

Status of Government Schools in Nagaland State: An Overview

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Abstract: Education plays a very important role in changing the quality of one's life, and bringing about change in the state and country. Academic achievement is a means to measure change and development. Secondary school education act as a bridge between elementary education and higher education system. Both government and private organizations are engaged in providing secondary education. Qualities of educational institutes can be evaluated through the academic achievements of their students. This research paper compared the achievement of Class Xth students of government and private schools and consequently tried to evaluate the quality and condition of government schools in comparison to private schools of Nagaland state. After examining the entire data the researchers came to the conclusion that the condition of government schools in Nagaland are very poor in terms of enrolment, appearance in examination and achievement in examinations. There may be various reasons behind it. It is recommended that government, researchers and policy makers should find the actual reasons behind it and recommend measures to remedy the situation.

Key words: Academic achievement, appearance in examination, enrolment, government schools, private schools, secondary school education

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I. INTRODUCTION

Education plays a very important role in changing the quality of one's life, state and country also and achievement is a means to measure it. Secondary school education acts as a bridge between elementary education and higher education system. Both government and private organizations are engaged in providing secondary education. Quality and condition of school is one of the major affecting factors of academic achievement and academic achievement is best means to measure the quality and condition of schools [1, 2].

Nagaland became the 16th state of India on 1 December 1963. It is a state in Northeast India. It borders the state of Assam to the west, Arunachal Pradesh and part of Assam to the north, Burma to the east, and Manipur to the south. The state capital is Kohima and the largest city is Dimapur. It has an area of 16,579 square kilometres (6,401 sq mi) with a population of 1,980,602 as per the 2011 Census of India. It is one of the smallest states of India [3]. The state is inhabited by 16 major tribes — Angami, Ao, Chakhesang, Chang, Kachari, Khamniungan, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Yimchunger, and Zeliang as well as sub-tribes [4]. Each tribe is unique in character with its own distinct customs, language and dress [5]. English is predominantly used and Nagaland is one of the three states in India where the population is mostly Christian [6, 7]. Nagaland schools are run by the state and central government or by private organization. Instruction is mainly in English. It is the official language of Nagaland. Under the 10+2+3 plan, after passing the Higher Secondary Examination (the grade 12 examination), students may enroll in general or professional degree programs. Nagaland Board of School Education (NBSE) looks after the secondary and higher secondary education in state of Nagaland, India. NBSE is the state agency of Government of Nagaland in India and is responsible for promotion and development of secondary and higher secondary education in Nagaland [8]. There are total 592 secondary schools in Nagaland state in which 202 schools are Government and 390 schools are private [9].

This paper will examine the 9 years data (2009-2016) of enrolment, appeared and academic achievement of government and private school students of class Xth and try to evaluate the quality and condition of government schools in comparison to private schools in Nagaland state.

II. PASS PERCENTAGE OF GOVT. AND PRIVATE SCHOOLS AT HIGHER SECONDARY LEVEL (CLASS XTH)

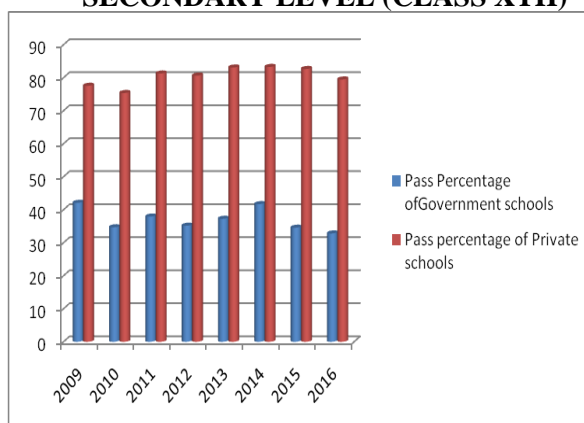


Fig.1: Pass percentage of Govt. and private schools at higher secondary level (Class Xth).
source: [9]

According to fig. 1 it can be easily traced out that the pass percentage of government schools are very poor in comparison to private schools. The pass percentage of government schools in Nagaland is never more than 42% while the pass percentage of private students goes up to 83.27 in the last 9 years. The Figure below shows the pass percentage of Male and Female Students in Government and Private schools at Higher Secondary Level

III. PASS PERCENTAGE OF MALE AND FEMALE STUDENTS IN GOVT. AND PRIVATE SCHOOLS AT HIGHER SECONDARY LEVEL (CLASS XTH)

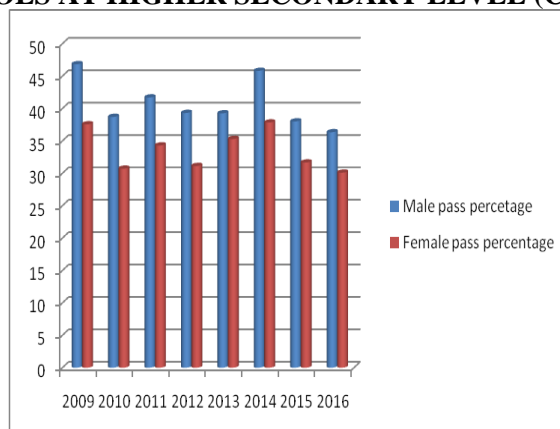


fig. 2: Pass Percentage of male and female students in Govt. schools at higher secondary level (class Xth)
source: [9]



Fig. 3: Pass Percentage of male and female students in Private schools at higher secondary level (class Xth)
source: [9]

Fig 2&3 shows that government schools shows more prominent difference in the academic achievement of male and female in comparison to private schools in past 8 years. Females never achieve more than the male till 2016. However in private schools, in 2009,2010, 2012 and 2014 achievement of male student was higher in comparison to female. In 2011, 2013,2015 and 2016 the pass percentage of female is more in comparison to male and even difference is significantly higher in 2016.

IV. NUMBER OF ENROLLED AND APPEARED STUDENTS AT HIGHER SECONDARY LEVEL (CLASS XTH)

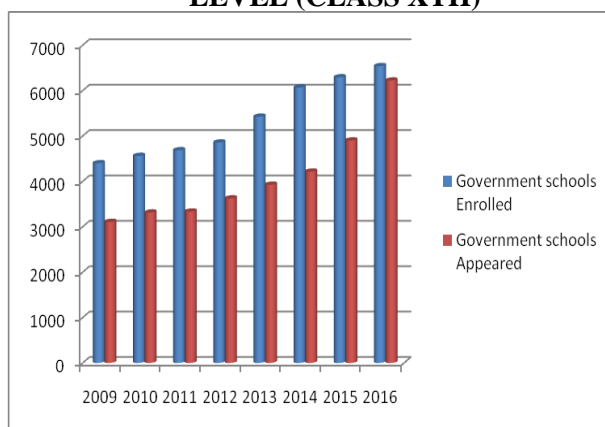


Fig. 4: Number of enrolled and appeared students at higher secondary level (class Xth) in government school source:[9]

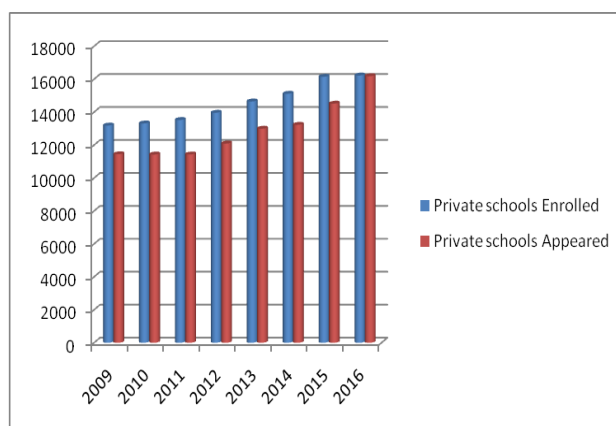


Fig 5 Number of enrolled and appeared students at higher secondary level (class Xth) in Private schools source: [9]

Fig. 4 shows the number of enrolled and appeared students of government schools. There is a big difference in enrolled and appeared students till 2015 but in 2016 this difference became very less.

Fig. 5 shows the number of enrolled and appeared students of private schools. In private schools the difference in the enrolled and appeared students are also prominent except 2016.

V. RESULTS

On the basis of above observation the following conclusions can be drawn:

- The pass percentage of private school students is much higher than that of government school students throughout the years till 2016.
- In government schools pass percentage of male is continuously higher than that of female till 2016 and is very prominent.
- In private schools the achievement of male students was higher than that of females in the years 2009, 2010, 2012 and 2014 and the difference was quite marked also. The female students achieved higher than that of males since last the two years viz. 2015 and 2016.
- The difference between number of enrolled and appeared students was found to be very much prominent till 2015 in both government and private students but more in government schools.
- In 2016 the difference between numbers of enrolled and appeared students became less in both government and private institution but still the difference was more in government school in comparison to private schools.

VI. CONCLUSION

On the basis of above results it can be concluded that the quality and the condition of government school is very poor in comparison to private schools.

There may be various reasons behind it like poor management of schools [10-12], scarcity of teachers [13,14], scarcity of qualified teachers [15], lack of motivation in students for learning [16-18] and in teachers for teaching [19, 20], socio-economic and educational status of family [21-25] and perhaps lack of accountability in the system [26-29] etc. It is a matter of concern that further research needs to be conducted by government, research scholars and policy makers to investigate further into these issues on priority basis. The government has on its part already launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education throughout India. It was launched in March 2009 [30]. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth, development and equity for all. The principal objectives are to enhance quality of secondary education and increase the total enrollment rate from 52% (as of 2005–2006) to 75% in five years, i.e. from 2009–2014. It aims to provide universal education for all children between 15–16 years of age [31]. This scheme is surely leaving its impact in Nagaland state because in 2016 the difference between enrolment and appearance in examination became very less.

VII. RECOMMENDATIONS

- State government, researchers, scholars, teachers and policy makers must identify the actual factors which cause the government schools to lag behind.
- After identifying the actual cause of lagging behind government must make strategies and policies for the betterment of its schools.
- State governments, private organizations and NGOs should organize camps for the guidance and counseling of the students and parents so that enrolment, appearance in examination and achievement of the student could increase.
- Student counseling and support services such as tutorials and remedial teaching should be introduced
- Parental and community participation should be enhanced.
- Teachers orientation and capacity building and training should be central
- State government should raise the funds for government schools.

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