas of the scale namely, planning, organization, communication and decision-making covering all the aspects of administrative behavior of secondary school heads. This tool contains 90 statements which describe the behavior of a Headmaster who is in leadership position. As a leader he carries on these functions either more frequently or less frequently. After careful reading of each statement the respondent may tick any one of the five responses alternatives-Always (A), Frequently (F), Sometimes(S),

Rarely(R) and Never (N). Brief descriptions of the four major areas are given below:

II. Major Areas under ABS:

a. Planning : Planning area includes the items pertaining to the activities in the school which are decided in advance before the commencement of the school academic year. The statements on time-phase and work-phase and other schedules for the academic year, in terms of curricular and co-curricular activities are included. Also statements on the sharing and discharge of reasonability for particular activities, and the mode of conducting these activities constructed the items under planning.

b. Organization: This area includes statements pertaining to how the school head distributes the work to be carried out by different staff members for the academic year, how does he fix up the responsibilities of each staff member and provides physical facilities and materials t do the work.

c. Communication: This area includes statements on the communication facilities available in the school as well as the extent of free flow of dyadic communication between the head and the teachers, between head and the students and between head and the higher authorities and between heads and the community.

d. Decision-Making: This area includes statements pertaining to the decision-making process, that is, the quickness, and speediness of the decisions based on certain facts, experiences and rationality etc.

The data in the table 3.3 show that the inter-correlations among the areas of the scale are very high, indicating the homogeneity of the scale. It is also indicates that administrative behavior is an overall composite behavior, where the administrator should be strong on all the components of administrative behavior scale to be an effective administrator, since all the four areas of the scale are major administrative functions, which an effective administrator is supposed to perform.

Table 3.3

Areaswise Distribution of Statements of the Administrative Behaviuor

Sl No	Areas	Number of Items	Percentage	Sl. NO. of Items
1	Planning	21	23.33	1,8,11,15,19,23,26,34,36,38,48,52, 55,56,61,64,68,75,77,79,89
2	Organiza-tion	26	28.89	5,7,9,12,16,21,25,29,35,39,40,44,51,57, 60,66,70,71,74,78,80,82,84,85,87,90
3	Communica-tion	28	31.11	3,4,10,14,18,22,24,27,31,32,37,41,43,4 5,46,49,50,53,54,59,63,67,69,73,76,81, 83,86,88
4	Decision-making	15	16.67	2,6,13,17,20,28,30,33,42,47,58,62,65,7 2
	Total	90	100	

III. Scoring of ABS:

Scoring of test items was done, as described by the author of ABS on a five point scale by assigning a score of 4 to Always, 3 to Frequently, 2 to Sometimes, 1 to rarely and 0 to never responses scores. The minimum possible score on ABS is 0 and maximum possible scale is 360.

IV. Reliability and Validity of ABS:

1. Reliability: The author of test has established two types of reliability

a) Test-Retest Reliability : The test-retest reliability of ABS, as established by its author has 0.85 with a time gap of 4 weeks between two administrations.

b) Split Half Reliability: The split half reliability of ABS, as established by its author, after applying Spearman Brown Prophecy formula has 0.83.

2.Validity: Four types of validity established by the author of ABS are described as under.

a) Content Validity: Content validity which is a non-statistical validity, has been ensured by the author of ABS by seeking opinions and comments of 25 experts during and after the selection items under different areas of the scale. Besides the related research and theoretical literature was also consulted of the scale. A copy of ABS for detailed reference is given in Appendix III.

b) Intrinsic Validity: Intrinsic validity of ABS, as established by its author by taking the square roots of test-retest reliability (0.85) and split-half reliability (0.83) is .92 (through test-retest) and 0.91 (through split- half) respectively, which indicates high intrinsic validity of ABS.

c) Criterion Validity: The external validity of the scale under reference was established by correlating it with. Leadership Behavior Description Questionnaire (LBDQ) of Halpin and Winer (1957) and Self Administrator Behavior Description Questionnaire Rajcevalochana (1981). The correlation of coefficient was found to be 0.74 with LBDQ and 0.91 with the SABDQ.

d) ItemValidity: Point biserial correlation, that gives correlation of each item with total scores of the test, was used for item analysis. Only those items that had high coefficient of correlation (78 items beyond the 0.01 level of significance) were selected for the final scale. All these items have high validity.

Table 3.4

Correlation Matrix Showing the Internal Consistency of Administrative Behavior Scale

Sl.No	Areas	Planning	Organization	Communication	Decision Making	Total
1	Planning	-	0.8457	0.7518	0.6367	0.4413
2	Organization		-	0.7857	0.6812	0.8249
3	Communication				0.7109	0.4547
4	Decision-making				-	0.8774

All the values are significant beyond 0.01 levels.

Internal Consistency of the Scale:

The Internal Consistency of the Scale has been established by the author by finding out the inter correlation of 4 major areas of the ABS. Inter area correlation matrix is given as under:

3:2.2 Descriptions of the Developed Tools:

A. Information Schedule for Principals: The interview schedule comprising of 41 items relating to the activities and the data relating to the bio-data, academic background, professional training, teaching experience and the salary etc. of the principals of selected schools was collected with the help of these items /schedules. A copy of this schedule for a detailed reference is given in **Appendix- IV**

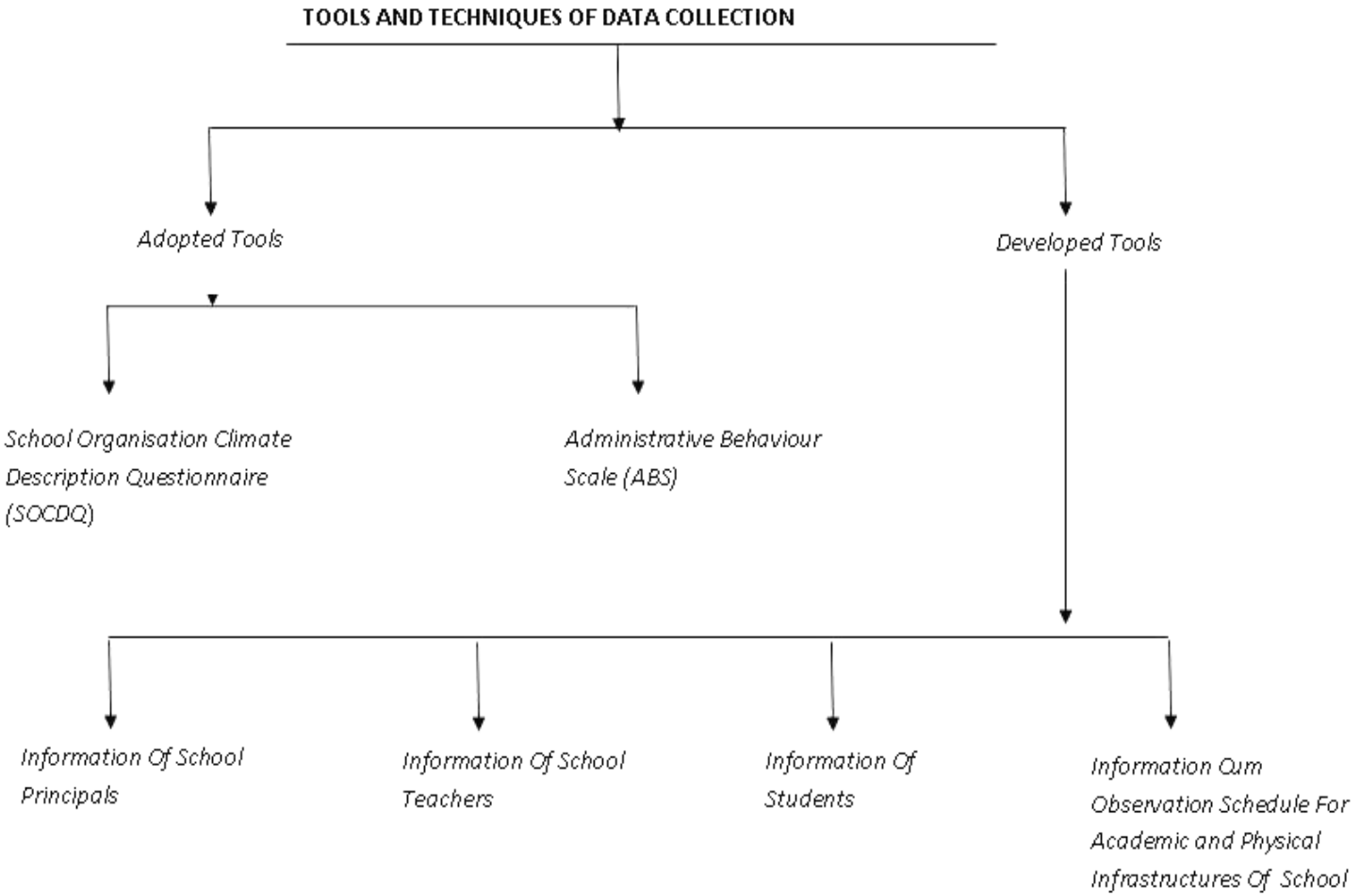
B. Information Schedule for Teachers: The interview schedule comprising of 23 items relating to the teaching-learning processes and the data relating to the bio-data, academic background, professional training, teaching experience and the salary etc. of the teachers was collected with the help of these items / schedules. A copy of this schedule for a detailed reference is given in **Appendix - V**

C. Information Schedule for Students: The schedule relating to the bio-data, academic background till middle school, education of grandparents and parents, monthly family income, socio-economic status, home environment and parents involvement in education and occupation of parents of students reading in class x of selected schools was collected with the help of these items / schedules. A copy of this schedule for a detailed reference in given in

Appendix - VI

D. Information Schedule for Observation cum Interview Schedule: The information relating to the nature and functioning of schools and facilities provided by the schools was collected with the help of this schedule from the headmaster of sample schools. A copy of this schedule for a detailed reference is given in **Appendix VII and VIII.**

Fig 3.1


TOOLS AND TECHNIQUES OF DATA COLLECTION
Adopted Tools
Developed Tools
School Organisation Climate Description Questionnaire (SOCDQ)
Administrative Behaviour Scale (ABS)
Information Of School Principals
Information Of School Teachers
Information Of Students
Information Cum Observation Schedule For Academic and Physical Infrastructures Of School

3:2.2.1 Reliability of the Interview Schedules and Questionnaires:

The problem of estimating reliability of interview schedule and questionnaire is not quite the same as that of a test for which scorers are obtained. As the interview schedules and questionnaires in the present investigation were designed to analyze and compare the factors responsible for Consistently Good and Consistently Poor results in HSLC examination in Mizoram, the responses to the various items of these schedules and questionnaires did not necessarily reflect the intensities of the various activities and programmes. The responses to different items of these schedule and questionnaires were not scores in the usual sense of the term. Moreover, every items in these schedules and questionnaires was not dependent and measures a different dimension, therefore, responses to the various to the various items of the schedules and of questionnaires could not be added like scores. So, the well known methods of establishing reliability like split-half or alternate or parallel form or rational equivalence could not be applied. However, to see that these schedules and questionnaires were reliable, the investigator applied 'test-retest' method by administering the schedules and questionnaires twice on a small sample with a gap of two to three weeks and found them to be reliable.

3:2.2.2 Validity of the Interview Schedules and Questionnaires:

Since the Interview Schedules and Questionnaires were not prepared as tests, therefore, a single overall index of validity for these schedules and questionnaires cannot be established. There are, however, ways to improve the validity of interview schedules and questionnaires. To ensure that the interview schedules and the questionnaires measure what they propose to measure, the following principles were kept in mind while selecting and framing statements and questions.

(i). It was ensured that items and questions included in the schedules and questionnaires sample a significant aspect of the purpose of investigation.

(ii). Various items in the schedules and questionnaires were clearly defined to the respondents at the time of administration.

(iii). Suggestions from colleagues, supervisor and experts in the field were elicited to remove the ambiguities in the questions.

(iv). It was ensured that the interview schedules and questionnaires covered reasonably well the range of variables under the study.

3:3 Collection of Data

The required data for the present study was personally collected by the investigator with the help of two adopted and four developed tools. The respondents to these tools were the principals, teachers of schools and students of 10^{th} standard from the selected schools. The necessary information with regard to the Abministrative Behaviour were collected with help of Administrative Behaviour Scale (ABS) developed by Haseen Taj (comprising of 90 statements), wherein the principals were the main respondents. The data relating to Organizational Climate were collected by using School Organizational Climate (SOCDQ) developed by Motilal Sharma comprising of 64 items, wherein teachers were the main respondents. On the other hand, the relevant data relating to the profile of principals, teachers and students, and physical and academic infrastructure of school were collected with the help of information schedules developed by the investigator as given in Fig. 3.1.

Before administering all these tools, the investigator introduced herself and explained to them the importance and purpose of the study. They were also ensured that information supplied by them shall be kept strictly confidential and shall be used only for research purpose.

3:4 Tabulation of Data:

The mass of data collected through various tools was properly edited and classified before tabulating it. All raw data were tested on the basis of the purpose fetor which they were gathered and only the useful and useable data were tabulated. The classified materials were recorded in accurate mathematical terms, by making and counting frequency tallies for different items on which information was gathered. The raw data obtained through different tools were thus arranged orderly in columns and rows and then displayed in compact form, that is, in the form of statistical tables for further studies.

3:5 Statistical Techniques:

The analysis of data in this study has been done with the help of descriptive and inferential statistical techniques like percentages, mean, standard deviation, chi square test and t-test.

CHAPTER- 4

ANALYSIS AND INTERPRETATIONS OF DATA

4.0 INTRODUCTION:

The academic achievement of students is a product of multifactors, wherein, organizational climate of schools, administrative behaviour of principals, profile of principals, teachers and students; availability of physical and academic infrastructure play a significant role. The present chapter, as is evident from its title deals with the analysis and interpretation of data relating to aforesaid factors. For a meaningful and systematic presentation, this chapter has been divided into the following seven major sections having their sub- sections:

4.1 School Organizational Climate

4.2 Administrative Behaviour of Principals

4.3 Profile of Principals

4.4 Profile of Teachers

4.5 Profile of Students

4.6 Academic Infrastructure, and

4.7 Physical Infrastructure of Schools

4.1 ORGANIZATIONAL CLIMATE

1. Disengagement : A quick glance at table 4.1 shows that t-value for the significance of difference between teachers of good and poor Schools with regard to their disengagement dimension of school organizational climate is 1.57, but the desired t-value at .05 levels to declare this difference as significant is 1.99. Since the calculated t-value is less than the required t-value, the null hypothesis with regard to the disengagement dimension of SOCDQ is retained. On the basis of this

statistical finding, it can be concluded that the perceptions of teachers of good and Poor Schools do not differ significantly over this dimension.

Table – 4.1
Perceptions of Teachers of Good and Poor Schools on the Organizational Climate in their Schools

SL. No.	Dimensions	Consistently Good Schools N=53		Consistently Poor Schools N=41			
		Mean	SD	Mean	SD	SED	t-value
1.	Disengagement	13.62	3.81	12.64	2.16	0.624	NS 1.57
2.	Alienation	7.04	2.5	9.2	2.91	0.36	** 5
3.	Esprit	21.08	4.7	21.02	4.45	0.89	NS 0.88
4.	Intimacy	19.35	4.48	19.74	4.28	0.9	NS 0.43
5.	Psycho-Physical Hindrance	10.06	3.32	9.13	2.43	0.59	NS 1.58
6.	Controls	13.35	2.84	9.17	2.65	0.57	** 7.33
7.	Production Emphases	16.82	4.05	16.65	3.2	0.75	NS 0.23
8.	Humanized Thrust	31.93	8.01	22.6	7	1.56	** 5.98

Note : NS = Not significant, ** =Significant at .01 level

2. **Alienation :** As per Table 4.1, the 't-value' for the significance of difference between teachers of good and poor schools with regard to the alienation dimension of School organizational climate is 5.0, whereas, the desired 't-value' at .01 levels, to declare this difference as significant is 2.63. Since, the calculated t-value is more than the desired t-value. Therefore the null hypothesis with regard to alienation dimension of SOCDQ is neglected. On the basis of this statistical finding, it can be concluded that there is a significant difference in the perceptions of teachers of good and poor Schools on the alienation dimension of School organizational climate.

3.Esprit : As per Table - 4.1, the 't-value' for the significance of difference between teachers of good and poor Schools with regard to the esprit dimension of school organizational climate is only 0.88, whereas, the required t-value at .05 level, to declare this difference as significant is 1.99. Since, the calculated t-value is less than the desired t-value; therefore, the null hypothesis with regard to esprit dimension of SOCDQ is retained. On the basis of this statistical finding, it can be concluded that the perceptions of teachers of good and poor Schools do not differ significantly on this dimension of school organizational climate.

4.Intimacy: The table depicts that the 't-value' for the significance of difference between teachers of Good and Poor Schools with regard to the intimacy dimension of school organizational climate is only 0.43, whereas, the desired 't-value' at .05 levels, to declare this difference as significant is 1.99. Since the calculated 't-value' is less than the desired 't-value', therefore, the null hypothesis with regard to intimacy dimension of SOCDQ is retained. On the basis of this statistical finding, it can be concluded that the perceptions of teachers of Good and Poor Schools do not differ significantly over this dimension of school organizational climate.

5.Psychophysical Hindrance: It appears from Table - 4.2 that the 't-value' for the significance of difference between teachers of good and poor Schools with regard to the psychological hindrance dimension of school organizational climate is 1.58, but the desired 't-value' at .05 levels, to declare this difference as significant 1.99. Since, the calculated t-value is less than the required 't-value'; the null hypothesis with regard to psychological hindrance dimension of SOCDQ is retained. The statistical finding shows that the perceptions of teachers of Good and Poor Schools do not differ significantly over this dimension of school organizational climate.

6. Control: A quick glance at Table - 4.2 shows that t-value for the significance of difference between teachers of good and poor school with regard to controls dimension of school organizational climate is 7.33. As the required 't-value' at .01 levels to declare this difference as significant is 2.63. Since, the calculated t-value is more than the required 't-value', therefore, the null hypothesis with regard to controls dimension of SOCDQ is rejected . On the basis of this statistical finding, it can be concluded that the perceptions of teachers of Good and Poor Schools differ significantly on controls dimension of SOCDQ.

7. Production Emphasis: Regarding production emphasis dimension of school organizational climate, the calculated t-value for the significance of difference between teachers of good and poor Schools is only 0.23, whereas, but the desired 't-value' at 0.05 level, to declare the difference as significant is 1.99. Since, the calculated 't-value' is less than the required 't-value'; therefore, the null hypothesis with regard to production emphasis dimension of SOCDQ is retained. On the basis of this statistical finding, it can be concluded that the perceptions of teachers of good and poor schools do not differ significantly over this dimension of school organizational climate.

8. Humanized Thrust: The last part of Table 4.2 brings out that the 't-value' for the significance of difference between teachers of good and poor Schools with regard to humanized thrust dimension of school organizational climate is 5.98, whereas, the desired 't-value' at .05 levels to declare this difference as significant is 1.99. As the calculated 't-value' is more than the desired 't-value', the null hypothesis with regard to the humanized thrust dimension of SOCDQ is rejected . This statistical finding shows that the perceptions of teachers of good and poor schools highly differ significantly over this dimension.

To conclude, it may be summed up that, depending on the emotional distance between the group and the leader, and among the group members, the

academic performance of a school may be good or bad. This is relevant in our present investigation. Educational institution is a place where intimacy among the teachers and in between the Principal and the teachers is a necessity. What is evident from the case under study is that in the Poor schools the principals takes on to the formal way and his dealings are often impersonal. This behavior invariably creates emotional distance between the group and the leader which ultimately results in the poor performance in academic pursuits.

Likewise, our study records significance regarding control which may be taken as referring to the Principal's behavior as beauroucratic and impersonal. Since academic field is quite different in nature from government office, there is a need for personal closeness and intimacy among the workers in order to raise the effectiveness and efficiency. Beauroucratic method cannot always be applied for giving personal guidance to the staff. It is found in our comparative study that once the desired relationship is lacking, there is adverse effect on the quality of the school.

Another relevant factor which is significant in our present study is humanized thrust. In good schools the Principals, instead of simply giving orders in a task-oriented way, personally show example by his/her own behavior and way of living. The approach is humanly and under hearted in an institution where the Principal takes on himself the burden of doing something extra rather than burdening the teachers with heavy task, it is seen that there is tangible improvement in the quality of the school.

4. 2: ADMINISTRATIVE BEHAVIOUR OF PRINCIPAL OF GOOD AND POOR PERFORMING SCHOOLS:

1. Planning: A quick glance at Table - 4.2 shows that the 't-value' for the significance of difference between Principals of Good and Poor Schools with regard to this planning behavior is 2.17, where as the required t-value to declare this difference as significant is 2.09. Since, the calculated't-value' is more than the required t-value; therefore, the null hypothesis with regard to the planning behavior of Principals of both types of Schools is rejected. Therefore, the analysis

of data in this regard shows that there is a significant difference in planning behavior of Principals between the two categories of Schools.

2. Organization: The Table depicts that the 't-value' for the significance of difference between Principals of Good and Poor schools with regard to their organization behavior is 1.84, whereas, the required t-value at .05 levels to declare this difference as significant is 2.09.Since the calculated t-value is less than the required t-value, therefore, the null hypothesis with regard to the organization behavior of Principals of both types of school is retained. Therefore, it can be concluded that there is no significant difference between Principals of both types of School in relation to their organization behaviour.

Table – 4.2
Administrative Behaviour of Principals of Good and Poor Performing Schools

Sl. No.	Areas	Consistently Good Schools N=9		Consistently Poor Schools N=12		t-Value
		Mean	S D	Mean	S D	
1.	Planning	58.65	13.53	46.26	12.13	2.17
2.	Organization	78.66	11.84	71.33	10.29	1.84ns
3.	Communications	91.11	15.10.	73.66	12.89	* 2.79
4.	Decision Making	42.00	6.01	40.41	06.74	0.19ns

Note: ns = Not significant, *= Significant at .05 levelPlanning :

3. Communication: The 't-value', vide Table-4.2, for the significance of difference between Principals of Good and Poor Schools with regard to their communication behavior is 2.79, whereas the required 't-value' at .05 levels to declare this difference as significant is 2.09. Since the calculated 't-value' is more than the desired 't-value' therefore, the null hypothesis with regard to communication behavior is rejected. This means that there is a significant difference between Principals of the two types of school in relation to their communication behavior.

4. Decision making: The 't-value' as per Table 4.2, for the significance of difference between Principals of good and poor schools with regard to their decision making behavior is only 0.19, whereas the required 't-value' at .05 levels

to declare this difference as significant is 2.09. Since the calculated 't-value' is less than the desired 't-value', therefore the null hypothesis with regard to the decision making behavior of Principals of the two groups of school is retained. This shows that there is no significant difference between Principals of these two types of Schools with regard to their decision making behaviour.

The above table indicates that good administrative behavior is positively important for having good schools. The most significant fact under having study is that good communication between the Head of the institution and teacher and also between the Head and the community is a vital_factor for having good academic performance.

4:3 PROFILE OF PRINCIPAL:

The principal is the keystone in the arch of school administration; he is the hub of the educational effort. He is like the mainspring of the watch, the fly-wheel of a machine or the engine of a steamship. He is like the Sun around which the planets move. Great headmasters make great schools. He is the head and the heart of the school. The headmaster is the seal and the school is the wax.

A good organizer and administrator is one who successfully gets things done. A headmaster should be a good organizer and administrator because he has to do a lot of work Thus he must have deep study of the problems that confronts him and his colleagues, students' representatives and the office. He can select the right people to do the right work .He provides them with best of encouragement, assistance_and guidance. A headmaster is expected to be both ideal teacher and efficient administrator. As an administrator, the headmaster has to look into (i) maintenance (ii) development aspects of the school. As an administrator he is concerned with smooth operation of the school with the established procedures and structures. He also plans for the development of the school with new

structures, new procedures and new activities. As the head of educational institution, the headmaster has to interact with parents and community members.

The headmaster is the coordinating agency which keeps the balance, and ensures the harmonious development of the whole institution. He sets the time of the school and is the chief force in moulding the tradition which develops as time goes on.

The Secondary Education Commission (1952-53) has very rightly observed, “The reputation of the school and the position it holds in the society depends in large measure on the influence that the headmaster exercises over his colleagues, the students and their parents and the general public”. Thus as is the headmaster, so is the school.

To be a good administrator and supervisor, a headmaster has to command the respect of his sub-ordinate and this is not possible if he himself is deficient in knowledge. A leader he has to lead; in order to lead he has to know the way.

This section analyses the differences between the profiles of principals of good and poor performing schools.

Table - 4.3

Gender and Community of Principals of Good and Poor Performing Schools

Sl.NO		Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Male	8	88.88	11	91.66
2.	Female	1	11.11	1	8.33
Community of Principals					
1.	Mizo	7	77.77	12	100
2.	Non-Mizo	2	22.22	0	0

Table - 4.3 reveals that:

1. In relation to sex wise distribution of principals, both types of schools are almost in the same position, as 88.88 per cent of principals in Good and 91.66 per cent of Poor Schools were males.
2. Regarding community of Principals, all (100%) Principals of poor schools are local, whereas, good schools had 77.77 per cent local Principals, which means that 22.22 per cent belong to non-local community.

From these statistical findings it may be concluded that the percentage of male and female Principals in good and poor schools are almost same.

Regarding community, all the Principals of poor schools belonged to one community i.e. local, whereas, in good schools a considerable percentage of principals were non- locals. As seen in the above table regarding community of Principals, the good schools are found to have higher percentage of Principals from communities other than the Mizos local people than the poor Schools. This mixed community of Principals seems to have a significant impact on the quality of schools that can be explained in the following way. Although English is used as a medium of instruction in all the high schools, the local principals might not be encouraging students and teachers to use English in their communication within and outside the classroom. On the otherhand, the principals from non-local community cannot help using English in all communications whether inside or outside the classroom. This may be the reason why schools having Principals of mixed community are in general good schools.

Table - 4.4 highlights that:

(i) In connection with age-wise distribution, principals of good schools are in general older than those of poor schools, as majority of Principals (66.66 %) of them are above 45 years of age, whereas, 41.67 per cent Principals of poor schools belongs to this age category.

Table - 4.4

Age-wise Distribution of Principals of Good and Poor Performing Schools

Sl.NO	Age of Principals	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Above 45 years	6	66.66	5	41.67
2.	35 – 45 years	2	22.22	3	25
3.	Below 35 years	1	11.11	4	33.33

(ii) 33.33 per cent principals of poor schools are below 35 years of age, while only 11.11 per cent Principal of good schools do so

We may, therefore, conclude that, in general, Principals of good schools are older than those of poor schools. This shows that age of Principal is a contributing factor to academic performance of schools.

In the present study, it has been inferred that the age of the principal has significant impact on the quality of the schools. It is seen that in good schools the principals are in general older than those of poor schools. The evident fact from this study is that age counts a lot in the field of teaching. The principals with their experience of managing schools for a number of years gives ample benefits towards improvement of schools. Even if deterioration in efficiency may be there in other services, our present study tends to indicate that the older the Principal, the better the schools.

Table - 4.5 brings out that:

Regarding length of teaching experience/ service, Principals of Good schools are better than Poor schools.

(i) The length of service of 66.66 per cent Principals of Good schools is above 15 years, whereas only 33.33 per cent Principals of Poor schools do so.

(ii) 8.33 per cent Principals of Poor schools have less than 5 years of teaching experience, while no Principal of Good schools do so.

Table - 4.5

Teaching Experience of Principal of Good and Poor Performing Schools

Sl.NO	Teaching Experience of Principals in years	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Above 15 years	6	66.66	4	33.33
2.	10 – 15 years	1	11.11	4	33.33
3.	5 – 10 years	2	22.22	3	25
4.	Less than 5 years	o	0	1	8.33

It may, therefore, be concluded that Principals of good schools had much longer teaching experience than do Principals of poor schools.

There is a glaring difference in the length of experience of heads of good and poor schools. There may be multiples reasons for this. However, the obvious reason for heads of good schools for having longer experience is that majority of them are owner, who did not seek for another job elsewhere as they are quite satisfied with their monthly income. On the other hand, as majority of Poor schools are private-managed schools that could not provide enough salary and other facilities to their employees.

As regard the teaching experience of principals, the table shows that the principals of good schools had much longer teaching experience than those of poor schools. The inevitable conclusion from this finding is that teaching experience is a vital factor in achieving quality for schools. As the Principals of presently Poor schools are continuing to serve in their respective schools, their experience in terms of years is increasing and it follows that after the lapse of some years those Poor schools will gradually show improvement so that they will someday fall within the category of Good schools. It therefore, means that the schools which are momentarily termed as Consistently Poor schools are not supposed to remain so for an indefinite period of time. Efficiency and competence seem to grow alongwith years.

Table - 4.6

Salary of Principal in Good and Poor Performing Schools

Sl.NO		ConsistentlyGood Schools N=9		ConsistentlyPoor Schools N=12	
		N	%	N	%
1.	Principals drawing salary	1	11.11	12	100
2.	Principals not drawing salary: (a) Principals owning the schools (b) Principal of Catholic schools	6 2	66.66 22.22	o	o
Monthly Salary of Principal in rupees					
1.	Below ten thousand	0	0	8	66.66
2.	Above ten thousand	1	11.11	4	33.33

Table - 4.6 indicates that:

(i) All (100%) Principals of Poor schools draw monthly salary whereas, only 11.11% Principal of Good schools draw monthly salary and another two 22.22% Principals are Roman Catholic Father/ Brother who do not draw salary as such and the rest six 66.66% owner-heads who do not draw salary as the school itself belongs to them.

(ii) The lone Principal from Good schools draw monthly salary above Rs.12, 001/- and 8.33 per cent Principal of Poor schools do so.

It may, therefore, be concluded that Principals of Poor schools draw less amount of monthly salary than do Principals of Good schools.

In a nutshell, as far as the monthly salary of Principals of both Good and Poor schools is concerned only 11.11% Principals of Good schools draw monthly salary, this is because 66.66% Principals are owner-heads, who do not draw any salary, but enjoying high and satisfactory income from school fees etc., and the remaining two 22.22% are Roman Catholic Father/ Brother serving in their religious schools, whose service for their church is deemed as a mission and voluntary work and they do not entitled monthly salary as such, but some amount of money, not as a salary, is given by their Church Committees to meet their daily necessities including accommodation, yet they never remained want of anything.

Table - 4.7

Teaching - Load of Principal (Per Week) in Good and Poor Performing Schools

Sl.No	No. of Periods Per Week	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Principals don't do any teaching.	3	33.33	0	0
2.	Less than 10 periods	4	44.44	2	16.67
3.	10 – 20 periods	2	22.22	7	58.33
4.	More than 20 periods	0	0	3	25

Table- 4.7 reveals that :

(i) In connection with workload of principals, all (100%) Principals of Poor schools are engaged in classroom teaching, whereas, 66.66 per cent of them are engage in teaching.

(ii) Further 44.44 per cent Principals of Good schools have less than 10 classes per week. On the other hand 16.67 per cent of Poor schools do so.

(iii) 58.33 per cent Principals of Poor schools have 10 – 20 classes per week, while 22.22 per cent Principals Good school do so.

(iv) While no Principals of Good schools have more than 20 classes per week, 25 per cent principals of Poor schools do so.

It may, therefore, be concluded that with regard to teaching load of Principals, Poor schools have heavier load than do Principals of Good schools.

As Poor schools have less number of students than Good schools, administrative works is also less demanding. Due to more number of students and staffs, Principals of Good schools are engaged with heavier administrative works

than do Principals of Poor schools; as such they are not in a position to devote more time for classroom teaching.

Table - 4.8
Academic Records of Principal of Good and Poor Performing Schools

Sl.NO	Academic records From HSLC onwards	Consistently Good Results N=9		Consistently Poor Results N=12	
		N	%	N	%
1.	HSLC- Distinction	0	0	0	0
	I Division	3	33.33	0	0
	II Division	3	33.33	4	33.33
	III Division	3	33.33	8	66.66
2.	HSSLC- Distinction	0	0	0	0
	I Division	2	22.22	1	8.33
	II Division	4	44.44	4	33.33
	III Division	3	33.33	7	58.33
3.	B.A.- Distinction	0	0	0	0
	I Division	3	33.33	0	0
	II Division	3	33.33	7	58.33
	III Division	3	33.33	5	41.66
4.	Post Graduate				
	I Division	0	0	0	0
	II Division	5/9	55.55	1	8.33

Table - 4.8 indicates that:

(i). With regard to academic records at HSLC, Principals of Good schools have better records than their counterparts from Poor schools, as 33.33 per cent of them got First division, second and third division, whereas, none of Poor school Principals secured 1st division and had 66.66 percent Principals that secured 3rd division at HSLC examination.

(ii). With regard to HSSLC, Principals of Good schools show better performance than do Poor schools, as 22.22 per cent have secured 1st division, 33.33 per cent are with third division. On the other hand, Poor

schools have only8.33 per cent Principals securing 1st division and 58.33 per cent with 3rd division.

(iii). As far as academic records of Principals at Graduation is concerned, Principals of Good schools are far better than Poor schools, as 33.33 per cent have First division and 33.33 per cent got Third division, whereas, none from Principals of Poor schools secured First division, but 41.66 per cent of them are Third divisionary at graduate.

(iv). Regarding number of Principals having post–graduate degree Consistently Good schools have higher percentage than Poor schools, as 55.55 per cent of them are holding this degree and all of them got second division. On the other hand, Poor schools have only 8.33 per cent Principals holding this degree and with second division.

It may, therefore, be concluded that with regard to academic records of Principals from HSLC onwards, Principals of Good schools are far above Principals of Consistently Poor schools.

The data in shows that academic performances and results of Principals are important factors in deciding quality of schools since Good schools usually have Principals securing higher divisions from HSLC onwards. From the Table – 4.8, it is seen that the Principals of Good schools have better academic records than those of Poor schools .It is, therefore, evident that the academic records of the Principals are very significant for improving the quality of schools. Those Principals who secured distinction or first division from HSLC examination onwards up to degree level are much better equipped to impart knowledge in what they themselves have learned. Those who mastered their lessons while learning are much better for the field of teaching than those who fell in the margin. Apart from our systematic study, it is a common knowledge that a person who had not

mastered his/her lessons cannot be expected to be able to give satisfactory teaching to the pupils. The importance of the academic record of the Principal cannot therefore be overemphasized.

Table - 4.6 indicates that:

(i) As far as professional qualification of Principal is concerned, Good schools have 11.11per cent of trained post graduate Principal, whereas, Poor schools do not have Principals with such qualification.

(ii) Regarding number of trained graduate Principal, Poor schools do better (33.33 %) than do Good schools (22.22 %).

Table - 4.9

Professional Qualifications of Principals of Good and Poor Performing Schools

Sl No.	Professional Qualification of Principals	Consistently Good Schools N=9		Consistently Poor Schools N=12	
1.	Trained Post Graduates	1	11.11	0	0
2.	Trained Graduates	2	22.22	4	33.33
3.	Untrained Post Graduates	4	44.44	1	8.33
4.	Untrained Graduates	2	22.22	7	58.33

It may, therefore, be concluded that Poor schools have more number of professionally qualified Principals than do Good schools.

As per the MBSE (Condition for Recognition of Institutions) Regulation 2004.Sec.14 (i) prescribe minimum qualifications of high school head as

"The Headmaster/Headmistress of a high school shall be at least a Graduate with a Professional Degree from a recognized University."

However, the data vide Table - 4.9 reveals that the majority of Principals in both types of schools do not possess the MBSE prescribed minimum qualification of high school head. Thus, both groups of school are lacking professionally qualified Principal. As seen in the table, both schools have very few trained

Principals and ironically enough, the Good schools have still smaller number of professionally qualified Principals. It should have been much better if all of these schools had more professionally trained Principals.

Table - 4.10
Activities of Principals of Good and Poor Performing Schools

Sl.No	Items	Type of school	Always	Sometimes	Never	X^2
1.	Planning school calendar showing different activities for the whole year.	Good	7	2	0	* 6.59
		Poor	3	5	4	
2.	Keeping cumulative records of student.	Goo	7	2	0	1.92 NS
		Poor	6	5	1	
3.	Giving incentive award to deserving students.	Good	6	2	1	2.57 NS
		Poor	4	7	1	
4.	Regularly checked classes occupied by teachers.	Good	7	1	1	0.11 NS
		Poor	9	2	1	
5.	Maintaining teachers' attendance register.	Good	8	1	0	0.42 NS
		Poor	11	1	0	
6.	Calling explanation from teachers when required.	Good	5	4	0	* 7.77
		Poor	1	7	4	
7.	Regularly checked students' attendance register.	Good	7	2	0	3.86 NS
		Poor	11	1	0	
8	Sending staffs to short term training programmes.	Good	6	3	0	1.06 NS
		Poor	7	5	0	
9.	Organizing orientation programmes for teachers.	Good	2	5	2	* 7.26
		Poor	0	3	9	
10.	Inviting resource person to address the school function.	Good	6	3	0	5.11 NS
		Poor	2	8	2	
11.	Sending students to attend important academic functions.	Good	5	4	0	* 7.04
		Poor	1	5	6	

Note: NS = Not significant *= Significant at .05 level

(i) As per table vide 4.10 the calculated 'x^2 - value' for the significance of difference between Principals of Good and Poor schools with regard to their planning of school calendar is 6.59. Whereas the desired 'x^2 - value' to declare this difference as significant at .05 levels is 5.99. Since the calculated 'x^2 - value' is more than the required 'x^2 - value', therefore the null hypothesis of independence in relation to planning of school calendar by principals of good and poor performing schools is rejected.

(ii) It appears from the same table that the calculated 'x^2 - value' for the significance of difference between Principals of Good and Poor schools with regard to their calling of explanations from teachers when required is 7.77. The required 'x^2 - value' to declare this difference as significant at .05 level is 5.99. As the calculated 'x^2 -value' is above the desired 'x^2-value', therefore the null hypothesis of independence with regard to calling of explanation from the teachers when required by principals of good and poor performing schools is rejected.

(iii) The table highlights that the calculated 'x^2 - value' for the significance of difference between Principals of Good and Poor schools with regard to their organization of orientation programmes for teachers is 7.26. The desired 'x^2 - value' to declare this difference as significant at .05 level is 5.99. As the calculated 'x^2 - value' is higher than the required 'x^2 - value', therefore the null hypothesis of independence in relation to organization of orientation programmes for teachers by principals of good and poor schools is rejected.

(iv) The table brings out that the calculated 'x^2 value' for the significance of difference between Principals of Good and Poor schools with regard to their sending of students to important functions is 7.04, but the required

'x^2 – value' to declare this difference as significant at .05 level is 5.99. Since the calculated 'x^2-value' is more than the desired 'x^2 - value', therefore, the Principals of these two types of schools showed significant difference in relation to their attitude towards sending of students to participate in various academic activities outside the school.

(v) In view of the significant 'x2- value' on the following teaching-learning processes of principals of good and poor schools, the null hypothesis of independence was accepted.

a. Keeping of cumulative records of students.
b. Giving incentive / awards to deserving students
c. Regular checking of classes occupied by teachers.
d. Maintaining teachers' attendance register.
e. Checking of students' attendance register
f. Sending staffs to certain short-term trainings.
g. Inviting resource persons to address school functions.

4:4 PROFILE OF TEACHER:

Table - 4.11
Gender and Community of Teachers of Good and Poor Performing Schools

Sl.NO	Gender of Teachers	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Male	35	66.03	34	82.92
2.	Female	18	33.96	8	19.51
Community of Teachers					
1.	Mizo	38	71.69	40	97.56
2.	Non-Mizo	15	28.30	1	2.43

Table - 4.11 indicates that:

(i). Regarding sex of teachers, the percentage of male teachers was much higher in Poor schools in that 82.92 per cent of them were male teachers, whereas it was 60.03 per cent in Good schools.

(ii). With regard to number of female teachers, the percentage was higher in Good schools (33.96 %) than Poor schools (19.51%).

(iii). When it comes to community of teachers, Poor schools have more local teachers (97.56%) than Good schools (71.69%), but the percentage of non-local teachers was higher in Good schools (28.30%) than Poor schools (2.44%).

It may be concluded that Poor schools have more number of male teachers (82.92 %) while Good schools have more female teachers (33.96 %) than Poor schools (33.96 %).This may bring to the conclusion that female teachers are better in teaching than those of male as the percentage of female teachers was higher in the Good schools than male teachers.

As seen in the research regarding community of teachers, the Good schools were found to have higher percentage (28.30%) of teachers from communities other than Mizos/local people than do Poor schools (2.43%).On the other hand, in the Poor schools the percentage of teachers from local community was higher (97.56 %) than that of Good schools (71.69%).This distribution of community seems to have a significance in the quality of schools. The concept may be explained in the following way. Although English is used as a medium of instruction in all the high schools, it is quite natural that teachers having the same community and language as the students cannot help using the local language for communication to the student except in their formal teaching within the classroom. Thus, students of Poor schools with very less number of non-Mizo/ non-local teachers were found to have less opportunity of practicing English

language. Thus, they become weaker in English that affect their academic performance. On the other hand, the teachers from a different community cannot help using only English in all communications whether inside or outside the classroom. As such their pupils are bound to have more opportunity to practice English that become helpful in understanding their lessons too. This seems to be the reason why schools having teachers of mixed

community were in general found to have better achievements rather than schools with no mixed community. This analysis of data brings us to the conclusion that community of teachers is a contributing factor to academic performance of schools.

Table - 4.12
Age-wise Distribution of Teachers in Good and Poor Performing Schools

Sl.NO	Age of Teachers	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Above 45 years	4	7.54	8	19.51
2.	Between 35 – 45 years	16	30.18	10	24.39
3.	Below 35 years	33	62.26	23	56.09

Table - 4.12 reveals that:

(i). With regard to age-wise distribution, 7.54 per cent teachers of Good schools and 19.51 per cent of Poor schools were above 45 years.

(ii). While 56.09 per cent teachers of Poor schools and 62.26 per cent from Good schools belong to the age group below 35 years.

We may, therefore, conclude that, in general, teachers of Good schools were generally younger than teachers of Poor schools.

In the present study, it has been inferred that the age of the teacher has significant impact on the quality of schools. It is seen that in Good schools teachers are generally younger than those of Poor schools. The evident fact from this study is that age counts a lot in the field of teaching. When a person grows older, he may lose interest in certain fields so as is the teacher. On the other hand, teachers with younger age are more active in their works with more energy and fresh mind. From the analysis of data it is clear that the younger the teacher, the higher the achievement of a school.

Table - 4.13 indicates that:

(i). As far as teaching experience is concerned, 7.31 per cent of teachers of Poor schools have served for more than 30 years, whereas, none of teachers from Good schools have that much of teaching experience.

(ii). Good schools have 13.20 per cent teachers who have served between 16- 30 years, whereas, 21.95 per cent teachers of Poor schools do so.

(iii). 86.79 per cent teachers in Good schools have less than 15 years of teaching experience, whereas, this percentage in Poor schools is only 54.71 per cent.

Table - 4.13
Teaching Experience of Teachers of Good and Poor Performing Schools

Sl.NO	Teaching Experience of Teachers in years	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Above 30 years	0	0	3	7.31
2.	16 – 30 years	7	13.20	9	21 .95
3.	15 years and below	46	86.79	29	54.71

It may, therefore, be summed up that, teachers of Poor schools have longer teaching experience than do Good schools.

The fact that more than half (86.79%) teachers of Good schools have teaching experience of less than 15 years and that none of them have experienced more than 30 years implies that, as almost all (88.88 %) of Good schools are purely private-managed schools where the staffs were paid low salary, as well as they lack certain benefits which were enjoyed by government employees. This caused frequent change of teachers in this type of schools as the existing ones looked for better status and once they were offered, they left. On the other hand, as some (33.33%) teachers of Poor schools is purely government managed, so there is less change of teachers in these schools that makes them have more teachers with longer teaching experience. Therefore, the analysis shows that, longer teaching experience is not a contributing factor to good academic results.

Table - 4.14
Monthly Salary of Teachers of Good and Poor Performing Schools

Sl.NO	Salary in Rupees	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Above Rs.10,000 /-	1	1.89	6	14.63
2.	Rs.8,001-10.000 /-	5	9.43	8	19.51
3.	Rs.6,001 – 8000 /-	17	32.07	4	9.76
4.	Rs.4,001 – 6,000 /-	12	22.64	3	7.31
5.	Below Rs. 4,000 /-	18	33.96	20	48.78

Table - 4.14 reveals that:

As far as monthly salary of teachers is concerned, teachers of Poor schools were in a much better position than those of Good schools as 14.63 per cent of them draw a salary of more than Rs.10000/- per month, whereas only 1.89 per cent teachers of Good schools draw salaries in this range.

It may be concluded that as far as monthly salary is concerned, teachers of Poor schools are in a better position than those of Good schools. The fact may be that as almost all (88.88%) the Good schools are purely private schools, where teachers are paid less in comparison to their counterparts in government schools. On the other hand, as some of the Poor Schools are government schools, teachers are paid much higher salary. It is necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers in order to attract young men and women of ability to the profession and to retain them in it as dedicated enthusiastic and contented workers.

Table - 4.15 highlight that:

(i). Regarding teaching-load, 35.84 per cent teachers of Good schools have more than 20 classes per week, whereas, in Poor schools 31.75 per cent teachers have this much workload in a week.

(ii). Around 54.71 per cent of teachers in Good schools and 65.85 per cent in Poor schools have the teaching-load of 11 to 20 classes per week.

(iii). Poor schools have only 4.43 per cent teachers having ten classes and below, while 9.43 per cent teachers from Good schools do so.

Table - 4.15
Teaching-loads of Teachers (Per Week) in Good and Poor Performing Schools

Sl.No	NO. of Periods Per week	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Above 20 classes	19	35.84	13	31.75
2.	11 – 20 classes	29	54.71	27	65.85
3.	10 classes and below	5	9.43	1	4.43

It is, therefore, concluded that, in relation to teaching- load of teachers per week, teachers of Good schools have heavier loads than Poor schools.

The MBSE (Condition for Recognition of Institution) Regulation, 2004 Sec.14(y) States ***"Teacher shall teach at least 20 periods per week".***

The variation regarding teaching- load of teachers between the two groups of school may be that, in general Good schools have more number of students than do Poor schools, in some schools they have to divide the class into sections. Being Good performing schools, every year they attract more and more students. Due to increasing number of population, classes have to be divided. Therefore, teachers working in this type of schools are bound with heavier workload than those working in Poor schools. However, in connection with teaching- load of teachers, it is found that some schools are found not following the MBSE rules that 'all teachers shall teach at least 20 classes per week.'

Table - 4.16
Academic Records of Teachers of Good and Poor Performing Schools

Sl.No	Academic Records of Teachers from HSLC onwards	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	HSLC-Distinction	1	1.87	0	0
	I-Division	16	30.19	7	17.07
	II-Division	29	54.71	20	48.78
	III-Division	7	13.20	14	34.14
2.	HSSLC-Distinction	0	0	0	0
	I-Division	10	18.86	1	2.44
	II-Division	33	62.26	22	53.65
	III-Division	10	18.87	18	43.90
3.	B.A.-Distinction	0	0	0	0
	I-Division	4	7.54	0	0
	II-Division	35	66.03	21	51.21
	III-Division	12	22.64	20	48.78

As far as academic record of teachers is concerned, Good schools do much better than Poor schools.

Table - 4.16 highlights that:

(i). Regarding the academic record of teachers at HSLC, teachers of Good schools are far better than their counterparts in Poor schools as 30.19 per cent from Good schools got First division, whereas, only 17.07 per cent teachers from Poor schools do so. And the percentage of teachers that secured third division is much higher (34.15%) in Poor schools than in Good schools (13.21%).

(ii). In connection with academic records at HSSLC, teachers of Good schools are far better than teachers in Poor schools, as 18.16 per cent from Good schools were First divisionaries. On the otherhand, the same Table revealed that 43.90 per cent teachers in Poor schools got Third division, whereas, 18.87 per cent from Good schools do so.

(iii). In relation to academic records of teachers at Graduate level, Good schools are better off than Poor schools, as 7.55 per cent of them secured First division, and 22.64 per cent got Third division. On the other hand, none of Poor schools secured First division, rather 48.78% of them was were Third divisionaries.

It may, therefore, be concluded that with regard to academic records of teachers Good schools are far above Poor Schools.

From the table in hand, it is seen that the teachers of Good schools have better academic records than do teachers of Poor performing schools.

It is, therefore, evident that the academic records of the teachers are very significant for improving the quality of schools. Those teachers who secured distinction or first division from HSLC examination onwards up to degree level are much better equipped to impart knowledge in what they themselves have learned. Those who mastered their lessons while learning are much better for the field of teaching than those who fell in margin. Apart from our systematic study, it

is a common knowledge that a person who had not mastered his/her lessons cannot be expected to be able to give satisfactory teaching to the pupils. The importance of the academic records of the teachers cannot, therefore be overemphasized.

Table - 4.17

Professional Qualifications of Teachers of Good and Poor Performing Schools

Sl.NO	Professional Qualification of Teachers	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Untrained Graduates	38	71.69	28	68.29
2.	Trained Graduates	15	28.30	13	31.70
Sl.NO	Professional Qualification of Teachers	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Untrained Graduates	38	71.69	28	68.29
2.	Trained Graduates	15	28.30	13	31.70
Sl.NO	Professional Qualification of Teachers	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Untrained Graduates	38	71.69	28	68.29
2.	Trained Graduates	15	28.30	13	31.70
Sl.NO	Professional Qualification of Teachers	Consistently Good Schools N=53		Consistently Poor Schools N=41	
		N	%	N	%
1.	Untrained Graduates	38	71.69	28	68.29
2.	Trained Graduates	15	28.30	13	31.70

As far as professional qualification of teachers is concerned, Table - 4.17 revealed that, Poor schools were in a better position than their counterpart Good schools, as 31.70 per cent were trained graduates, whereas, 28.30 per cent from Good schools do so.

The MBSE (Conditions for Recognition of Institutions) Regulation, 2004, Sec. 14C (iii) specifies the minimum qualifications for the post of high school teachers as ***"All the teachers of high school shall be graduates with a Professional Degree from a recognized university and at least two of them shall be science graduates, one being capable of teaching either Mathematics or both."***

In conclusion, it is clear from the analysis that majority of teachers from both categories of schools did not possess the MBSE required qualification for teacher. The educational qualification and professional training of teacher is a vital issue in any educational consideration. A mere expansion of the apparatus of education is not a sign of progress, as bad or indifferent education can be worse than no education. A sound programme of professional education of teachers is essential for the qualitative improvement of education. He stands at the most important point in the educational process. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching professions, providing them with the best possible professional preparations and creating satisfactory conditions of work in which they can be fully effective. Today, knowledge is expanding its frontiers – it is extremely important that a teacher knows a lot about his own subject and other subject. As is the teacher, so will be the students.

As per Table- 4.18 the 'X^2-*values*' for the teaching-learning processes, namely, giving suggestions for examination, preparing of notes for students, and allowing students to use bazaar notes, came out to be 31.32, 15.57 and 38.94, respectively, whereas, the required 'X^2- value' to reject the null hypothesis of independence at .01 level of significance is 9.21. Since the computed 'X^2-values' for all of the aforesaid three teaching-learning processes are more than the desired

'X ^{2}-value' of 9.21, therefore, the null htpothesis of independence in relation to these teaching- learning processes adopted by teachers of good and poor schools is rejected.

Table - 4.18

Teaching-Learning Processes of Teachers in Good and Poor Performing Schools

Sl.NO	Items	Type of school	Always	Sometimes	Never	X^2
1.	Make lesson Plan	Consistently Good Schools (N=53)	42	11	-	0.88 NS
		Consistently Poor Schools (N=41)				
2.	Complete course before exam.	Consistently Good Schools (N=53)	52	1	-	0.01 NS
		Consistently Poor Schools (N=41)	40	1	-	
3.	Give regular class-test.	Consistently Good Schools (N=53)	31	22	-	0.04 NS
		Consistently Poor Schools (N=41)	25	16	-	
4.	Give suggested questions for exam.	Consistently Good Schools (N=53	2	21	27	** 31.32
		Consistently Poor Schools (N=41)	18	20	3	
5.	Prepare notes for student.	Consistently Good Schools (N=53)	28	22	3	** 15.57
		Consistently Poor Schools (N=41)	34	7	-	
6.	Allowed students to use bazaar notes.	Consistently Good Schools (N=53)	1	13	39	** 38.94
		Consistently Poor Schools (N=41)	14	22	5	
7.	Assign home-work regularly.	Consistently Good Schools (N=53)	43	9	1	1.9 NS
		Consistently Poor Schools (N=41)	36	5	-	
8.	Special coach given to academically weak student.	Consistently Good Schools (N=53)	43	16	-	3.86 NS
		Consistently Poor Schools (N=41)	27	14	-	
9.	Regular checking of students' note-book.	Consistently Good Schools (N=53)	37	15	1	1.09 NS
		Consistently Poor Schools (N=41)	28	13	-	

On the other hand, the 'X^2-values' for all other teaching-learning processes; namely, making of lesson plans, completing courses before examination, giving of regular class - tests, assigning of home-work and regular checking of students' note-books and giving of special coaching to week students are less than the required 'X^2-value' of 9.21. Thus, the null hypothesis of independence in case of these teaching-learning processes is accepted.

On the basis of these statistical findings it can be concluded that out of 9 teaching- learning processes covered sin this study, the good and poor schools differ significantly from each other on 3 teaching-learning processes.

4:5 PROFILE OF STUDENT:

Table - 4.19
Academic Background of Students in Good and Poor Performing Schools

Sl.NO	Medium of Instruction till Middle Stage	Consistently Good Schools N=222		Consistently Poor Schools N=123	
		N	%	N	%
1.	Mother-tongue	24	10.81	120	96.77
2.	English-Medium	198	89.18	4	32.25
Academic records of students at Middle School Leaving Certificate Examination(MSLC)					
1.	Distinction	42	18.91	0	0
2.	I Division	106	47.74	15	12.09
3.	II Division	52	23.42	60	48.38
4.	III Division	22	9.90	49	38.70

Table - 4.19 shows that:

(i). Regarding medium of schooling of Class X students till middle stage, 10.08 per cent students of Good schools and 96.77 per cent students of Poor schools had their schooling till middle school in mother- tongue.

On the other hand, 89.18 per cent student of Good and 32.25 per cent of Poor schools had their early education in English medium schools.

(ii). With regard to academic record of Class X students at Middle Schools Leaving Certificate (MSLC) examination, 18.91 per cent students of Good schools secured distinction, but no student of Poor schools does so.

(iii). As far as the number of students securing first division at MSLC is concerned, 47.74 per cent students of Good and only 12.09 per cent students from Poor schools do so.

(iv). Regarding third divisionary at MSLC examination, Poor schools had much higher percentage (38.70%) than that of Good schools (9.90%).

(v). It may be concluded that majority of Class X students of Good schools received their early schooling in English medium school. On the contrary, majority of standard X students of Poor schools received their early education in mother-tongue medium schools. Again, Class X students of Good schools show much higher percentage at MSLC examination than students of Poor schools.

(vi). The study clearly reveals that medium of instruction or type of schooling during early child-hood influenced education in the later stage.

In short, students of Good schools had better academic records at MSLC examination than students of Poor schools. Further, majority of students from Poor schools had their early schooling in mother-tongue medium, whereas, majority of students from Good schools are the product of English medium schools.

From Table- 4.19, what can generally be concluded is that those who had their early schooling background in English medium schools achieved

comparatively better results in their later studies. What we call English medium schools are those where English is used as a medium of instruction upto middle school standard, since from high school onwards English is used as a medium in all the secondary schools. As a matter of fact those who had their background in English medium schools have less difficulty in learning and understanding their subjects which are in English at the high schools. This is seen to be the reason why a good number of students having English medium background got higher status in high schools. It is common knowledge within Mizoram which is the area of our present study, that students who had good performance in MSLC examination are able to get admission in quality institutions. Whereas, the students who had barely managed to pass in the MSLC are not generally accepted in those institutions. Consequently, those institutions where students having good academic records in MSLC examination are admitted have good results in HSLC examination. On the other hand, those schools where students having poor performance in MSLC examination flocked together normally cannot show good performance in HSLC examination. This seems to be one of the factors which bring division of the schools into Good or Poor schools.

Table - 4.20
Age, Gender and Community Wise Distribution of Students in Good and Poor Performing Schools

Sl.NO	Age of students in years	Consistently Good Schools N=222		Consistently Poor Schools N=123	
		N	%	N	%
1.	17 years and above	8	3.60	92	74.79
2.	16 years and below	214	96.39	31	25.20
Gender of Students					
1.	Male	96	43.24	77	62.09
2.	Female	126	56.75	47	39.90
Community of students					
1.	Mizo	198	89.18	124	100
2.	Non-Mizo	24	10.81	0	0

Table - 4.20 declares that:

(i). In connection with age, Class X students of Good schools are much younger than those of Poor schools in that 96.39 per cent students falls in the age category of 16 years and below years, whereas, 74.79 per cent of Class X students of Poor schools belongs to this age group.

(ii). 25.20 per cent Class X students of Poor schools are 17 years and above. On the otherhand, only 3.60 per cent from Good schools were in this category.

(iii). With regard to gender of Class X students, percentage of male students was lower (62.09%) in Poor schools than in Good schools (43.24%). However; Good schools have more (56.75%) female students than do Poor schools (39.90%).

(iv). Regarding community of Class X students, all of Poor schools(100 %) belongs to Mizo community, whereas, 89.18 per cent students of Good schools belongs to this community and 10.81 per cent are from non-Mizo community, but none of Poor School students is from non-Mizo community.

To sum up, Class X students of Good schools are much younger than those of Poor Schools. The number of male students is more in Poor schools than do Good schools, but Good schools have more number of female students in Class X. In connection with students' community, Good schools have 10.81 percent non-Mizo students in standard X, whereas, Poor schools do not have any. The present study shows that in the Good schools the students were from different communities , while the students of poor schools were from only one community (local).

Table - 4.21 indicates that with regard to home environment and parental involvement in education, there was not much variation between Good and Poor schools over the following items:

(i). congenial home environment

(ii). enough time for studies

(iii). earning during vacation

(iv). parents show interest in their education

Table - 4.21

Home Environment and Parental Involvement in the Education of Children from Good and Poor performing Schools

Sl.NO	Statements	Consistently Good Schools N=222		Consistently Poor Schools N=123	
		N	%	N	%
1.	Congenial home environment.	206	92.80	115	93.50
2.	Separate room provided for studies.	199	87.63	93	75.60
3.	Enough time provided for studies.	202	91	107	87
4.	Have to earn during vacations.	27	12.16	21	17.07
5.	Reside in hostel.	83	37.38	0	0
6.	Get home tutor.	30	13.51	4	3.25
7.	Parents going to school on their own to know about their child's progress and the management of the school.	47	21	0	0
8.	Parents allowed their child to participate in co-curricular activities.	118	53	22	18
9.	Parents showed interest in education of their children.	155	70	81	66

The table further revealed that there was much variation between the two groups of school under the following items:

(i) provision of separate room for studies(ii) residing in hostel (iii)getting home tutor (iv)parents visits school to know progress of their wards and about school management (v)students allowed by their parents to participate in co- curricular activities and (vi)parents showed interest in their ward's education. As Good schools are far above Poor schools over these items, therefore, they were found to contribute to better results at the HSLC examination.

Provision of congenial atmosphere at home and personal attention, taken together can be instrumental in promoting better academic results. In addition to whatever is being taught in the school, extra arrangement made for the education of the children by the parents will considerably help them on their toes as far as their studies are concerned. The aim of education is not just passing an examination. It is accepted that all round development of the child must be the aim. Otherwise, a lopsided personality of the individual would be developed. If this is to be achieved, students must participate in certain co-curricular activities that school organizes. It is accepted that children doing in these co-curricular activities would also be found doing well in curricular studies. Since most of these activities like debate, drama, quiz etc. directly related to scholastic areas, student's involvement in these activities help them to relax from their studies and provides relief from the stress of studies. After games and sports they can come back to their studies with fresh mind. If parents show interest in their ward's education in many ways such as supervising studies at home, attending P.T.A meetings, contacting school staffs to acquaint themselves with the progress of their children, insist on the regularity in attendance etc. may contribute a lot to good performance at H.S.L.C examination .All these can be summarized in one word i.e. 'PARENTAL INVOLVEMENT' and this may be regarded as crucial factor for good results at the high school examination. Parents' lack of interest in schooling results in poor performance of schools.

A quick glance at Table - 4.22 revealed that t-value for the significance of difference between students of Good and Poor Schools with regard to their socio-economic status is 22.23, whereas, the desired t-value to declare this difference as significant is 2.59. Therefore, the null hypothesis with regard to the difference between the students of Good and Poor schools in relation to their socio-economic status is rejected. A comparision of the mean scores of students shows that this difference is in favour of students from good performing schools. This means that students studying in good performing schools are from better socio-economic status (SES) families than their counterparts from poor schools.

Table - 4.22

Socio-Economic Status of Students in Good and Poor Performing Schools

SI.No	Type of School	Mean	SD	N	SED	t-value
1.	Consistently Good Schools	31.12	7.28	222	0.66	22.23
2.	Consistently Poor Schools	16.45	4.90	123		

The socio- economic status of students in this study includes educational qualifications of parents and grandparents, monthly income of family, possessions of family, posts hold by parents in society and Church and occupation of parents. The educational background and financial position of their parents and other members of the family have a direct influence on the aspirations of children. A lot of studies revealed that the style of life to which a child is exposed makes difference with regards to his scholastic achievement.

The present study arrives at the fact that the socio-economic status of the students in good schools is higher than the status of the students in Consistently Poor schools. The good schools are generally those schools where parents have to invest their money for educating their children. Those parents whose economic status does not afford to invest the required expenditure cannot achieve the desired quality of education for their children. The actual position at present is

that the higher your socio-economic status, the better your children's education. This is so because education at the present age is just like commercial goods which everyone purchase according to his means. The socio condition is very much related to the economic condition and therefore, no separate elaboration is necessary for the socio condition of the parents.

The significance of financial soundness with regard to education of children applies not only to the quality of educational institution, but also to the necessity of incurring expenditure on private tuition as well .The parents who can manage to pay for private tuitions of their children inevitably get good results for their children. Conversely, poor parents cannot pay for such private tuition and the result is that their children cannot get the desired quality of education.

4.6 SCHOOL ACADEMIC INFRASTRUCTURE

Table - 4.23
Admission Procedure in Good and Poor Performing Schools

Sl.NO	Name of Procedures	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	First come first	3	33.33	12	100
2.	Written test	2	22.22	0	0
3.	Written test and Interview	3	33.33	0	0
4.	Only Interview	1	11.11	0	0

Table – 4.23 highlights that

(i). With regard to admission procedure, around 2 /3 of Good schools admit students either on the basis of written test, written test and interview or only interview. On the other hand, none of Poor schools screen students at the time of admission.

(ii). Since none of Poor schools screened students for admission, they, therefore employed first come first serve procedure.

As far as school admission procedure is concerned, a large majority of Good schools are found to be very selective due to the fact that these schools employed admission procedures like written test, both written test and interview and only interview of applicants. No student is admitting without being screened. Those found disqualified are rejected. In this system, the selected students are supposed to produce good results of their course. On the other hand, opposite to Good schools, Poor schools employed open admission in that, students whoever seek admission are admitted without employing any of the procedures employed by Good Schools. In short, they admitted students on first come first basis. If all the students not excluding those at the bottom are accepted, it obvious that school is bound to produce poor achievements. This shows that admission procedure plays a vital role in the academic performance of the schools.

It may be concluded that due to selective admission procedures employed, Good schools are found to achieve good academic results in the HSLC examination for consecutive years. On the other hand, as all Poor schools never screened students at the time of admission, as a result they are found to produce poor academic performance at HSLC examination for consecutive years. Therefore, admission criteria employed is found to be a contributing factor to good or poor academic performance of a schools.

Table - 4.24 indicates that:

(i). With regards to average school hours a day, Good schools had longer school hours than Poor schools in that it was 390 minutes a day in Good schools, whereas it was 360 minutes in Poor schools.

(ii). As far as average duration of one period is concerned, Good schools had longer time for one period than Poor schools in that it was 45 minutes in Good schools; it was 40 minutes in Poor schools.

(iii). With regard to average duration of lunch break, there has been a wide gap between the two groups of schools in that Good schools provides only 40 minutes whereas Consistently Poor schools provides average time of 60 minutes for lunch.

Table - 4.24.
Status of Instructional Hours in Good and Poor Performing Schools

Sl. NO	School Hours in Minutes	Consistently Good Schools N=9	Consistently Poor Schools N=12
1.	Average school hours per day in minutes	390 minutes	360 minutes
2.	Duration of one period	45 minutes	40 minutes
3.	Duration of lunch break.	40 minutes	60 minutes
4.	Number of classes daily	8 Classes	7 Classes
More than one period provided for Science and Mathematics subjects daily			
	Provided	8(88.88(%)	10(83.33 (%)

(iv). Regarding average number of classes daily, Poor schools had 7 classes a day, whereas, it was 8 classes in Good schools.

(v). In relation to the provision of more than one period a day for critical subjects like science and mathematics, 88.88 per cent of Good schools and 83.33 per cent of Poor schools had such provision.

Thus, we may conclude that Good schools are better than Poor schools as far as instructional hours are concerned.

The poor schools had longer time for lunch break because most of these schools are located in rural areas, where carrying of tiffin is not in fashion as much as it is in urban schools, instead they rather go home for lunch. On the other hand, as almost all Good schools are located in urban areas, students carried their tiffin and some Good schools are residential where students are served in the

hostel. Thus, Good schools need not be provided with long interval for lunch. Again, the fact that majority of both types of school preferred to allot more than one periods for two important subjects - Science and Mathematics daily is quite reasonable, because these two subjects requires more time to master the sums and they are the leading stick for those who intend to go for technical line.

Table - 4.25
Frequency and Type of Evaluation of Academic Progress in Good and Poor Performing Schools

Sl.No.	Frequency of Examination Conducted in a Year	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	2 Times	0	0		0
2.	3 Times	6	66.66	12	100
3.	More than 3 times	3	33.33	0	0
4.	Pre-board exam conducted for H.S.L.C. candisdates.	6	66.66	0	0
	Criteria for Promotion to next class				
1.	Only promotion exam marks	0	0	0	0
2.	Class -test marks, assignments + Promotion exam marks	1	11.11	3	25
3.	1st Terminal marks 25% 2nd Terminal marks 25% Promotion marks 50%	4	44.44	7	33.33
4.	Overall performance throughout the academic year	4	44.44	5	41.66

Table - 4.25 reveals that:

(i). Regarding frequency of examination conducted in a year, good schools are better than poor schools, as they conduct exam much more frequently than do Poor schools. They even conduct pre-board exam for HSLC candidates. On the other hand, Poor schools never conduct pre-board exam.

(ii). When it comes to criteria adopted for promotion to next, good schools do better than poor schools. This is due to the fact that the percentage of good schools that base promotion to next class on overall performance throughout the academic year is higher than that of poor schools.

It may, therefore, be summed up that regarding frequency of evaluation employed for promotion to next class, good schools are far better than poor schools.

It is observed from the table that due to frequent conduct of examinations throughout the academic session, Good schools could achieve higher pass percentage continuously in promotion as well as in HSLC examination. Frequent evaluation of students, thus, attributed to good academic results.

Effective evaluation is one which is going on all the time. Constant and continuous appraisal must be made, both by the teacher and the pupils. Evaluation should be carried on as an integral part of instruction. Examination or evaluation is the very foundation stone of education, and so it is essential for teachers that they should become aware of their students' progress. When evaluation is more frequent, comprehensive and continuous, it is easier for pupils and teachers to apply corrective measures to their weaknesses. A piece meal or isolated results of any evaluation cannot be an adequate base for future guidance, planning, prediction etc. In fact, evaluation should be a continuous process aimed at helping the student to improve

his level of achievement rather than at 'certifying the quality of his performance at a given moment of time.' The work done by the students during the session should also into consideration. In this regard the Kothari Commission has recommended that:

(i). The number of external examination should be curtailed. Individuality or subjectivity in essay- type examination should be reduced and objective type tests should be taken.

(ii). In order to determine a child's future, a detailed record on his development in every sphere should be maintained.

(iii). In the final evaluation, attention should be given to internal evaluation as well as to the school record.

(iv). Instead of awarding marks, the system of grading should be adopted. At the conclusion of the secondary curriculum, there should be only a single public examination.

(v). Subjects should be mentioned in the certificate. Supplementary examination should also be taken.

Table - 4.26 brings out that:

(i) With regard to provision of lectern and platform, good schools are above Poor schools in that 11.11 per cent of good schools provide lectern and 8.33 per cent of Poor schools do so.

(ii) As far as provision of platform is concerned, good schools are better than poor schools as 44.44 per cent of good schools and 25 per cent of poor schools provide these facilities.

(iii) With regard to provision of lectern and platform, good schools are above Poor schools in that 11.11 per cent of good schools provide lectern and 8.33 per cent of Poor schools do so.

(iv) As far as provision of platform is concerned, good schools are better than poor schools as 44.44 per cent of good schools and 25 per cent of poor schools provide these facilities

Table - 4.26
Availability of Furniture in the Classroom in Good and Poor Performing Schools

Sl.NO	Furniture Provided	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Table and chair for teacher	8	88.88	11	91.67
2.	Only table provided for teacher	1	11.11	1	8.33
3.	Lectern	1	11.11	1	8.33
4.	Platform	4	44.44	3	25
5.	Cupboard	1	11.11	0	0
6.	Book shelves	5	55.55	2	16.66
7.	Desks and benches	9	100	12	100

.

(v) With regard to provision of cupboard and book shelves in the classroom, good schools are far better than poor schools as 11.11 per cent provide cupboard and 55.55 per cent provides book shelves. On the other hand, none of Poor schools provide cupboard but hardly 16.16 per cent of them provide book shelves.

(vi) In connection with provision of desks and benches, the two types of schools show identical results, as 100 per cent of good and poor schools do so.

To sum up, we may conclude that Good schools are in a much better position than Poor schools in terms of varieties of furniture provided in the classroom. Furniture plays an extremely important part in the physical, moral and mental welfare of the scholars. Great care should be taken in providing the same. Sufficient furniture, good apparatus and useful appliances in the hands of a first

class teacher can produce results which cannot be obtained under any other circumstances. Proper furniture and equipments are the essentials for successful working of a school. Old furniture is the symbol of immobility and conformity.

Table - 4.27
Provision of Hostel Facility in Good and Poor Performing Schools

Sl.NO		Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Hostel provided	8	88.88	0	0
2.	Hostel not provided	1	11.11	12	100

Table - 4.27 declares that, with regard to provision of hostel facility, almost all (88.88%) Good schools do so whereas no poor schools provided this facility.

None availability of hostel facility in the poor schools may be because of the fact that all poor schools are located in rural areas where life is very hard, neither the school authority nor the parents could afford hostel facility to students. Due to variety of social and Church programmes and other enjoyments at home, it is very difficult for the present generation to adjust themselves in life. Therefore, in order to success in their studies, the only alternative for them is to stay in hostel for academic success. There is need for hostel for those children whose home environment is unhealthy and unhappy. Also there are pupils whose parents are frequently transferred from one place to another. For such children hostel is very necessary. School hostel should have nice sanitary and hygienic conditions.

Table - 4.28 revealed that:

(i). With regard to sufficient supply of chemicals in science laboratory, good schools were much better than poor schools, as 88.88 per cent of

them were properly supplied, whereas,0nly 25 per cent of poor schools were properly supplied.

Table - 4.28

Status of Supply of Chemicals and Regularity of Practical Classes in Good and Poor Performing Schools

Sl.NO		Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Sufficient supply of Chemicals in Science laboratory	8	88.88	3	25
2.	Practical class regularly conducted	6	66.66	7	58.33
3.	Maintain Practical record book	9	100	11	91.67

Table - 4.28 revealed that:

(ii). With regard to sufficient supply of chemicals in science laboratory, good schools were much better than poor schools, as 88.88 per cent of them were properly supplied, whereas,0nly 25 per cent of poor schools were properly supplied.

(iii). In connection with regular conduct of science practical class, good schools do better than poor schools as 66.66 per cent of them do so and 58.33 per cent of poor schools did the same.

(iv). Regarding maintenance of science practical record book, 100 per cent good schools and 91.67 per cent poor schools do so.

We may sum up that regarding supply of chemicals in science laboratory, conducting of science practical class and maintenance of science practical record

book, Good schools do better than Poor schools. Science is a subject that needs practicals. For the smooth functioning of this subject, necessary provision should be made available. Without sufficient supply of chemicals, science practical class cannot be successfully conducted. Science practical record book for HSLC candidate is to be properly maintained with the help of the concerned teachers; because it contained internal weight age (marks) to be submitted to the Board for HSLC examination.

It is clear from the analysis that it is very unfortunate that laboratory facilities are not up to the standard both in good and poor performing schools. In Mizoram, students in both types of schools are deprived of the many benefits of practical works in the laboratory.

A flexible and interactive teaching programme supported by adequate laboratories and libraries would be a pre-requisite for learning-oriented education.

Table - 4.29
Availability of Teaching Aids in Good and Poor Performing Schools

Sl.NO	Name of teaching aids provided	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Television	9	100	0	0
2.	Slide projector	2	22.22	0	0
3.	Tape recorder	9	100	0	0
4.	Computer	9	100	1	8.33
5.	Computer with internet Connection	4	44.44	0	0
6.	Maps and charts	6	66.66	0	0
7.	Bulletin and boards	7	77.77	5	41.66
8.	Radio	6	66.66	0	0
9.	Black-board	9	100	11	91.67
10.	Green-board	1	11.11	1	8.33

Table - 4.29 highlights that:

(i). With regards to using of teaching aids like television, slide projector, tape recorder, computer, computer with internet connection, maps and charts, bulletin boards and radio, good schools are in a much better position than poor schools, Poor schools even show nil results in provision of teaching aids like television, slide projector, tape recorder, computer with internet connection, maps and charts and radio.

(ii). With regard to using of teaching aids like black board and green board, both good and poor schools are almost on the same level as 100 per cent of good and 91.67 per cent of poor schools employed these aids.

We may conclude that, Good schools are far above Poor schools with regard to provision of variety of teaching aids.

Since, we are now in the world of technology, where Govt. offices, private firms and institutions cannot survive without modern technology like computer, internet etc. Therefore, teachers of today must be able to utilize and handle modern technologies for effective teaching-learning process. It is imperative for maintaining good standards of teaching and also to acquaint the students with the latest modern technologies. Many of classroom teaching-learning process can be more effective and certain problems in teaching- learning can be solved with the help of modern inventions. Hence, more and more modern technologies must be utilized by teachers in classroom teaching.

Suitable teaching aids play an incalculably important part in raising the standards of teaching. Teaching aids help to arouse the students' interest in learning, economize time and efforts, reduce verbalism in teaching, help to form accurate concept, facilitates memory and provide variety in classroom procedure. Both teaching and learning have become very scientific activities in the present age, and hence, teaching aids are no longer limited to a stick of chalk and a

blackboard. At present, the teachers in India are almost completely lacking in proper guidance. The Kothari Commission has also accepted the virtues and shortcomings of text books in India.

Table - 4.30
Methods of Teaching Adopted in Good and Poor Performing Schools

Sl.NO	Teaching Methods used	Consistently Good Schools+ N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Lecturing	9	100	4	33.33
2.	Lecturing and discussions	5	55.55	3	25
3.	Question and answer	9	100	3	25
4.	Lecturing and notes giving	5	55.55	4	33.33
5.	Assignment	9	100	5	41.66
6.	Regular class- test	9	100	6	50

Table - 4.30 reveals that:

(i). Regarding methods of teaching like lecturing, question and answer, assignment and giving regular class- test, good schools are far better than poor schools, as all of them (100%) apply these methods.

(ii). In connection with methods of teaching like lecturing and discussion, and lecturing and notes giving, majority of good schools do so. On the other hand, majority of the Poor schools do not adopt this method.

It may, therefore, be concluded that with regard to methods of teaching employed by teachers, Good schools are much better than Poor schools, because the percentage of Good schools that make use of more variety of methods is higher.

Teaching is a complicated and a highly technical job. In order to make teaching effective and meaningful, every teacher should not only know the subject

matter but also the art and science of teaching as well as the latest development in the art of instruction and the subject matter. Neglect of teaching method in teaching is a fatal to the lives and development of our pupils. So the efficiency in teaching can only be ensured if the teacher is fully conversant with the most progressive and up-date- methods of teaching.

4:7 SCHOOL PHYSICAL INFRASTRUCTURE

Table - 4.31
Comparision of Good and Poor Performing Schools with regard to Ownership of Land, School Building and Availability of Out-Door Space

Sl.NO	Possession of land and school building	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Schools with own land and building.	7	77.77	12	100
2.	Schools on rented land and building.	2	22.22	0	0
3.	Schools with compound of less than 4000sqm/1 acre.	2	22.22	2	16.66
4.	Schools with compound of more than 4000sqm/ 1 acre.	7	77.77	10	83.33
5.	Schools with outdoor space.	9	100	11	91.66

Table - 4.31 indicates that:

(i). Regarding owning of land and school building, poor schools are above good schools as all (100%) poor schools functioned in their own lands and buildings whereas 22.22 per cent of good schools do not have their own land and were run in rented buildings.

(ii). With regard to area of land, poor schools are better due to the fact that percentage of poor schools having land area of 4000sqm/1acre and above is higher than that of good schools.

(iii). As far as provision of outdoor- space is concerned, good schools are little better as 100 per cent of them have outdoor space, whereas 8.34 per cent of Poor schools do not have such space.

It may, therefore, be concluded that, with regard to owning of land and school building, poor schools are in better position than good performing schools. On the other hand, in terms of out-door space; good performing schools are relatively better.

A serious undertaking like starting a school or running a school should be taken up with adequate preparation on physical, academic, financial and social aspects. So running a school on rented land has no justification if the school is to do justice to its existence; possession of permanent site and building is a pre-requisite for any institutions. Rented school buildings, which are not originally designed for educational institutions, can hardly meet the requirements of any institutions. The different objectives of education cannot be achieved when the students' activities are confined within the four walls of the classrooms. From the educationist point of view, confining the student within the four walls of the school building all through the school hours, day in and day out, is nothing short of crime. Therefore, while opening a school, one should keep in mind that he has enough area of land and building which is specially designed for educational institution, for the all-round development of personality.

It is known that the secondary schools and higher secondary schools are under- privileged, particularly in the rural areas in terms of buildings, teachers and school facilities but the extent of this shortages have not been surveyed in all aspects. The schools were also to be the seat of all other development so that

various departments would be mentally conditioned for integrated co-operative work and the school would be a centre of extension for the community.

Table - 4.32 brings out that :

(i). Regarding provision of play-space, poor schools are in a little better position than good schools as all (100%) of them have playground of their own, whereas, 88.88 per cent of good schools do so.

(ii). Among the nine good schools, one school is without proper play-space and they have to share public playground for school sports and games.

(iii). When it comes to provision of hall for indoor games, Good schools are better than Poor schools in that 22.22 per cent have this provision, whereas Poor schools have no such facility.

Table - 4.32
Provision of Play-space/ Playground in Good and Poor Performing Schools

Sl.NO		Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Schools having own play-space/play ground.	8	88.88	12	100
2.	Schools shared public playground	0	0	0	0
3.	Schools without any play ground.	1	11.11	0	0
4.	Schools that have hall for indoor games.	2	22.22	0	0

On the whole, good schools provide better facilities for games and sports, than Poor schools although their difference was not very high.

The playground and few other smaller areas for different games must be considered at least as important for educational purposes as school building with their class-rooms and other paraphernalia. A school which has no playground has

no right to exist, for playground is said to be the cradle of democracy. It is a matter of great regret that, in our state provision of games and sports are not given due importance. Adolescent boys and girls needs to spend some time for their physical and mental development. Sports and games are important in students' life as they help them to relax from the studies during school hours. It also provides relief from the stress of studies. After games and sports, the students can come back to their studies with fresh mind. As education means an all round development of an individual - physically, mentally and spiritually. So, for the full personality development, games and sports facilities should be provided in all the schools as they are as important as academic programmes. Hence, schools will have to adopt sensible, sound and satisfactory means for providing spaces, play areas and so on for different types of school work.

Table - 4.33
Age of Good and Poor Performing Schools in Terms of the Year of Their Establishment

Sl.NO	Age of school by years.	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Above 30 years	2	22.22	1	8.33
2.	20 – 30 years	1	11.11	2	16.66
3.	Below 20 years	6	66.66	9	75

Table - 4.33 indicates that:

(i). Good schools are generally older than good schools as 22.22 per cent of them are more than 30 years old. On the other hand, only 8.33 per cent of poor schools are that old.

(ii). Majority of poor schools (75%) are less than 20 years old and 66.66 per cent of good schools belongs to this age category.

What is conspicuous from these findings is that the age of the school has a significant bearing on the quality of the schools. This can be as suggesting that those schools, which are older in age, have become well established in course of years. Besides, it can be presumed that with the passing of years the teachers also have gained more and more experience. As for study materials, teaching- aids and other necessary equipments, those schools that were older usually afford to provide these, whereas, the newly established schools cannot afford to do so. In this way, the age of a school is found to be a positive factor in deciding the quality of education.

This finding through our data in hand goes directly in agreement with the common experience in human life that old-aged people have more wisdom through refinement of knowledge and experience much more than young people. Hence, old schools are generally preferred by the students and teachers to newly established schools.

Table - 4.34
Type and Location of School Buildings of Good and Poor Performing Schools

Sl.NO	Type of School Building	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Pucca	4	44.44	3	25
2.	Semi-pucca	4	44.44	2	16.16
3.	Assam type	1	11.11	7	58.33
Location of school building					
1.	Near busy road	3	33.33	4	33.33
2.	Away from busy road	6	66.66	8	66.33

Table - 4.34 indicates that:

(i). As far as type of school building is concerned, good schools do better than poor schools as 44.44 per cent of them are run in pucca-buildings and only 25 per cent of Poor schools have this type of school buildings.

(ii). Percentage of good schools having semi-pucca school building is higher (44.44%) than Poor schools (16.16%).

(iii). When it comes to Assam type building, the percentage is higher (58.33 %) in poor schools than Good schools (11.11%).

(iv). As far as location and surrounding of school is concerned, both Good and Poor performing schools show identical results.

The MBSE (Condition for recognitions of Institutions) Regulations, 2004, sec.9, states

"…..The site for the institution shall be free from objectionable-surrounding shall be peaceful and conducive to the smooth working of the institution."

It may, therefore, be summed up that with regard to types of school building, good schools are far better than poor schools. But, regarding location and surrounding of school, both types of schools almost differ from each other.

Location and surroundings of educational institution is of vital importance for the smooth functioning of a school. The school cannot be put up anywhere and everywhere. Its location or site has great importance. As far as possible, the site should be outside the town. Adequacy and suitability of land should be the primary consideration. *W.M.Ryburn says, "The site should be near a road, yet back from the road as far as can be arranged to escape as much dust as possible."*

In the same way as a good building is a necessity for office and residence, the same applies to the educational institution. The quality of a building contributes to a great extent in the successful performance of those living inside. Therefore, the quality of school building should positively be good. It is a

common experience that not only the students but the parents also seldom prefer to get admission in schools whose buildings are poor. As such, educational institutions having sub-standard buildings usually admit those students who are rejected by schools having good buildings, that are generally good performing schools.

Besides, poorly constructed buildings can be dangerous even for the lives of the students and the staffs. The school building should therefore be strong and should be frequently repaired and beautifully painted so that the students and the teachers would feel comfortable and proud to be there.

The school should be located in correct relationship to the other physical facilities of a community such as parks, health centres, libraries etc. High schools or adjacent to busy roads are not free from traffic noise and distraction from other closed activities in the surrounding area. The point of consideration at this stage is that the school should have a peaceful and wholesome environment conducive to learning. The various activities of the school on academic and non-academic should be able to proceed undisturbed and undistracted. This is possible only when the school is far removed from noise and other activities.

Our finding in our present research study was that, whose schools, which always have good results in HSLC examination, are the schools whose buildings are good one. The simple fact is that schools having good buildings attract students having good academic performances. Thus, importance should be given by the authorities to the quality of the school building as it is found to have positive effect on the quality of education of a school. The number of students is also found to be less in schools having no good building.

Table - 4.35 shows that:

(i). With regards to provision of toilet facility, good schools are in a little better position than poor schools, as all (100%) of them have such facility, but one from poor school did not have this facility.

(ii). Regarding supply of drinking water, both good and poor schools shows identical results as all (100 %) of them provides this facility.

(iii). With regard to the provision of telephone connection, good schools are far better than those of poor schools as all (100%) of them has this

(iv). As far as electric connection is concerned, good schools are far better than poor schools as all (100%) of them provide this facility, whereas, only 50 percent of poor schools are with electric facility.

Table - 4.35
Status of Availability of Different Facilities in Good and Poor Performing Schools

Sl.NO	Name of facilities provided	Consistently Good Schools N=9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Toilet	9	100	11	91.67
2.	Drinking water	9	100	12	100
3.	Telephone connection	9	100	1	8.33
4.	Electric Connection	9	100	6	50
5.	Schools without telephone	0	0	11	91.67
6.	Schools without electricity	0	0	6	50

We may conclude that as far as provision of facilities like toilet, telephone and electric connection are concerned, good schools are far above poor schools as they show 100 per cent in providing all these facilities.

The MBSE (Conditions for Recognition of Institutions) Regulations, 2004 Sec.14 (b) (v) States “Provision shall be made for separate toilets for boys and girls”.

Provision of adequate and separate toilets for boys and girls is an essential condition in every institution. Every institution must have sufficient supply of drinking water. With the coming of modern technology, electricity has now

become very advantageous for displaying modern technologies like computer, projector etc. that can be employed as teaching aids. Provision of telephone is another important facility for the smooth functioning of a school where principal and teachers, principal and parents and, parents and teachers can easily communicate on important matters. Therefore, necessary steps should be taken so that more schools without these facilities may be provided in order to bring the new generation to the world of modern inventions.

Table - 4.36
Availability of Separate Rooms for Different Purposes in Good and Poor Performing Schools

Sl.NO	Name of rooms provided	Consistently Good Schools N= 9		Consistently Poor Schools N=12	
		N	%	N	%
1.	Principal's room	7	77.77	5	41.66
2.	Teacher's common room	8	88.88	7	58.33
3.	School office	7	77.77	6	50
4.	Sick room	5	55.55	0	0
5.	School hall/Auditorium	6	66.66	0	0
6.	Science laboratory	8	88.88	5	41.67
7.	Computer laboratory	3	33.33	0	0
8.	School Library	4	44.44	1	8.33
9.	School Canteen	3	33.33	0	0

Table - 4.36 brings out that:

(i). Regarding provision of separate rooms for different purposes, good schools do better than poor schools. The percentage of good schools that provides separate rooms for Principals, teachers' common room,

school office, sick room, school hall / auditorium, science laboratory, computer laboratory and library is much higher than poor schools.

(ii). Regarding provision of sick room, school hall/auditorium and computer laboratory and school canteen, poor schools showed nil result, while a good number of good schools are provided with these facilities.

We may, therefore, conclude that regarding provision of separate rooms for different purposes, good schools were far better than Poor schools.

The MBSE (Conditions for Recognition of Institutions) Regulation, 2004, page 8 demands –

"Provision shall be made for separate rooms for (a) Headmaster (b) Office (c) Teachers' Common room (d) Library (e) Work Experience (f) Laboratory for subject having practical and (g) Computer room (for schools offering computer) in addition to classrooms for all classes/sections."

Provision of different rooms for different purposes is essential, especially for Principal so that he / she can perform his / her office work undisturbed, and also for discussing important matters with visitors, teachers and students. A room should be made available to teachers where they can meet each other, may work together or individually. This room should have cupboards or lockers where the teachers may keep their things. It is further necessary to have separate rooms for subjects that require practical class. As in HSLC Board Examination science practical carries 25 marks, therefore it is a must that frequent practices may be conducted in the school in a proper room so that the work can proceed smoothly and undisturbed. Practical work can be joyful, educative and lively only if necessary equipments and suitable place are provided.

Children need an environment of attractive books from the beginning and it is one of the duties of the school to provide this environment. Carlyle has also aptly said,

"*The ultimate aim of education is to teach boys how to read, once they learn to read, education will take care of itself."*

Frances Henne writes," Good schools, very good schools, and excellent schools, all need excellent libraries. Inferior schools need excellent libraries too, to overcome the omissions of the curriculum and to compensate for the poor infrastructural programme."

The school library can play an important role in all aspects of education. The library is today, considered to be the *"Intellectual Laboratory of the school"*. Library and school are taken as inseparable life forces. Library is the treasure vault of ideas, the store house of knowledge and the flowing streams of living thought. As such, it must become an integral part of school programme. A well equipped library is a valuable aid to instruction. It helps students acquire the habit of self study. Having of school canteen or cafeteria will be a valuable adjunct of a secondary school, if it is in efficient hands. Students can get fresh foods from their school canteen instead of buying unclean foods from roadside vendors.

Laboratories, libraries, playgrounds, facilities for cultural programmes and co-curricular activities are important components of infrastructure.

CHAPTER- 5

MAJOR FINDINGS, CONCLUSIONS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS

5. MAJOR FINDINGS

5.1.1 Findings in Relation to School Organizational Climate.

i. As far as school organizational climate is concerned, the perceptions of teachers of good and those of poor schools were found to have highly significant variation over alienation, controls and humanized thrust dimensions.

ii. Regarding disengagement, esprit, intimacy, psychophysical hindrance and production emphasis dimensions of school organizational climate, there was no significant difference between the perceptions of teachers of good and poor schools.

5.1.2 Findings in Relation to Administrative Behavior of Principals of Good and Poor Performing Schools.

i. Regarding administrative behavior over communication areas, there is significant difference between Principals of good and poor performing schools in that good school Principals do better (15.10 Mean) than poor Schools (12.89 Mean).

ii. With regard to administrative behavior relating to planning, organization and decision making areas, no significant relationship is found between Principals of good and poor schools.

5.1.3 Findings in Relation to Profiles of Principals.

i. As far as gender is concerned, percentage of male Principal was relatively higher (91.66 %) in good schools than in Poor schools (88.88 %).

ii. In relation to age-wise distribution, Principals of good schools are generally older than those of poor schools.

iii. As far as length of teaching experience is concerned, Principals of good schools have much longer teaching experience than that of the Principals of poor schools.

iv. With regard to monthly salary, 33.33 per cent Principals of poor schools draw monthly salary above ten thousand and 66.66 percent of them draw below ten thousand whereas, only one (11.11 %) Principal of good schools is a salaried Principal, 66.66 per cent of them are owner-heads who do not draw salary. Furthermore, 22.22 per cent of them are Roman Catholic Father, by religion they are not suppose to draw any salary, as such they are not paid, but some amount of money (not as salary) is paid by their Church Committees to meet their daily necessities. They are also provided with accommodation. On the other hand, all Principals of Poor schools are paid.

v. In relation to engagement in class teaching, including period load per week, Principals of Poor schools have heavier teaching load than the Principals of good schools.

vi. When it comes to academic records from HSLC, the Principals of good schools were having better academic records than their counter parts from poor schools.

vii. As far as professional qualification is concerned, majority of Principals from both types of schools do not hold the MBSE prescribed minimum qualification and training for high school head that the headmaster/ headmistress should be at least a graduate with a Professional Degree from a recognized University.

5.1.4 Findings in Relation to Activities of Principal.

In relation to activities, Principals of good schools were far above poor schools.

i. As far as activities is concerned, no significant variation is found between Principals of Good and Poor schools under the following items:
    i). Keeping cumulative records of students.
    ii). Giving incentive award to deserving teachers and students.
    iii). Regular checking of classes occupied by teachers.
    iv). Maintaining teachers' attendance record.
    v). Regular checking of students' attendance register.
    vi). Sending of staffs to academic training programmes.
    vii). Inviting resource persons to address the school function.

ii.. Regarding activities, there is significant difference between Principals of good and poor schools under the following items in that good schools do better:

i). Planning school calendar showing different activities for the whole year.

ii). Calling explanation from teachers when required.

iii). Organizing orientation programme for teachers.

iv). Sending students to important academic functions.

5.1.5 Findings in Relation to Profiles of Teachers.

i. Poor schools had more (82.92 %) male teachers than do good schools (66.03 %)

ii. Poor schools had more teachers from local community (97.56%) than do Good schools (71.69 %).

iii. Academic records of teachers of Good schools was far better than their counterpart from Poor school.

iv. In relation to monthly salary, teachers of Poor schools were in a much better condition than do Good schools.

v. Good schools had relatively younger teachers than Poor schools.

vi. 6. As far as length of teaching experience was concerned, teachers of Poor schools had longer teaching experience than the teachers of Good schools.

vii. As far as teaching load of teachers was concerned, teachers of good schools had more teaching load than the teachers of Poor schools.

viii. With regard to professional qualifications of teachers, poor schools were slightly better (31.70 %) than good schools (28.30 %), though majority of teachers from both categories of schools do not possess the minimum qualifications for the post of teachers.

ix. In connection with teaching-learning process, teachers of good schools were above teachers of poor schools in that, 47.74 per cent of them got first division and only 9.90 per cent of them were in third

division. On the other hand, from poor schools only 12.19 per cent of them got first division while 39.83 per cent of them were in Third division.

5.1.6 Findings in Relation to Profiles of Students.

With regard to students' profiles, students of good schools were far above students of Poor schools.

i. As far as medium of schooling till middle stage is concerned, the tenth standard students of good schools were far above students of poor schools as 89.18 per cent of them had their early schooling in English medium school, whereas, only 32.25 per cent students of Poor schools do so.

ii. Regarding academic record at MSLC examination, tenth standard students of good schools were far above poor schools.

iii. Regarding age of students, tenth standard students of good schools were generally younger than do poor schools.

iv. With regard to gender, poor schools have more (62.60 %) male students in class 10 than good schools (43.24 %). Whereas the number of female students were more (56.76 %) in good schools than in Poor schools (38.21 %).

v. In relation to community, all (100 %) tenth class students of poor schools were local. On the other hand 89.19 per cent students of good schools were local and 10.81 per cent of them were non- local students.

vi. As far as socio-economic status of students was concerned, 10th standard students of good schools were far above students of poor schools.

5.1.7 Findings in relation to Academic Infrastructure of School

In relation with academic infrastructure, Good schools were found to be much better than Poor schools.

i. As far as school admission was concerned, Good Schools were more selective than do Poor schools.

ii. In relation to duration of instructional hours and number of periods a day, Good schools did better as they had longer duration of instructional hours than poor schools.

iii. Good schools assigned more periods in their school timetable to the teaching of Mathematics and Science subjects than Poor schools.

iv. With regard to evaluation of academic progress of students, including criteria used for promotion of students to next higher class, Consistently Good schools were better than Poor schools because they evaluated students more frequently.

v. In relation to furniture in the classrooms, Good schools and Poor schools were almost on the same line.

vi. Regarding methods of teaching employed, Good schools were far above Poor schools as the percentage of Good schools using more variety of teaching methods was much higher than that of Poor schools.

vii. In connection with teaching aids, Good schools were above Poor schools as the percentage of Good schools using more variety of teaching aids was higher than that of Poor schools.

viii. As far as provision of hostel facility was concerned, only (11.11 %) of Good schools were without this provision, whereas the remaining 88.88 per cent had this facility. On the other hand, none of Poor schools had this facility.

ix. With regard to the provision of science equipments, Good schools were better equipped than Poor schools.

5.1.8 Findings in Relation to Physical Infrastructure.

In relation with physical infrastructure, Poor schools were found to be better than Good schools. The detail findings are as below.

i. With regard to possession of land and building, poor schools were found to be in a better position than good schools.

ii. In relation to provision of outdoor space, good schools were of little better than Poor schools.

iii. With regard to provision of hall for indoor games, good schools were in better position than Poor schools.

iv. When it comes to age of schools, good schools were generally older than Poor schools.

v. As far as types of buildings were concerned good schools did better than Poor schools.

vi. In connection with location of school building, both categories of schools are on the same line.

vii. In relation to provision of facilities like toilet, drinking water, telephone and electric connection, good schools are far above Poor schools as all (100 %)of them do so. On the other hand, Poor schools are lagging behind in providing these facilities.

viii. Regarding provision of separate rooms for different purposes, good schools are far better than their counterpart poor schools.

5.2.1 Discussions on Profiles of Principal

The present study revealed that the gender of the principal had no significant impact on the academic achievement of students. This finding has the support of Das (1995) who reported no linkage between the performance of students and gender of the principal. The finding further reveals that longer teaching experience of Principals contribute to good academic results, which was supported by GCPI (1981) who had reported similar finding in a study conducted in Allahabad.

The investigator regrets that she could not find any related study to support or against her findings with regards to the perceptions of teachers on School Organizational Climate and Administrative Behavior of Principals of good and poor performing schools. She further regrets that she could not find any related study to support or contradict her findings relating to the community, monthly salary, workload, academic records, professional qualifications and teaching-learning process of Principals of good and poor performing schools.

5.2.2 Discussions on Profiles of Teacher

The study also indicates that high percentage of failure at the high school examination under Mizoram Board of School Education was due to poor quality of teachers. The investigation undertaken by GCPI (1964) and Agarwal, Mamta, Jain and Chandrashekhar (2004) who reported the similar finding while studying

the factors influencing effectiveness of secondary schools of Delhi. They, in their studies found that teaching strategies like lesson plan, giving of regular home-work, frequent class-test etc. contribute to academic performance of students.

It is regretted that the investigator could not find studies which directly or indirectly in support or contradict the present finding related to gender and community of teachers, academic records of teachers, professional qualities of teachers, monthly salary of teachers, age of teachers, teaching experience of teachers and work-load of teachers.

5.2.3 Discussions on Profiles of Student

It was also found that education and occupations of parents had significant influence on the scholastic achievement of students. Similar finding was reported by Chatterjee and others (1971), that parents educational level was directly related to the achievement of their wards. Devi, Sarada and Kavitha (2002) also support the same finding that mother of most of the backward students had only primary education and father had up to intermediate level and most of the respondents mothers were low cadre government employees and small businessmen. The finding was also supported by the finding of Chopra (1964), H.G.Gupta (1968) and Agarwal, Mamta, Jain and Chandrashekhar (2004) in that occupation and education of father effects the academic achievement of their wards.

The present research finding further reveals that the family income of respondents from poor schools were generally very low, which is in line with the finding of Jyoyana (1960), Joytsna (1962) Chopra (1964), Directorate of Higher Education Hyderabad,(1966)and Harikrishnan (1992).

The study also indicates that socio-economic status of the family had contributed to academic achievement of students. The finding has the support of Agarwal (1975), Anand (1975). However, Singh (1984) also reported that pupils with low socio-economic status do not achieve high. In support of the same finding, Ohja (1979) reported that the higher the socio-economic status would be

the academic achievements of students at the high school level. The study further reveals that all the respondents from Poor schools reported that their parents never visit school to check their performance. This finding was supported by Jyotsma (1962).The same study reported that more than half of the respondents from Good schools participate in co-curricular activities, which is in line with the finding of Agarwal, Mamta, Jain and Chandrashekhar (2004) while investigating the factors influencing effectiveness of Secondary Schools of Delhi.

The investigator was further regretted for not finding any related study to support or contradict regarding the medium of schooling of students till middle stage, academic record of students at M.S.L.C., age, gender and community of students.

5.2.4 Discussions on Academic Infrastructure of Schools

The present research study brings out that Good academic results was due to selective admission at the high school classes by conducting entrance test and interview of applicants. In support of this finding Nayak (1965) reported that selective admission at the high school classes and entrance examination are one of the many factors for aided institutions to produce good results. The same finding was also supported by The Headmaster's Association of Bangalore Rural District in 1968. However, the study revealed that Good schools were far better in provision of teaching aids, which was in line with the finding of Nayak (1965) that large number of failures were due to inadequate teaching facilities. . In support of this finding Ghorai (1980) also reported that a section of teachers felt teaching aids and equipments should be provided to teachers for better teaching. Further, the study indicated that good schools had longer school hours, which was in line with the findings of Agarwal, Mamta, Jain and Chandrashekhar (2004).

It is regretted that the investigator could not find any related study in support of or against her findings in relation to evaluation of academic progress of students, furniture in the class-room, provision of hostel facilities, practical class and teaching-aids provided.

5.2.5 Discussions on Physical Infrastructure of Schools

The study also revealed that Good schools had better school building than their counterpart Poor schools. This finding has the support of GCPI (1981).Furthermore, the study reveals that majority of good performing schools were located in urban areas, which has the support of Devivedi (2005) who reported that the academic achievement of the students of urban school was significantly higher than that of rural schools. The same study also found that age of schools influenced the academic achievement of schools as Poor schools were generally younger than Good schools, which is in line with the findings of Kumaran (2003).

The investigator regrets that she could not find any related study to support or contradict with regard to possession of land and its area, play-space, type of school building and provision of separate rooms for different purposes.

5.3 RECOMMENDATIONS FOR THE IMPROVEMENT OF SECONDARY EDUCATION.

i. The Education Department should maintain uniform policy regarding minimum educational and professional qualifications for appointment of principals and teachers of secondary schools and that without proper qualifications, no teachers be recruited.

ii. The authority concerned should strictly enforce the provisions of the rules regarding every high school having its own suitable adequate land and buildings.

iii. Every secondary school should have in addition to classrooms and laboratories, an assembly hall, craft-rooms and workshops.

iv. Newly opened schools should be granted recognition only if they fulfill all the conditions laid down by the authority concerned.

v. Not only traditional teaching aids but also modern ones like computer, projector etc. should be made available to teachers of secondary schools.

vi. Post of teachers should be made more attractive in order to attract young men and women of ability to the profession.

vii. The state government should withdraw its recognition against those secondary schools that show consistently poor performance in HSLC examination.

viii. School Education Department should frequently send inspecting team to all the secondary schools to look into the functioning and problems faced by them.

ix. Proper provision for science practical should be made available.

x. Provision should be made for frequent training of secondary school teachers and principals.

5.4 SUGGESTIONS FOR FURTHER STUDIES.

i. A Comparative Study of the HSLC Examination Result of Schools in Urban and Rural Areas.

ii. An Investigation into the Administrative Problems of Secondary School Principal.

iii. An Investigation into the Background Factors Causing to High Incidence of Failures at Higher Secondary School Examination in Mizoram.

iv. A Study of the Provision of Teaching Facilities for English in the Secondary Schools of Mizoram.

v. A critical Study of the Mass Failure of Secondary School Students in Mathematics and Science Subjects under Mizoram Board of School Education.

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APPENDIX- I

LIST OF SCHOOLS COVERED IN THE PRESENT STUDY:

A. Names of Consistently Poor Schools:

1) Khuangthing High School, Khuangthing (Champhai District)
2) Hualliana High School, Hmuntha (Aizawl District)
3) West Lungdar High School, West Lungdar (Mamit District)
4) Govt. Phuaibuang High School, Phuaibuang (Aizawl District)
5) Dulte High School, Dulte,(Khawzawl District)
6) Hmunpui High School, Hmunpui (Mamit District)
7) Govt. Rawpuichhip High School, Rawpuichhip (Mamit District)
8) Govt. T.M. High School, Zote (Champhai District)
9) Tualte High School, Tualte (Khawzawl District)
10) Govt. Vaphai High School, Vaphai (Champhai District)
11) Chhawrtui High School, Chhawrtui (Khawzawl District)
12) Hauruang High School, Hauruang, (Lunglei District)

B. Names of Consistently Good Schools:

1) K.V. Multipose School, Durtlang, Aizawl.
2) Mount Carmel School, Chaltlang, Aizawl.
3) New Foundland School, Bawngkawn, Aizawl.
4) Govt. Mamawii High School, Aizawl.
5) Saizahawla Boarding School, Tanhril, Aizawl.
6) St.Paul’s HigherSecondary School,Tlangnuam, Aizawl.
7) Sacred Heart High School, Lunglei.
8) Ngurnunsangi High School, Lawngtlai.
9) New Life Academy School, Vawngzawl, Lunglei.

APPENDIX - II

SCHOOL ORGANISATIONAL CLIMATE

Instruction:

The items in this Questionnaire describe conditions that occur with in a school. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behaviour but read each item carefully and responds in terms of how well the statements describes your school.

The description scale on which to rate the item is printed at the top of each column in the answer sheet. Please read the instructions and indicate your answer by drawing a circle around one of the letters.

Statements	Rarely Occurs	Sometime Occurs	Often Occurs	Very Frequenly Occurs
1. The mannerism of teachers at this school are annoying.	( )	( )	( )	( )
2.The principal uses an example by working hard himself	( )	( )	( )	( )
3. The moral of the teachers is high.	( )	( )	( )	( )
4. The principal uses constructive criticism.	( )	( )	( )	( )
5. Teacher's closest friends are from the staff members of school.	( )	( )	( )	( )
6. The principal makes all the class scheduling decisions.	( )	( )	( )	( )
7. The principal is well prepared when he speaks at school function.	( )	( )	( )	( )
8. There is a small group of teachers who always oppose the majority.	( )	( )	( )	( )
9. Routine duties interfere with the job teaching	( )	( )	( )	( )

10. The principals explains his reasons for criticism to teachers	( )	( )	( )	( )
11. The teachers accomplish their work with great vim, vigour and pleasure.	( )	( )	( )	( )
12. Teachers invite other staff members to visit them at home.	( )	( )	( )	( )
13. The principal looks out for the personal welfare of teachers.	( )	( )	( )	( )
14. The principal schedules the work work for the teachers.	( )	( )	( )	( )
15. Staff meetings are organized according to a tight agenda.	( )	( )	( )	( )
16. The principal is in the high building before teachers arrive.	( )	( )	( )	( )
17. Teachers at this school show much School spirit.	( )	( )	( )	( )
18. Teachers leave the grounds during the school day.	( )	( )	( )	( )
19. The principal tells teachers of new Idea he has run across.	( )	( )	( )	( )
20. The rules set by the principal are never questioned.	( )	( )	( )	( )
21. Teachers exert group pressure on non-conforming staff meetings.	( )	( )	( )	( )
22. The principal is easy to understand.	( )	( )	( )	( )
23. Principal exerts pressure that every work must be done according to his will.	( )	( )	( )	( )
24. Custodial service is available when Needed.	( )	( )	( )	( )

25. Teachers know the family back-Ground of other staff members. ( ) ( ) ( ) ( )

26. Teachers' diary requires too much Work. ( ) ( ) ( ) ( )

27. School secretarial service is available for teachers' use. ( ) ( ) ( ) ( )

28. The principal check the subject matter ability of teachers. ( ) ( ) ( ) ( )

29. The principal helps teachers to solve personal problems. ( ) ( ) ( ) ( )

30. The principal evaluates teachers' behaviour strictly according to rules. ( ) ( ) ( ) ( )

31. The principal does personal favours from teachers. ( ) ( ) ( ) ( )

32. Teachers seek special favours from the principal. ( ) ( ) ( ) ( )

33. Most of the teachers here accept the faults of their colleagues. ( ) ( ) ( ) ( )

34. Teachers talk about their personal life to other staff members. ( ) ( ) ( ) ( )

35. The principal give suggestions to correct teachers' mistakes. ( ) ( ) ( ) ( )

36. Teachers interrupt other staff members who are talking in staff meetings. ( ) ( ) ( ) ( )

37. The principal helps teachers finish their work. ( ) ( ) ( ) ( )

38. School supplies are readily available for use in class work. ( ) ( ) ( ) ( )

39. Teachers are contacted by principal each day. ( ) ( ) ( ) ( )

40. Teachers have fun socializing together during school time.	( )	( )	( )	( )
41.Administrativse paper work is burdensome at this school.	( )	( )	( )	( )
42. Teachers are informed of the results of a supervisor's visit.	( )	( )	( )	( )
43.The principal ensures that teachers work to their full capacity.	( )	( )	( )	( )
44.Teachers ask non-sensical questions in the staff meetings.	( )	( )	( )	( )
45.In staff meetings there is feeling of "let's get things done".	( )	( )	( )	( )
46. Teachers work together preparing administrative reports.	( )	( )	( )	( )
47. Staff meetings are mainly principal's reports.	( )	( )	( )	( )
48. Extra duty for teachers is posted conspicuously.	( )	( )	( )	( )
49. Sufficient is given to prepare administrative reports.	( )	( )	( )	( )
50. The principal goes out of his way to help teachers.	( )	( )	( )	( )
51. The principal help staff members settle their minor differences.	( )	( )	( )	( )
52. Teachers ramble when they talk in staff meetings.	( )	( )	( )	( )
53.Teacers organize curricular activities in a group spirit.	( )	( )	( )	( )
54. Teachers enjoy lunch hour together.	( )	( )	( )	( )

55. Teachers at this school stay by themselves.	( )	( )	( )	( )
56. The principal invites suggestions from the teachers in scheduling school activities.	( )	( )	( )	( )
57. Teachers talk about leaving the school.	( )	( )	( )	( )
58. Teachers spend time after school with students who have individual problems.	( )	( )	( )	( )
59. The principal tries to get financial benefits for the teachers.	( )	( )	( )	( )
60. There is considerable laughter when teachers gather informally.	( )	( )	( )	( )
61.Teachers socialize together in small selected groups.	( )	( )	( )	( )
62. The principal run the staff meeting like a business conference	( )	( )	( )	( )
63. Instructions for the operation of teaching aids are available.	( )	( )	( )	( )
64. The principal remind the teachers of their duties very often.	( )	( )	( )	( )

APPENDIX- III
ADMINISTRATIVE BEHAVIOUR OF PRINCIPAL

A. Personal Information:

Please give the following informations :

1. Name……Age…….Sex…….
2. Educational Qualification…….
3. Type of school management……..
4. Experience as a teacher……..
5. Experience as a head……

B. Instruction:

In this Booklet 90 statements are given which describes the behaviour of a Head Master who is in leadership position. As a leader, he carries on these functions either more frequently or less frequently. Please read each statement and decide which of the any five response alternatives- Always (A), Frequently (F), Sometimes (S), Rarely (R) and Never (N) most nearly express your views most frequently with which you engage in this administrative behaviour. Please mark the right in the cell ( ) below of five response alternatives suits your behavior sin the school against each statement.

Statements	Always	Frequently	Sometime	Rarely	Never
1. I plan the school calendar showing the different activities for each year.	( )	( )	( )	( )	( )
2. My decision making process is rather speedier.	( )	( )	( )	( )	( )
3. I keep my staff informed on Relevant matters.	( )	( )	( )	( )	( )
4. I receive communication from members of staff on relevant matters.	( )	( )	( )	( )	( )

5. I provide means for my staff to communicate among themselves.	( )	( )	( )	( )	( )
6. Rationality forms the basis for my decisions.	( )	( )	( )	( )	( )
7. I distribute the work among the teachers according to their interest and capability.	( )	( )	( )	( )	( )
8. I plan the school time-table well in advance	( )	( )	( )	( )	( )
9. I organize the health services In the school.	( )	( )	( )	( )	( )
10. I call frequently staff meeting to have face to face communication for the purpose of effective communication.	( )	( )	( )	( )	( )
11. I plan the work-allotment for different teachers before the commencement of academic year.	( )	( )	( )	( )	( )
12. I organize the co-curricular activities for the students.	( )	( )	( )	( )	( )
13. My decisions are mainly directed to find solutions to problems	( )	( )	( )	( )	( )
14. I make my ideas clear to my colleagues.	( )	( )	( )	( )	( )
15. I plan the number and types of co-curricular activities to be conducted in each year.	( )	( )	( )	( )	( )

16. I organize the school excursion with the help of my colleagues. ( ) ( ) ( ) ( ) ( )

17. Facts form the basis for my decisions. ( ) ( ) ( ) ( ) ( )

18. I am direct and frank in my communications with my colleagues. ( ) ( ) ( ) ( ) ( )

19. I plan the celebrations of functions to be held during the year beforehand. ( ) ( ) ( ) ( ) ( )

20. The success of my past forms the basis for my present decisions. ( ) ( ) ( ) ( ) ( )

21. I purchase the necessary equipments, books, and other things for the school. ( ) ( ) ( ) ( ) ( )
I find time to listen to my colleagues. ( ) ( ) ( ) ( ) ( )

22. Excursions and educational tours for the year are planned at the beginning of the year. ( ) ( ) ( ) ( ) ( )

23. I hold parent-teacher meetings to get feedback on the progress of the school. ( ) ( ) ( ) ( ) ( )

24. I see that the admission of students is done properly. ( ) ( ) ( ) ( ) ( )

25. I plan the purchase of school-requirements in advance. ( ) ( ) ( ) ( ) ( )

26. I believe in clear-cut instructions and directions in all my communications.	( )	( )	( )	( )	( )
27. I am flexible enough to arrive at correct directions.	( )	( )	( )	( )	( )
28. I see that all the registers are kept intact in school.	( )	( )	( )	( )	( )
29. My decision making is tied down to the goals of my school.	( )	( )	( )	( )	( )
30. I value written communication from me to my colleagues and from my colleagues to me on important matters that would have long implications.	( )	( )	( )	( )	( )
31. I encourage my colleagues to communicate with me informally on day to day routine matters.	( )	( )	( )	( )	( )
32. I analyse thoroughly the situation before taking a decision.	( )	( )	( )	( )	( )
33. I announce the number of holidays and vacation of the school in advance.	( )	( )	( )	( )	( )
34. I ensure adequate accommo-dation for curricular and co-curricular activities in my school.	( )	( )	( )	( )	( )

35.	I plan well in advance what optional subjects we could introduce.	( )	( )	( )	( )	( )
36.	I keep track of the emergence of differences and their culminations among my members of staff.	( )	( )	( )	( )	( )
37.	I plan the meetings of parent and teacher associations to be held.	( )	( )	( )	( )	( )
38.	I look into students' attendance regularly.	( )	( )	( )	( )	( ).
39.	I see that discipline is maintained in my school by everybody	( )	( )	( )	( )	( ).
40.	I make my colleagues to feel at ease when they are discussing with me.	( )	( )	( )	( )	( )
41.	I explore all the alternative choices of decision making before taking a decision.	( )	( )	( )	( )	( )
42.	I have a technique through which I get information fast during any Exigency.	( )	( )	( )	( )	( )
43.	I ensure proper organization of academic and administrative matters of my school.	( )	( )	( )	( )	( )
44.	I provide a feedback to my colleagues and the activities are taken up on a group basis.	( )	( )	( )	( )	( )

45. I communicate clearly with each member of my staff as to what is expected of each of them. ( ) ( ) ( ) ( ) ( )

46. I learn out the plausible consequences of my decision before arriving at a decision. ( ) ( ) ( ) ( ) ( )

47. I plan to get the in-service training programme to be conducted in my school in advance. ( ) ( ) ( ) ( ) ( )

48. I speak to the community leaders on the e progress of my school whenever an occasion arises. ( ) ( ) ( ) ( ) ( )

49. I have a direct channel of communi cation with my students through my addresses to them in the general assembly. ( ) ( ) ( ) ( ) ( )

50. I organize extension lecturers in my school for the benefit of my staff and students. ( ) ( ) ( ) ( ) ( )

51. I plan for students association that is done each year in my school. ( ) ( ) ( ) ( ) ( )

52. I take decision keeping in mind the specific objectives and the goals of my institution. ( ) ( ) ( ) ( ) ( )

53. Whenever opportunity permits I meet groups of students in the school premises and discuss with them on their problems and issues. ( ) ( ) ( ) ( ) ( )

54. The accommodation requirements of my school is planned by me quite in advance. ( ) ( ) ( ) ( ) ( )

55.	I plan the school building repairs, white washing etc., before the commencement of the academic year.	( )	( )	( )	( )	( )
56.	I organise functions, activities and programmes in the school, according to the schedule given by me in advance.	( )	( )	( )	( )	( )
57.	I always keep in mind the feasi-bility of a decision before taking it.	( )	( )	( )	( )	( )
58.	Whenever students want to meet the me at my residence on urgent matters, I don't discourage them	( )	( )	( )	( )	( )
59.	I organize informal meetings with the parents to discuss the progress of their children	( )	( )	( )	( )	( )
60.	The requirement of admission of students in my school are generally decided quite well in time	( )	( )	( )	( )	( )
61.	I consult my colleagues before I take a decision	( )	( )	( )	( )	( )
62.	Matters meant for the general notice of the students and the are displayed on the notice boards that is conspi-cuous and accessible to all.	( )	( )	( )	( )	( )
63.	The number of lecture-programmes to be arranged in school and guests to to be invited is fixed well before hand.	( )	( )	( )	( )	( )
64.	My decisions accommodate for changes occur in the school	( )	( )	( )	( )	( )

65.	I keep teachers incharge of each activity in the school	( )	( )	( )	( )	( )
66.	I inform my colleagues about the day to day development of the school	( )	( )	( )	( )	( )
67.	I plan to involve the community around in my school activities beforehand	( )	( )	( )	( )	( )
68.	I informed the concerned officers when something goes wrong in the school	( )	( )	( )	( )	( )
69.	I permit the meetings of student's association in my school.	( )	( )	( )	( )	( )
70.	I conduct the tests and exams as per the schedule.	( )	( )	( )	( )	( )
71.	My decision making process incorporates Innovations	( )	( )	( )	( )	( )
72.	I communicate with the authorities on the existing problems of school and ways to solve them	( )	( )	( )	( )	( )
73.	I fix the responsibility of each teacher	( )	( )	( )	( )	( )
74.	I fix up the targets of achievement in my school activities in the beginning of the of the year.	( )	( )	( )	( )	( )
75.	I am satisfied with the procedure through which information flows into the school ands flow-out of school.	( )	( )	( )	( )	( )
76.	Before finalizing and fixing up my programmes, I consult my teachers well in advance.	( )	( )	( )	( )	( )
77.	supervise the class teaching work of my colleagues in class-rooms.	( )	( )	( )	( )	( )

78.	I plan the health services in my school in the beginning of the year.	( )	( )	( )	( )	( )
79.	I allow try-out innovative methods of teaching-learning of the year.	( )	( )	( )	( )	( )
80.	I notify the circular and letters on the availability of scholarships to my students promptly.	( )	( )	( )	( )	( )
81.	I arrange for demonstration lessons by experts in the field.	( )	( )	( )	( )	( )
82.	I have discussions with my colleagues on the results of students.	( )	( )	( )	( )	( )
83.	I preside over all the functions of my School.	( )	( )	( )	( )	( )
84.	I organize the work in my school effectively keeping in view the work requirements and the accommodation available.	( )	( )	( )	( )	( )
85.	I obtain information on the reaction of of teachers about every development in school.	( )	( )	( )	( )	( )
86.	I see that members have the material they need to work with.	( )	( )	( )	( )	( )
87.	I make clear to my colleagues my points of view when I criticize.	( )	( )	( )	( )	( )
88.	I plan in such a way that every activity of my school has time frame.	( )	( )	( )	( )	( )
89.	I organizes the parent-teacher association meetings.	( )	( )	( )	( )	( )

APPENDIX – IV
Information Schedule for School Principals

A. Personal Information :

1. Name……..Age……Sex…….
2. State…….. Community /Ethnic Group……
   Religion……
3. Name of school where working……..
4. Designation**……**

B. Academic Records from H.S.L.C. …….

C. Professional Profile :

1. Date of appointment to present post…….
2. Nature of job: Part-time/permanent……
3. Total experience as principal…….
4. Basic pay in rupees……..
5. (a) Type of schooling at primary: Mother tongue / English medium.
   (b) Type of schooling at upper primary: Mother tongue / English medium.
   (c) Type of schooling at high school: Mother tongue / English medium.
6. Subject taught……
7. Number of classes taken per week…….
8. Educational qualification…….

D. TEACHING-LEARNING PROCESS OF PRINCIPAL

Statements	**Always**	**Freqeuntly**	**Sometime**	**Rarely**	**Never**
1. Do you arrive in the school before your staff ?	( )	( )	( )	( )	( )
2. Do you think your staff have command on the. subjects they taught ?	( )	( )	( )	( )	( )

3. Do you remain in your office / school till the school is over ?	( )	( )	( )	( )	( )
4. Do you your staffs the problems they are confronting in day-to-day teaching ?	( )	( )	( )	( )	( )
5. Do you invite suggestions from the teachers in scheduling school activities ?	( )	( )	( )	( )	( )
6. Do you motivate and encourage your students to participate in certain co-curricular activities ?	( )	( )	( )	( )	( )
7. Do you invite resource persons to address school functions ?	( )	( )	( )	( )	( )
8. Do you encourage your staffs to participate in workshops / seminars / conferences ?	( )	( )	( )	( )	( )
9. Do you organize orientation / short term training programme for your staffs?	( )	( )	( )	( )	( )
10. Do you send your students to attend certain important functions which are organized by State Govt. ?	( )	( )	( )	( )	( )
11. Do you seek explanation from those teachers who have not been doing well regularly?	( )	( )	( )	( )	( )
12. Do you permit your staffs to social programmes during school hour?	( )	( )	( )	( )	( )

13. Do you maintain teachers' attendance register?	( )	( )	( )	( )	( )
14. Do you conduct selection test exam for H.S.L.C. candidates ?	( )	( )	( )	( )	( )
15. Do you allow dropped students to students in selection test to appear H.S.L.C. in the name of your school ?	( )	( )	( )	( )	( )
16. Do you conduct mid-term exams regularly ?	( )	( )	( )	( )	( )
17. Do you conduct terminal exam regularly ?	( )	( )	( )	( )	( )
18. Do you take action against students who misses their tests ands exams?	( )	( )	( )	( )	( )
19. Do you organize study camps for H.S.L.C. candidates?	( )	( )	( )	( )	( )
20. Do you check whether classes are occupied by teachers?	( )	( )	( )	( )	( )
21. Do you have sufficient reading material in school library ?	( )	( )	( )	( )	( )
22. Do the officers of the School Education Department often Visit your school?	( )	( )	( )	( )	( )
23. Do you make surprise visit to classes?	( )	( )	( )	( )	( )
24. Do you prepare cumulative records for students ?	( )	( )	( )	( )	( )
25. Do you provide incentive award to teachers and students ?	( )	( )	( )	( )	( )

26. Have your students ever participate at District / State / National level competition? ( ) ( ) ( ) ( ) ( )

27. Admission procedure in your school- ( ) ( ) ( ) ( ) ( )

(a) First come first.
(b) Written test.
(c) Interview of students and parents.
(d) Admission test cum interview.
(e) On the basis of academic performance of last examination.

28. Do you call for regular staff meetings. Yes / No

APPENDIX –V
Information Schedule for Teachers

A. Persosnal Information:

1. Name……Age…….Sex……..
2. State……..Community……Religion……..
3. Name of school where working……..
4. Total teaching experience by years…….

B. Academic records from HSLC……..

C. Professional Profiles:

1. Date of appointment in the present post……
2. Nature of job: a) Part-time b) Regular/ permanent
3. (a) Type of schooling at primary stage: i) Mother-tongue
   ii) English- medium
   (b) Type of schooling at middle stage: i) Mother-tongue
   ii) English medium
   (c) Type of schooling at high school: i) Mother-tongue
   ii) English medium
4. Educational qualification……
5. Subject taught……
6. Number of classes taken per week……..
7. Basic pay in rupees……

D. TEACHING-LEARNING PROCESS OF TEACHERS

Statements	Always	Frequently	Some-times	Rarely	Never
1. Do you really enjoy teaching profession?	( )	( )	( )	( )	( )
2. Do you feel free to express your ideas in the staff meetings?	( )	( )	( )	( )	( )
3. Do you make lesson plan?	( )	( )	( )	( )	( )

4. Are you engage in any part -time job?	( )	( )	( )	( )	( )
5. Do you entertain tuition class?	( )	( )	( )	( )	( )
6. Do you complete course before exam?	( )	( )	( )	( )	( )
7. Do you give regular class – test?	( )	( )	( )	( )	( )
6. Do you think there is healthy relationship between the teachers and the Principal?	( )	( )	( )	( )	( )
8. Do you give important questions to students for exam?	( )	( )	( )	( )	( )
9. Do you take action when students do not bring their books?	( )	( )	( )	( )	( )
10. Do you check students' note book regularly?	( )	( )	( )	( )	( )
11. Do you do corporal punishment?	( )	( )	( )	( )	( )
12. Do you give chance to students to express their ideas in the class ?	( )	( )	( )	( )	( )
13. Do you give notes to your students?	( )	( )	( )	( )	( )
14. Do you permit your students to use bazaar notes ?	( )	( )	( )	( )	( )
15. Do the students feel free to bring their problems to you?	( )	( )	( )	( )	( )
16. Do you maintain log-book?	( )	( )	( )	( )	( )

17. Do you use teaching aids in the class?	( )	( )	( )	( )	( )
18. Do you pay individual attention to academically weak students?	( )	( )	( )	( )	( )
19. Do you attend to the challenging demand of advanced learners?	( )	( )	( )	( )	( )
20. Do you assign regular home-work?	( )	( )	( )	( )	( )
21. Do send report-card of students to their parents?	( )	( )	( )	( )	( )

APPENDIX - VI
Information Schedule for Students

A. Personal Information:

1. Name…… Age…… Religion……. Community…….
2. Domicile……
3. Name of school…….Type of management……..
4. Full address of school……..
5. Medium of schooling till middle stage……..
6. Academic records of students at Middle School Leaving Certificate (MSLC) Examination:
   (i) Division……. (ii) Percentage……

B. Socio-economic status of students:

Instruction:

On the basis of this Scale, Socio-Economic Status of your family is being studied. You are required to give your information related to the question by putting tick ( ) mark in the place-holder provided against them. Since the information furnished by you is kept confidential you should answer without any reservation. Along with the question probable answers are given. You have to tick one of the answer which most suits your family.

1. **What is the education of your family members?**	Father	Mother	Grand Father	Grand Moth
(a) University's high degree e.g. Ph.D. D.Litt.,D.Sc., M.D. or similar professional degree.	( )	( )	( )	( )
(b) Post graduate education (M.A, M.Sc., M.Ed., M.Th.)	( )	( )	( )	( )

(c) Graduate level education (B.A. B.Sc., B.Com., B.Ed.,LL.B. etc.) or any other Equivalent degree after intermediate). ( ) ( ) ( ) ( )

(d) Higher Secondary, Intermediate and other professional education.

(e) Middle School (Class V-VII) or equivalent training certificate. ( ) ( ) ( ) ( )

(f) Primary education. ( ) ( ) ( ) ( )

(g) Illiterate. ( ) ( ) ( ) ( )

2. What is the occupation of your family members ?

(a) High administrative (Gazetted) Officer such as Secretaries Professors, Director, College Principal, Reader, Lecturers, Engineer, Doctor, Lawyer, Bank Manager, Managing Director of Industrial or Business House, Owner of Factor, Political Leader like M.L.A. and M.P.etc. ( ) ( ) ( ) ( )

(b) Middle Class professional such as Higher Secondary School teacher, High School teacher, Section Officer, Assistant, Research Assistant, Chemist,J.E.,Wholesaler,Accountant, Reknowned Artist,Shop –keeper, Instructor etc. ( ) ( ) ( ) ( )

(c) Ordinary professionals such as Clerk, Typist,Stenography,Technicians, Laboratory Asst., Primary and Middle School teacher,Salesman, Small Shop-keeper, Electricians, Owner of Small Scale Industry etc. ( ) ( ) ( ) ( )

(d) Other Professions such as Peon, Driver, Lineman, Plumber, Fitter, Masions,Painter, Mechanics, Carpenter,etc. ( ) ( ) ( ) ( )

(e) Labourer, Kuli, unskilled workers etc. ( ) ( ) ( ) ( )

3. What is the income of your family per month?

(a) Above Rs. 30,001/- ( )
(b) Between Rs.25.001/- to Rs.30, 000/- ( )
(c) Between Rs. 20,001/- to Rs.25, 000/- ( )
(d) Between Rs.15, 001/- to Rs. 20,000/- ( )
(e) Between Rs.10, 001/- to Rs.15, 000/- ( )
(f) Between Rs. 5,001/- to Rs. 10.000/- ( )
(g) Between Rs. 3001/- to Rs. 5000/- ( )
(h) Below Rs. 3000/- ( )

4. Tick the following items which your family possesses:

(a) Two-wheeler (scooter, motor-cycle) ( )
(b) Four-wheeler ( )
(i) Foreign car ( )
(ii) Bus, Commercial truck, J.C.B., Bulldozer ( )
(c) Household commodities - ( )
(i) Computer ( )
(ii) Washing machine ( )
(iii) Black & White T.V. / Colour T.V. ( )
(iv) Refrigerator ( )
(v) V.C.R. / V.C.D. ( )
(vi) Telephone ( )

5. Does your family have its own house? Yes / No

(a) If yes, what type of house it is?
(i) R.C.C. building ( )
(ii) Asbestos cement (tile) with G.C.I. sheet roof ( )
(iii) Bamboo wall with G.C.I. sheet roof ( )
(iv) Bamboo wall with thatched roof ( )

6. Does your parents hold any of the important post in the church ?

Father	Mother
(a) Elder (Upa)	Chairperson
(b) Committee member	Committee member of women wing
(c) Deaconates e.g. Preacher,Sunday School teacher, Evangelist etc.	Deaconates e.g. Preacher ,Sunday School teacher.

7. Does your parents hold any post in social organizations / N.G.O.?
Yes? No.

	Father	Mother
(a) President	( )	( )
(b) Vice-President	( )	( )
(c) Secretary	( )	( )
(d) Treasurer	( )	( )
(e) Committee member	( )	( )

8. Does your family subscribe newspaper? Yes? No

If yes what type? - (a) Local ( )
(b) National ( )

9. Educational environment at home and parental involvement in education .

(a) Is your home environment congenial for your education?	Yes / No
(b) Are you provided with separate room study room?	Yes/ No
(c) Do you have enough time to study at home?	Yes / No
(d) Do you have to earn while during vacations?	Yes / No
(e) Do you reside in hostel?	Yes / No
(f) Do you get home-tutor ?	Yes/ No
(g) Do your parents goes to school on their own to know your progress and management of the school ?	Yes / No
(h) Do your parents allow you to participate in co-curricular activities?	Yes / No
(i) Do your parents show interest in your education	Yes / No

APPENDIX – VII

Information cum Observation Schedule for Physical infrastructure

1. **Possession of land and school building:**

(i). School run in own land and building ( )
(ii). School run in rented land and building. ( )
(iii). School with compound of less than 4000 sqm./ 1 acre . ( )
(iv). School with compound of more than 4000 sqm./ 1 acre. ( )
(v). School with out-door space. ( )

2. Provision of play-space / Play-ground:

(i) Have own play-space/ Play-ground. ( )
(ii) Shared with public play-ground. ( )
(iii) No playground at all. ( )
(iv) Have hall for indoor games. ( )

3. Type of school building: (i) Pucca building. ( )
(ii) Semi- pucca ( )
(iii) Assam-type ( )

4. Location of school: (i) Near busy road ( )
(ii) Away from busy road ( )

5. Age of school by years: (i) Above 30 years ( )
(ii) 20 – 30 years ( )
(iii) Below 20 years ( )

6. .Provision of different facilities:

(j) Toilet ( )
(ii) Drinking water ( )
(iii) Telephone connection ( )
(iv) Electric connection ( )
(v) Without telephone ( )
(vi) Without electricity. ( )

7. Provision of separate rooms:

(i) Principal's room.	( )
(ii) Teacher's common room.	( )
(iii) School office.	( )
(iv) Sick room.	( )
(v) School hall/auditorium.	( )
(vi) Science laboratory.	( )
(vii) Computer laboratory.	( )
(viii)School library	( )
(ix) School canteen/cafeteria.	( )

APPENDIX – VIII
Information cum Observation Schedule for Academic Activities and Infrastructure

1. Admission procedure:

(i) First come first. ( )
(ii) Written test. ( )
(iii) Written test and interview. ( )
(iv) Only interview. ( )

2. Instructional hours in minutes:

(i) Average school hours per day. ( )
(ii) Duration of one period. ( )
(iii) Duration of lunch break. ( )
(iv) Number of classes daily. **( )**
(v) More than ones period provided for Science and Mathematics. ( )

3. Evaluation of academic progress:

(i) Frequency of examination conducted in a year:

(a) Two times. ( )
(b) Three times. ( )
(c) More than three times. ( )
(d) Conduct pre-board exam for H.S.L.C. candidates. ( )

(ii) Criteria for promotion to next class:

(a) Only promotion exam marks. ( )
(b) Class-test marks, assignments + promotion exam marks. ( )
(c) First terminal marks **25%**. ( )
(d) Second terminal marks 25%. ( )
(e) Promotion marks 50%. ( )
(f) Overall performance throughout the academic year. ( )

4. Provision of furniture in the class-room

(i). Table and chair for teacher. ( )
(ii). Only table provided for teacher. ( )
(iii)Lectern for teacher. ( )
(iv) Platform. ( )
(v) Cupboard. ( )
(vi) Book-shelves. ( )
(vii) Desks and benches. **( )**

5. Provision of hostel facility:

(i) Hostel provided. ( )
(ii) Hostel not provided. ( )

6. Provision of Science practical:

(i) Sufficient supply of chemicals in the laboratory. ( )
(ii) Science practical class regularly conducted. ( )
(iii) Maintain practical record book. ( )

7. Provision of teaching aids:

(i) Television. ( )
(ii) Slide projector. ( )
(iii)Tape recorder. ( )
(iv)Computer. ( )
(v) Internet connection. ( )
(vi) Maps and charts. ( )
(vii)Bulletin boards. ( )
(viii) Radio. ( )
(ix) Black-board. ( )
(x) Green-board. ( )

8. Methods of teaching:

(i) Lecturing. ( )
(ii) Lecturing and discussion. ( )
(iii) Question and answer. ( )
(iv) Lecturing and giving notes. ( )
(v) Assignment. ( )
(vi) Regular class-test. ( )