



**3.1.1 Grants received from Government and non-government agencies for research projects/endowments in the institution during the last five years (INR in Lakhs)**

**Sanction letter of grants by the funding agency highlighting the amount  
2018-19**





नागालैण्ड NAGALAND

349161

**GRANT AGREEMENT**

This AGREEMENT commences from June 19<sup>th</sup> 2018,

Between

The Catholic Health Association of India (CHAI) 157/6 Staff Road, Gunrock Enclave, Secunderabad – 500 009, Telangana, a Society registered under the Society's Registration Act XXI of 1860 (Punjab Amendment) Act 1957, hereinafter referred to as 'CHAI', which expression shall, unless repugnant to the context, include its successor in business, administrators, liquidators and assigns or legal representatives; represented by its Director General, Rev. Dr. Mathew Abraham CSsR, MD.

And

The North East Institute of Social Science and Research (NIESSR), Regd. No. Home/SRC - 6723 Dated 22/05/2014, Address Circular Road, Bishop's House, Post Box No.- 3, Dimapur : Nagaland – 797112 hereinafter referred to as 'Implementing Organization' which expression shall, unless repugnant to the context, represented by its Authorised Signatory, Rev. Dr. C. P. Anto.

The Implementing Organization and the CHAI are hereafter individually referred to as 'Party' and jointly as 'Parties'

Whereas

CHAI founded in 1943, registered under the Societies Registration Act, 1860, is a not-for-profit healthcare network, with a membership base of over 3500 Member Institutions (MIs) – 80% serve in the medically underserved areas, operating under 11 Regional Units across





India. CHAI focuses specially on maternal & child health; communicable diseases; disability rehabilitation; non-communicable and lifestyle diseases; alternative complementary system of medicine; positive health promotion, mental health, holistic palliative and geriatric care with 'whole person' approach; disaster assistance; environmental/eco friendly measures and capacity building and research.

The North East Institute of Social Science and Research (NIESSR) is the first institute in the state of Nagaland offering Master of social work (MSW). It is an initiative of the diocese of Kohima. The initiative is reflection of the diocese commitment to the cause of social, educational, Medical and developmental mission of the people of its region was established in the year 1980. It has been striving through various programs since its Inception has contributed to the development of social, educational, Medical and cultural upliftment of the people of the state of Nagaland.

Having excelled in the field of education, the diocesan administration feel the need and importance of educating the youth of Nagaland in professional field, as a result NEISSR ease established on the 1st of August 2014 with its first ever MSW course under Nagaland University.

## **THE PARTIES TO THIS AGREEMENT DO HEREBY AGREE AS FOLLOWS:**

### **1. SCOPE OF AGREEMENT**

The Implementing Organization is obligated by this agreement to achieve the results timely, effectively and efficiently by carrying out the required activities as set forth in the Statement of Work (SOW) annexed below as Exhibit A. The SOW contains a description of the Activities and performance standards, milestones, project deliverables, and other items specific to the scope of Activities. The request for Activities may be modified from time to time subjected to situations which will be upon written mail communication between the Parties.

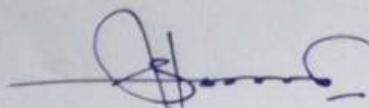
### **2. TERM AND TERMINATION**

#### **2.1. Term:**

The term of this MoU, shall commence on the date first set forth above and shall terminate on 30<sup>th</sup> September 2018, unless earlier terminated in accordance herein and may be extended on mutually acceptable terms and conditions.

#### **2.2. Termination:**

- i. CHAI may terminate this Agreement or any outstanding request thereof, at any time by providing the Implementing Organization with at least 7 (Seven) days prior written notice/Mail communication.
- ii. CHAI may, upon written notice/ Mail Communication to the Implementing Organization, terminate this MoU without liability (a) in the event of the Implementing



Organization's material breach of the terms of this Agreement which remain uncured within 7 (Seven) days of written notice of such material breach.

- iii. The rights and remedies of the Parties contained herein are in addition to any other rights or remedies provided by law.

### 3. CONSIDERATION

CHAI will pay the Implementing Organization for Activities satisfactorily completed, in a competent and professional manner, as set forth in this MoU and according to Exhibit B: Budget as given below.

#### 3.1. Budget:

The Implementing Organization warrants that the budget shall remain firm throughout the validity of this MoU. Kindly refer to Exhibit B for budget details.

#### 3.2. Expenses:

In the event the Implementing Organization may need to incur any out-of-pocket expenses, such expenses must have prior written authorization of CHAI, be reasonable, be a direct result of the Activities provided under this MoU and be billed at cost. No mark ups are to be applied to any out-of-pocket expenses. Backup documentation (original documents) to support the reimbursement shall be provided to CHAI along with the Bills and Vouchers. Notwithstanding anything contained to the contrary, CHAI shall not pay any expenses submitted after the due date unless otherwise approved in writing by the Implementing Organization.

### 4. FINANCIAL REPORTING AND PAYMENT

#### 4.1. Financial Reporting:

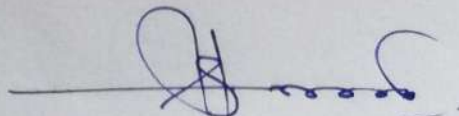
- i. The Implementing Organization shall submit to CHAI the audited financial statement within 10 days of completion of the project as per the terms of Exhibit B for Activities performed/supplied under this MoU. The Implementing Organization shall maintain, with each such Bills and Voucher and supporting documentation as required by CHAI.
- ii. The Implementing Organization shall submit Audited Statement to the following address:

The Catholic Health Association of India (CHAI)  
157/6 Staff Road, Gunrock Enclave,  
Secunderabad – 500 009,  
Telangana

#### 4.2. Payment terms & Schedule: Refer to Exhibit B

### 5. DELIVERY

- i. If applicable, the action report shall be delivered at the address specified by CHAI.





- ii. The title to the Goods (tablets used for the survey and any other goods purchased with the project funds), under the terms of this Agreement, remains with CHAI.

## **6. COMMISSIONING (to the extent applicable to the scope of work under this Agreement)**

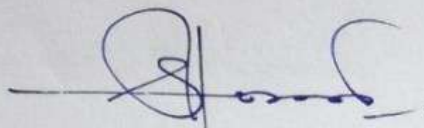
- i. The Implementing Organization shall commission the Activities as required by this MoU, in the areas designated under this MoU, once the MoU is signed by both the Parties.
- ii. The Implementing Organization shall, on request, provide to CHAI, a list of all employees employed in relation to this Agreement.

## **7. THE PERSONNEL**

- i. Generally, the Implementing Organization is responsible for the actions of its employees, agents, and sub agencies in relation to this MoU.
- ii. The Implementing Organization shall be an independent agency and nothing set forth herein shall be deemed or construed to render the Parties as joint ventures, partners or employer and employee. Under no circumstance shall CHAI be considered the employer of any employee of the Implementing Organization, nor shall CHAI have any right or obligation with respect to any employee of the Implementing Organization. The set policy and procedures of the MoU will be applicable to the employees appointed by the Implementing Organization to provide the activities set under this Agreement.
- iii. The Implementing Organization is responsible for advising its employees of all applicable central, state, and local laws, rules, and regulations regarding work safety.
- iv. The Implementing Organization shall make a background check of any employee appointed to render services set under this agreement, and maintain the self-attested copies of any legal document (Aaadhar/Voter card, etc.) proving their identity. Employee details and Engagement forms needs to be maintained as per Exhibit D,E&F as given below. Where a copy of these will be shared with CHAI.
- v. The Implementing Organization and its employees shall abide by all reasonable instructions given by CHAI's designated Technical Consultant or Data Management Officer while rendering Services set under this MoU.
- vi. The Implementing Organization shall obtain an undertaking from each Field Investigator (FI) that there is no linkage of payment of their work from CHAI.

## **8. INTERNAL CONTROL REQUIREMENTS**

- i. The Implementing Organization shall maintain complete and accurate accounting records in accordance with sound accounting practices to substantiate its charges under the MoU. The Implementing Organization shall preserve such records for a period of at least 5 (five) years after completion of the corresponding activities. CHAI shall



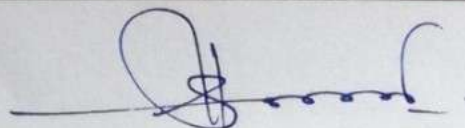


- have the right to audit such records, either through its own representatives or through an accounting firm selected by CHAI, at its own expense, for the purposes of verifying any Implementing Organization's charges on any bills and voucher and compliance with the terms of this MoU.
- ii. The Implementing Organization shall represent and warrant continued compliance with all Central, State and local laws, ordinances and regulations applicable to this MoU. The Implementing Organization shall provide, on request by CHAI, within 5 (five) working days, all documents to substantiate its legal status in compliance to the applicable statutes. CHAI is not obligated to process bills and vouchers in the event the Implementing Organization fails to provide such declaration along with relevant supporting documents.
  - iii. The Implementing Organization shall perform the Activities in compliance with all applicable laws, rules, and regulations including those concerning anti-bribery and anti-corruption, and in conformance with the professional standards applicable and any applicable practices, guidelines and standard operating procedures. The Implementing Organization shall confirm and undertake that it shall ensure all its consultants, agents, employees and directors shall comply with the guidelines as attached hereto as Exhibit C.
  - iv. On Final Closure, the Implementing Organization shall handover without delay, all the documents, assets, property and other material pertained/purchased to carry out the purpose of this project to the CHAI's designated officer of the project.
  - v. CHAI may terminate the contract immediately without any notice, if it determines at any time that representatives of the Implementing Organization were engaged in corrupt, fraudulent, collusive or coercive practices during the selection processes or the execution of that contract, without the Implementing Organization having taken timely and appropriate action satisfactory to the CHAI to remedy the situation.

## 9. NON-COMPETITION

- i. During the term of this MoU, and for a period of 1 (one) year following termination or expiration of this MoU, the Implementing Organization shall not perform any similar activity set under this MoU (i.e., enumerate and collect relevant information/data of Healthcare Establishments of public and private sector) for its own and any other agency's purpose, unless the Implementing Organization obtains CHAI's prior written approval. The Implementing Organization acknowledges and agrees that a material breach of this provision will cause CHAI irreparable injury and damage which may not be compensable by the payment of money. Therefore, the Implementing Organization agrees that CHAI shall be entitled to injunctive or other relief that a court may deem equitable in addition to any other remedies that may be available to CHAI. If a court of competent jurisdiction determines by final judgment that the scope, time period or

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geographical limitations of this provision are too broad to be enforceable, the court is authorized to modify any of these as the court deems equitable.

- ii. Notwithstanding this provision contained in this MoU, the Implementing Organization shall not be constrained to undertake any such exercise among its own branches if any for any internal purpose.

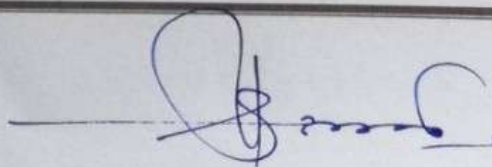
## 10. WARRANTIES

- i. The Implementing Organization warrants that (a) all Activities shall be performed to the highest level of care applicable to Health Sector; (b) that the Implementing Organization possesses the requisite expertise, experience, manpower and facilities necessary and appropriate to perform the Activities; (c) the Activities shall not violate or infringe upon rights of third parties, including any trademark, patent, copyright or other intellectual property right; and (e) the Activities shall be completed in accordance with any applicable specification and shall be free of errors or defects and shall be appropriate for the purposes contemplated by this MoU.
- ii. These warranties, expressed or implied, shall survive the termination of this MoU up to a period of 1 year.

## 11. INDEMNIFICATION

- i. The Implementing Organization shall defend, indemnify, and hold harmless CHAI and its directors, officers, employees, and agents against all CHAI, actions, suit, administrative hearing or other proceedings and pay all such costs, losses and liabilities, arising as a result of (a) any act or omission or misconduct of the Implementing Organization in the performance of this MoU, (b) any claim that the Activities infringe copyright, patent, trademark, or any other intellectual property, (c) the Implementing Organization's breach of the terms of this MoU, or (d) any claim by any employee, agent or personnel of the Implementing Organization (e) CHAI by the government or any statutory authority for non-compliance with all laws/enactments including but not limited to labour laws as may be applicable to the Implementing Organization in the course of its performance under this MoU.
- ii. Each member/constituent of the Implementing Organization shall be jointly and severally liable to and responsible for all obligations towards CHAI for performance of work/Activities including that of its Associates/Sub Agencies under the Contract. Indemnity shall survive the termination or expiry to the Contract.
- iii. The Parties hereby agree that, due to negligence of act of the Implementing Organization, if CHAI suffers losses, damages the quantification of which may be difficult, the amount specified hereunder shall be construed as reasonable estimate of the damages, and the Implementing Organization agrees to pay such liquidated

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damages, as defined hereunder as per the provisions of this contract based on the justified audit by mutually agreed up on third party.

- a) The amount of liquidated damages under this Agreement shall not exceed 10% of the total value of the Contract.
- b) If the deliverables are not accomplished or submitted on time, the Implementing Organization shall be liable to pay 1% of the total cost of the applicable activities/milestones to be completed within the specific period, for delay of 15 (fifteen) working days or part thereof if there is no reasonable justification for the delay caused, especially due to external circumstances, such as unforeseen public strikes, natural calamities, etc.
- c) If the deliverables are not accepted by CHAI, and defects are not rectified to the satisfaction of CHAI within 5 (five) days of the receipt of the notice, the Implementing Organization shall be liable for Liquidated Damages for an amount equal to 0.5% of total cost of the activities of the respective districts, for every 5 (five) working days or part thereof for the delay, if there is no reasonable justification for the delay caused, especially due to external circumstances, such as unforeseen public strikes, natural calamities, etc.
- d) CHAI is responsible to source the required Letters of Authorization from the competent authorities of Central and respective State Governments, any other information/data required by the Implementing Organization for its timely and effective accomplishment of activities under this MoU.

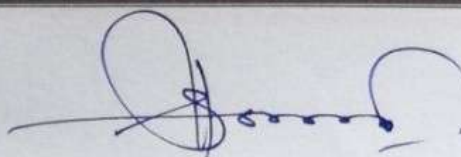
## 12. INSURANCE

The liability for the insurance would not be borne by CHAI. CHAI will not be liable to pay or bear any costs in case of any accident or damage caused to any of the field investigators / district coordinator appointed to implement any project measures envisaged under this MoU.

## 13. CONFIDENTIAL RELATIONSHIP

- i. During the Term of this MoU, the Implementing Organization or its employees or agents may learn or acquire certain CHAI information. The Implementing Organization shall treat all such information, including this MoU, as confidential, whether or not so labeled or identified, and shall not disclose any part thereof without the prior written consent of CHAI. This clause shall survive the termination of this MoU.
- ii. The Implementing Organization shall disclose CHAI's confidential information to its employees or agents who are under obligations of confidentiality on a need-to-know basis only. The Implementing Organization shall secure confidentiality agreements from all of its employees and agents to whom CHAI's information is disclosed.

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- iii. Forthwith upon expiration or termination of this MoU, the Implementing Organization shall (a) deliver (or at CHAI's option, destroy) to CHAI the original and all copies of all confidential information, including but not limited to all diagrams, designs, schematics, and work in progress in the Implementing Organization's possession or control and (b) delete all CHAI confidential information the Implementing Organization's computers, systems, storage apparatuses, and any other media. Upon request, the Implementing Organization shall deliver to CHAI a certificate signed by an authorized signatory of the Implementing Organization which certifies that the Implementing Organization has complied fully with the obligations of this Section.

#### 14. NO CONFLICT

- i. The Implementing Organization hereby confirms that there is no conflict of interest with respect to its performance of activities under this Agreement and further confirms that its affiliates, officers, employees and directors are not involved in any activities which could create a conflict of interest.
- ii. The Implementing Organization shall notify CHAI of any possible or potential conflict of interest which may result from any of its other activities or any of the activities its employees intend to carry out during the term of this Agreement and shall commence such other activities only after obtaining written approval from CHAI which may not be unreasonably withheld.
- iii. Notwithstanding any provision contained in this Agreement, the Implementing Organization shall indemnify and hold CHAI, its affiliates, officers and directors harmless from and against any and all CHAI, penalties, fine etc. that may arise, without limitation, as a consequence of any of its act or omission that results in a breach of this Clause.

#### 15. CORRESPONDENCES

All correspondences required or permitted under this Agreement, shall be in writing and sent to the addresses below:

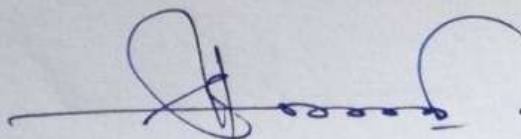
To

The Catholic Health Association of India (CHAI)  
157/6 Staff Road, Gunrock Enclave,  
Secunderabad – 500 009,  
Telangana

#### 16. OTHER TERMS

**16.1. Assignment:** The Implementing Organization may not assign or delegate its rights or obligations under this Agreement, either in whole or in part, without the prior written consent of CHAI.

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**16.2. Dispute Resolution:** The Courts in Secunderabad shall have exclusive jurisdiction, in accordance with the Arbitration and Conciliation Act 1996, over disputes, including with respect to the interpretation of any provision of this Agreement, arising out of this Agreement.

**16.3. Severability:** Each provision of this Agreement or portion thereof is considered to be independent. If any portion of this Agreement shall be found to be illegal, invalid or contrary to public policy, the same may be modified to the extent such provision is made enforceable and the remainder of this Agreement shall continue in full force and effect.

**16.4. Headings:** The headings contained herein are for reference only and shall not affect in any way the meaning and interpretation of the terms and conditions set forth herein.

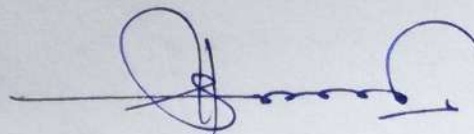
**16.5. Force Majeure:** Neither Party shall be liable to the other for delay in performing or failure to perform any of its obligations hereunder if and to the extent that such delay or failure to perform is due to any cause beyond its control, including acts of God, fire, flood, explosion, wars, and riots.

**16.6. No Waiver:** The failure of either Party to enforce at any time any provision of this Agreement shall not be construed to be a waiver of such provision or the right thereafter to enforce each and every provision hereof.

**16.7. Entire Agreement:**

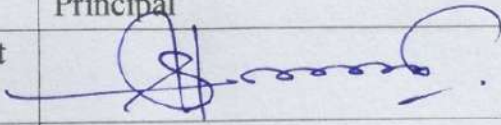
- i. This Agreement, including all Exhibits and Attachments, constitutes the entire agreement between the Parties in connection with the subject matter hereof and supersedes all prior agreements, understandings, negotiations, and discussions, whether oral or written, between the Parties.
- ii. The terms and conditions of this Agreement shall prevail in the event of a conflict or inconsistency between the terms and conditions of this Agreement and any other document, including the Implementing Organization's terms of payment and the Exhibits listed herein.
- iii. CHAI shall not be liable to any third party for any legal and/or financial breach for the any act/nonpayment by the Implementing Organization. The Implementing Organization shall be liable and responsible for any such breach or non-compliance of any terms by the organization and its staff.

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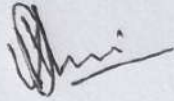


IN WITNESS WHEREOF, the Parties have duly executed this Agreement the day and year first set forth above.

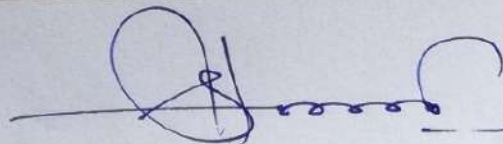
<b>For</b>	<b>The Catholic Health Association of India (CHAI)</b>	<b>For</b>	<b>The North East Institute of Social Science and Research (NIESSR)</b>
<b>By</b>	Rev. DR. Mathew Abraham CSsR, MD	<b>By</b>	Rev. Dr C. P. Anto
<b>Title</b>	Director General	<b>Title</b>	Principal
<b>Signature</b>		<b>Signature</b>	
<b>Date</b>		<b>Date</b>	19-June-2018
<b>Place</b>			Dimapur

**Witness:**

**1.** Vikhuli Achumi



**2.**





## EXHIBIT A: DESCRIPTION OF ACTIVITIES

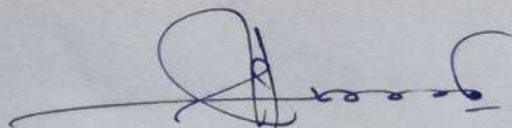
National Health Resource Repository (NHRR) intends to enumerate and collect relevant information/data of all Healthcare Establishments (HE) of public and private sector including private pathological/diagnostic labs and retail chemist shops etc. and fulfill the following criteria:

Any establishment where health care services being provided by health workforce of recognized system of medicines in India i.e. Allopathy, Ayurveda, Unani, Siddha and Homeopathy (excluding Yoga, Naturopathy and SOWA- RIGPA).

### **1. Data Collection:**

#### **1.1 Methodology – Coverage, use of EB Maps and Method of Data Collection**

- (a) NHRR census at national level for health resource enumeration will be carried out to obtain data from all public and private Healthcare Establishments and mapping all healthcare establishments by the Implementing Organization in the areas designated under this Agreement under the supportive supervision of CHAI.
- (b) All HE of allopathic system of medicines in public sector such as District hospitals, Sub-Divisional Hospital, Taluka Hospital/Community Health Centre, Primary Health Centre, Sub Centre, other government hospitals of various Central ministries/State departments/Corporations, Medical College/Territory Hospitals
- (c) Hospitals and private hospitals/Clinics, Imaging and Pathology, private Blood Banks, labs and chemists run individually/group, or by private societies/corporations present nationwide shall be covered in the NHRR operation provided they fulfil inclusion criteria.
- (d) In addition to above, all standalone AYUSH HE and HE with mixed system of Practice (except Yoga) will be covered.
- (e) The Schedule of Line listing, Schedules of questionnaires, List of data variables and the provisional Schedule for data collection of all the HEs will be supplied by NVR.
- (f) Geo-referenced: Along with the data points, all the HEs shall also be geo-referenced using GPS coordinates.
- (g) The data collection of all the HEs shall be done using mobile app. The App will be down loaded in the Tablets (a mobile with specific configuration) by the mobile app development agency.
- (h) Use of Enumerated Block Layout Maps will ensure complete Coverage of assigned areas and ensure that each building and premises are covered. This can be achieved when boundaries of the area is quite clear. Therefore NHRR Census, using Enumeration Blocks of each village/city will be the critical activity.





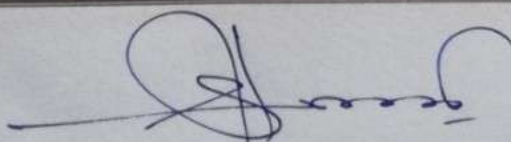
- (i) The objective of using EB is to ensure complete coverage of the area. EB Layout Map used in EBs shows the boundaries and important features and landmarks such as roads, railway lines, hills, rivers, ponds, places of worship, important buildings such as school, dispensary, post office, panchayat ghar, etc.
- (j) The layout map is a hand drawing, not drawn to scale containing building and house numbers prepared during 2011 Census. It depicts not only the buildings but all areas whether covered by buildings, fields, empty spaces etc. By doing so, it will enable enumerators to be familiar with the area assigned and to be covered.
- (k) Many times, HEs are located away from the residential areas of villages. In case of bigger villages having buildings spread unevenly/set up after 2011 and not included in the layout map, the enumerators will ensure that all such areas are covered during line-listing phase.
- (l) Cases of sub-urban growth adjoining the limits of a town and such cases as one side of a street falling outside the limit of a town will be brought to the notice of the superior officers who will have to ensure that such built up areas are properly accounted for within the defined administrative unit in which they fall.
- (m) The smallest unit under NHRR Census will be an EB. NHRR census operations will be divided into the following two phases:

### **1.2. Line Listing Phase:**

- i. The line listing phase requires the FIs to physically go to each and every streets of the village and city covering each lane to identify and record the details of healthcare establishment. This will include ascribing number to healthcare establishments and their count as per Line listing format
- ii. The line listing phase requires the FIs to submit the list of the HEs generated during the line listing Phase. In case of any discrepancies found in the total number of HEs, the Implementing Organization has to undertake the line listing of that particular block again.

### **1.3. Enumeration Phase:**

- i. Once the line listing is submitted, the Implementing Organization should start enumeration phase immediately.
- ii. Based on the line listing, the FI will again physically approach to each identified HE and collect data on various healthcare resources using standard questionnaires.
- iii. They will work in close coordination with the respective District Administrations and under the supportive supervision of the District Coordinators appointed by the Implementing Organization under this project.
- iv. FIs need to systematically map and assess the state, district, block, and village level facilities. Questions to be asked at various level of HEs will be a sub-set of variables provided.





- v. FIs are expected to cover each and every HE without omission and duplication.
- vi. It is estimated that one FI will have to spend on an average of 2 hrs to complete enumeration of one HE (excluding the time spent for line listing of HEs)

#### **1.4. Coverage of Health Establishment under NHRR:**

- i. As per this Agreement, NHRR census at national level for health resource enumeration will be carried out by the Implementing Organization to obtain data from all public and private HEs in Districts committed under respective state of Nagaland.
- ii. The Implementing Organization is expected to conduct data collection and to cover all kinds of HEs of the 1240 Urban Enumeration Blocks (EBs) and 2744 Rural Enumeration Blocks (EBs) across the states is annexure A assigned to the Implementing Organization to implement the project.
- iii. Enumeration Blocks means conglomeration of Layout Maps of all villages /cities / habitations which defines each lane, street and notional boundaries of the particular area and prepared during 2011 Census operation.

**To carry out the data collection the Organization will provide the following manpower:**

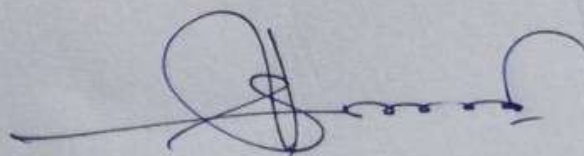
##### **a) District Coordinator with roles and responsibilities defined below:**

- i. Will be overall responsible for smooth conduct of field work.
- ii. Will carry out independent inspections not less than 10% of the sample units
- iii. Besides ensuring the quality of data being collected from the field, would also undertake detailed scrutiny of the filled in schedules.
- iv. Will be responsible for checking and certifying data collected & EB Layout Maps collected.
- v. Will be responsible for various errors or discrepancies in the data collected, as communicated by the FIs.
- vi. District Coordinators have to be deployed to monitor 5-10 field enumerators.

##### **b) Field Investigator (FI) with roles and responsibilities defined below**

- i. Will undertake the field work of data collection.
- ii. At least Graduate with good in writing and reading English and should be well versed with Hindi/regional language to communicate with informant.

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*[Handwritten signature]*



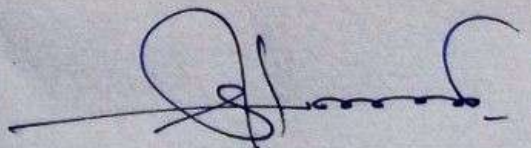


**Annexure A – List of districts and working details:**

**State : Nagaland**

District	Sub Districts	No. of EB's (Urban)	No. of Villages (Rural)	No of EB's (Rural)	No of Fis	No of DCs	No of Days for Survey competition	FI Honorarium	DC Honorarium	Total Amount
Dimapur	8	426	112	253	3	1	58	182700	72500	255200
Kiphire	8	28	91	139	1	0	12	12600	0	12600
Kohima	8	305	104	243	2	1	62	130200	77500	207700
Longleng	5	14	49	103	1	0	7	7350	0	7350
Mokokchung	9	125	102	272	2	1	26	54600	32500	87100
Mon	14	62	130	418	2	1	14	29400	17500	46900
Peren	7	24	92	142	1	0	11	11550	0	11550
Phek	14	52	116	294	1	0	22	23100	0	23100
Tuensang	16	77	134	329	2	1	16	33600	20000	53600
Wokha	12	66	147	283	2	0	14	29400	0	29400
Zunheboto	13	61	187	268	2	0	14	29400	0	29400
<b>Sub Total</b>	<b>114</b>	<b>1240</b>	<b>1264</b>	<b>2744</b>	<b>19</b>	<b>5</b>		<b>543900</b>	<b>220000</b>	<b>763900</b>
<b>Admin Cost</b>										<b>30000</b>
<b>Grand Total</b>										<b>793900</b>

First Payment	381950
Second Payment	381950
Final Payment	30000
<b>Total</b>	<b>793900</b>






**EXHIBIT B: BUDGET AND PAYMENT TERMS**  
**To be finalized based on mutual preparation of Implementation Plan**

**Grant**

The total grant for the project is 793900 INR /.

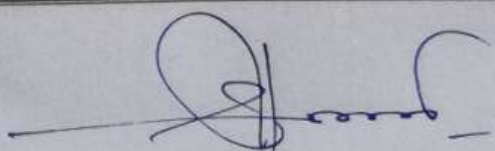
**Payment Milestones**

- **First Payment - Advance of 50% of field survey cost**

S.No.	Districts	Expected Completion	Value in INR
1	Dimapur	Field survey kick-off	127600
2	Kiphire	Field survey kick-off	6300
3	Kohima	Field survey kick-off	103850
4	Longleng	Field survey kick-off	3675
5	Mokokchung	Field survey kick-off	43550
6	Mon	Field survey kick-off	23450
7	Peren	Field survey kick-off	5775
8	Phek	Field survey kick-off	11550
9	Tuensang	Field survey kick-off	26800
10	Wokha	Field survey kick-off	14700
11	Zunheboto	Field survey kick-off	14700
	<b>Total</b>		381950

- **Second Payment - District Completion – 50% of field survey cost post completion**

S.No.	Districts	Expected Completion	Value in INR
1	Dimapur	Completion of field survey	127600
2	Kiphire	Completion of field survey	6300
3	Kohima	Completion of field survey	103850
4	Longleng	Completion of field survey	3675







- All receipts to be submitted by the Implementing Organization shall be accompanied by relevant back up documentation such as certified installation certificate, warranty certificate etc and all other documents supporting the payment.
- The receipt shall identify the Activities performed/Tabs supplied, the dates on which the Activities/Tabs were supplied and the rates applicable.
- CHAI will conduct an audit after receiving the statutory audit report from the Implementing Organization. If any discrepancy found, Implementing Organization will be liable to refund the same to CHAI.
- The Implementing Organization need to maintain all the support documents related to the payments and project (Appointment letter for FIs and DCs, Attendance Sheet, Work Report, No Dues etc.) for the 10 years after completion of the project. Implementing Organization is subjected to share any kind of project related documents on request of CHAI in these 10 years.

#### Additional Terms -

- Final Payment - Cauton Money of Rs 30000 will be released after submit of Audited Financial Statement and photo copy of No dues certificate from all DCs and FIs.
- Second payment - The progress of the Implementing Organization survey is regularly monitored by SPM/PM both digitally and physically (as and when required). Once the survey is completed, based on the recommendation of SPM / PM of CHAI and , the remaining payments 50% of survey cost will be released.
- First Payment - Initial advance payment of 50% of survey cost will be released to Implementing Organization by CHAI within 7 - 10 days of signing of the agreement. The Implementing Organization needs to raise fund request, in the prescribed format ( below fund request form)

#### Payment Terms:

- Final Payment - Rs 30,000 - Cauton Money on completion of project and on submission of required documents based on payment terms.

	Total		
5	Mokokchung	Completion of field survey	43550
6	Mon	Completion of field survey	23450
7	Peren	Completion of field survey	5775
8	Phek	Completion of field survey	11550
9	Tuensang	Completion of field survey	26800
10	Wokha	Completion of field survey	14700
11	Zunheboto	Completion of field survey	14700
	<b>Total</b>		<b>381950</b>



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## EXHIBIT C

### Anti-Corruption Provisions

#### **1. Compliance with Anti-Corruption Laws:**

1.a. The Implementing Organization represents and warrants that it will take no action, directly or indirectly, that would constitute a violation of any applicable anti-corruption laws or regulations of the country of the project implementation.

1.b. Specifically, the Implementing Organization represents and warrants that in carrying out its responsibilities under this Agreement, neither it nor any of its officers, directors, employees, representatives, agencies, designees, ultimate beneficial owners or shareholders, nor any other party acting on its behalf, will directly or indirectly make, offer, authorize, promise to make, or receive any Payment:

1.b.1. to obtain or retain any contract, business opportunity or other similar benefit;

- to or for the use or benefit of any Government Official;
- to any other person where the Consultant knows or has reason to know or suspect that any part of such Payment will be directly or indirectly given or paid by such other person, or will reimburse such other person, for any Payment previously made or given to any Government Official when such Payment could not be made directly in accordance with this Section 1; or
- to any person where such Payment violates any laws, decrees, regulations or policies of the country of the project implementation.

1.b.2. to or from any person, whether or not a Government Official,

- with the intention to bring about or reward the improper performance of a duty or obligation to which the person is subject; or
- with the knowledge or belief that the acceptance of the advantage in itself constitutes the improper performance of the person's duty or obligation.

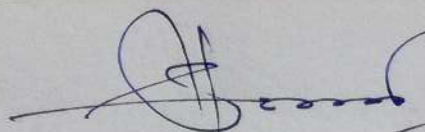
#### **2. Definitions:**

For the purposes of the aforementioned Section 1, the following definitions shall apply:

**2.a. The "Government"** is any national, federal, state, provincial, municipal, local, or any other Government, including any department, agency, instrumentality, company, corporation, or other entity owned or controlled by any government applicable to the country of the project implementation;

**2.a.i. "Government Official"** is any

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# **REPORT**

## **Evaluation of Catholic School Education in Nagaland**

**2018-19**

**Conducted**

**By**

**Northeast Institute of Social Sciences and Research (NEISSR) & Peace Channel**

**Dimapur, Nagaland**

**In**

**Collaboration**

**With**

**Catholic Education Commission**

**Diocese of Kohima**

**Nagaland**

## CHAPTER-1

### INTRODUCTION

Education is an important for individual and social development. Education is to acquire or to learn or to grow through various ways. Education is a life-long process from birth till death and it is as old as human society. It starts right from childhood to the aging stage of life. Education is imparted to individuals and groups through various institutions including family, community, and society in formal, informal and non-formal sectors.

The All India Association of Catholic Schools (AIACS) earlier known as the "Xavier Association of Catholic Schools" was established in 1953 under the auspices of the Catholic Bishops' Conference of India. A need was felt to knit the Catholic Schools together into an association that would awaken in them an awareness of the various changes that were taking place in the field of education, so that they could present a common front to the problems that were arising. At that time a number of legislative and departmental measures were being introduced which were likely to encroach on educational freedom and the management of Catholic Schools. These had to be countered in a suitable manner to preserve the special identity of Catholic Schools and maintain independent voice and representation at the All India Federation of Educational Associations (AIFEA).

The Xavier Association of Catholic Schools functions under the aegis of the Education Commission of the Catholic Bishops' Conference of India as a policy making body within Catholic Institution. The late Archbishop Raymond was the Chairman of the Education Commission when the Xavier Association of Catholic Schools was formed with Father C. Saldhana, SJ, as the first President of its Council. In its early years, institutional membership of the Association was restricted to High Schools only which were grouped into fifteen Regional Units, spread across the country. Regional Units did not however exist in West Bengal, Assam and Andhra Pradesh.

Administered by a religious congregation the Diocesan school offers Catholic education that focuses on the integral formation of the students so that they may become faithful, morally upright, and servant-oriented citizens and leaders of the church and society. Nevertheless, to find tune with the changing time the institution needs periodic assessment of its operation and practices. In the fast changing times of the 21<sup>st</sup> century, evaluative exercise of the institution has become even more important to ensure the Catholic education is responsive to the growing demands and competencies of the present century teaching and learning while the remaining faithful to its religious calling. To achieve this, the Diocesan schools work in collaboration with all its stakeholders in assessing and ensuring the quality and sustainability of catholic education it offers, from time to time.

Thus, the study primarily intended to determine the quality of Catholic education in a Diocesan school in accordance to the five domains namely: Catholic identity and mission, leadership and governance, learner development, learning environment, and operational vitality as assessed by school's stakeholders. Also, it investigated whether a significant difference exists in the assessment of stakeholders on the quality of Catholic education. The findings of the study were used as baseline data in designing a strategic plan for the continuous improvement of the school.



The goals of Catholic educational system is based on the relevance, management, physical, and policy environment within which education is imparted, and including an assessment of the quality of curriculum, text books, teaching methodology and its application, and management of organization in contributing to national goals for compulsory elementary education for all.

### **Demographic profile**

Nagaland state has a population of 1,978,502 (2011) comprising of Male (1,024,649) and female (953,853). The state has shown less 0.02% population growth over the last one decade while sex ratio seems to improving from 900 (2001) to 931 (2011). Child sex ratio show a decline from 964 (2001) to 943 (2011). Total child population (0-6) is 291,071 comprising of 149,785 males and 141,286 (females). Literacy rates stand at 79.55% for the population with slight differences between the male (82.75%) and female (76.11%)

### **Children population and enrolment**

There were 4, 40, 306 students enrolled in 2835 educational institutions at school level in Nagaland during 2016-17. Out of these, boys constitute a total of 2, 24, 390 and girls 2, 19, 916, according to the annual administrative report 2017-18 of school education presented in the 13th Nagaland Legislative Assembly session recently.

Primary schools have the highest number of enrolment with 2, 28, 380, followed by middle school- 1, 31, 949, high school- 59, 709 and higher secondary at 30, 268.

The enrolment in government schools stood at 1, 81, 358 whereas a total of 2, 58, 948 enrolled under private schools. During 2016-17, there were 2070 government schools in the state with 1150 primary school, 626 middle schools, 253 high schools and 41 higher secondary. The number of central educational institutions in the state stands at 26 with 12 higher secondary schools, 13 high schools and one middle school.

### **Govt and private schools**

There were also 736 private educational institutions in the state with 118 higher secondary, 303 high schools, 187 middle schools and 128 primary schools. There are also three educational institutions under Tribal & Social Welfare Department, which included 2 high schools and 1 middle school.

### **Catholic Church and schools in Nagaland**

Of the total of private schools, Catholics presently operate 130 educational institutions including 6 colleges. 22 Higher Secondary Schools, 86 High and Primary Schools, and 63 Elementary Schools spread over all the 11 districts, covering all 16 major tribes through 37 parishes and 14 mission centres for a population of 58,101 persons<sup>1</sup>. Of the 105 diocesan priests, 75 religious priests, 3 religious brothers and 361 women religious members belonging to 19 congregation, the Kohima diocese has been successful in its evangelization mission by producing 43 priests and 250 nuns from among several tribes in Nagaland. The state has a Catholic population of 58,101 (3%).

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## **Changing times and concerns over Catholic school education**

A three-day national conference held at Christ University, Bangalore in May 2016 on the theme: “Catholic Higher Education in India: Rethinking and Context” noted Catholic institutions have staunchly served humanity sharply guided by gospel values and its all-inclusive philosophy- upliftment of the poor and the marginalized to realize their full potential as has been one of the important guiding principles, in particular. It also noted committed service, value based philosophical vision and persistent initiatives by the missionaries have enabled even growing economies like India to successfully compete today with developed countries and carve a niche for themselves in the field of education.

According to Catholic Educational Institutions in India report 2013, there are 14148 institutions which are run by Catholic organizations imparting inclusive and quality education irrespective of their caste or colour, race or religion. Even as the number of institutions is on the rise, the enrolment of students in these institutions is also increasingly growing as the public’s faith in Christian educational institutions as nurturing grounds for holistic education is quite strong. However, the conference also raised one common question that is often discussed or debated in academic circles based on context informed by globalization, and challenges in value systems in the society that is increasingly turning to consumerism.

- *What must be the focus of the present day educational system?*
- *What must one do to make the system contemporary and yet relevant for all times?*

Faced with the dilemma of the changing time the editorial committee of the publication also raised three pertinent questions:

1. Can the Catholic educational institutions continue to honour the faith reposed in them by the public?
2. Or do more? Or
3. Will they also succumb to the pressures of globalization and privatization?

## **Policy and legal context of school education in the state**

Catholic Bishops Conference of India (CBCI) based on a mandate of 2006 evolved an education policy that focuses on providing quality and relevant education to the marginalized, especially the children of our Dalit and Tribal brothers and sisters. The policy highlighted serious attention to and needs for deepening the authentic spiritual formation of all our students and nurtures the faith culture of Christian believers in holistic and fuller development to meet the challenge of modern culture and society, and its demand for higher levels of competence to retain Catholic identity. The policy also advocated essential social and societal transformation as a major goal and mission for education stressing the importance of becoming a person of faith, hope and love. In this direction, CBCI proclaimed, in 2000, its commitment to ‘a new society built on justice, peace, love and harmony: a civilization of love’ and called upon the Catholic institutions to contribute actively to the betterment of India and its people, by sharing in nation building by building inclusive human communities across social and cultural divides. Quoting the words of the Pope John Paul II the policy takes education as the mission for Christ and truly spiritual ministry that unites the whole of human family – transformation of self and others, of communities and societies as meaningful definition of being a Christian, extending into social, cultural, economic, civic and political dimensions of life.



Taking into considerations the globalization processes and its impacts on the marginalized sections of society the policy has also taken strategic decisions with regard to

- Building new and inclusive society in India by making education relevant to the marginalized sections of society with justice, equity and love for all by using appropriate methodologies and challenging both students and teachers to strengthen pluralistic nature of our culture to create seamless society across under the vision of Constitution
- Paradigm shift in management: administrative control to leaderships led mission for effectiveness
- Promotion of sustainable development by conserving the natural environment as against consumerist culture aggressively promoted by markets
- Evolution of Indian society with gender equity and equality
- Value based learning climate in the institutions
- Nurture a Culture of Faith (Spiritual formation for Catholic students)
- Education as transformation into wholeness and justice life and society, humanizing.

Making similar paradigm shift in the national educational policy, the NCERT, set making every child problem-solver as one of the goals of education to meet the challenges of new millennium in the National Curriculum Framework 2005. Like skills and peace education were also introduced even while concerted efforts were made to make education child-centered facilitated learning processes than the traditional prescriptive approaches. During the same year the Central Government also passed Right to Education Act 2009 making education a fundamental right for every child aged between 6 and 14 to access free and compulsory education within easy reach. However, Right to Education Act apparently did not make any difference in Nagaland school education as the Rules framed by state government had diluted the rights of every child.

Nagaland government adopted Public-Private Partnership (PPP) model as more than 50% schools belong to private and religious institutions in providing school education which had seriously compromised the fundamental rights of children's equal access to quality elementary education in the state in the face of massively growing poverty, inequalities and injustices in different fields of life and development aggressions targeting the lands and natural resources resulting into displacement and migrations. The state also experience increasing inter-tribal and regional tensions and conflicts based on resources and access to government facilities which is influencing the minds of younger generations. Till November 2018 Nagaland reported highest dropout rate at rate at Primary level (19.4%) which is four times the national average. Dropout

rates at Upper primary (V-VIII) and secondary levels also stood higher at 17.7% and 35.1%, respectively<sup>2</sup>.

### **Gaps and issues**

The above policy assessment reveals the following critical issues in the legal and policy environments in the state's school education.

- Access to free and compulsory quality education to all children in the state
- Relevance of school education, Catholic school education in particular, in response to issues of growing consumerism and climate change

Based on the above concerns the Kohima Diocese expressed interests in evaluating Catholic education in Nagaland. Since the establishment of the first Catholic school between the years 1962 and 1965 the school population has grown in numbers. Catholic education has grown in quality and quantity in the state for over the last 53 years throughout the states. And yet, educators of the Diocese have sensed growing concerns about decreasing trends in student intake in the Catholic schools while at the same there were also concerns about relevance of Catholic education system in the fast changing socio-economic and political situation in the state and national levels. Given the current scenario of school education in the state it is important to find out how well Catholic schools contributing to the national and international Elementary Education for All campaigns and also to assess how appropriate is the present Catholic school education as the people of the state are increasingly affected by cross-currents of in the fast changing post-conflict scenario and market culture of consumerism. Purpose of this evaluation is set within this context.

### **Key respondents**

1. School principals/vice principals and other management committee members
  2. Senior and junior teachers, religious teachers in particular
  3. Senior students
  4. Select group of parents
  5. Public Leaders
-



## **CHAPTER-2**

### **Review of literature**

Catholic schools are an integral part of the Church and are Christ-centred communities based on gospel values. Catholic education strives to make a difference in the lives of individuals and in the wider community by challenging young people, through God, to find meaning and value in their lives and reach their full potential as compassionate, contributing, life-giving members of society who are highly skilled, informed, tolerant, open and just.

They seek to develop in students, communal obligations and aspirations, to espouse values which unite society and to promote citizenship infused by a commitment to social justice. Catholic schools seek to instill students with faith, values and knowledge to guide and support them throughout their lives, to provide them with preparation for a life of worth, not merely a life of work.

#### **Quality Learning and Teaching**

Catholic schools seek to provide a high-quality academic and vocational education for all their students, giving due emphasis to the fundamental literacy and numeracy skills required for both learning and life. They deliver the Australian Curriculum and offer broad curriculum and co-curricular options in well-resourced and equipped classrooms, with full ICT integration and all the requirements for contemporary learning in the 21<sup>st</sup> century.

National testing indicates that students in Catholic schools on average consistently achieve at or above state and national averages. Statistics show that students graduating from Catholic schools are successfully moving into university degrees, VET programs, apprenticeships and the workforce.

Catholic school emphasis on respect for self and others promotes well-disciplined environments that are conducive to quality teaching and learning; an attribute highly sought after and valued by parents. A faith and values approach underpins a Catholic education and Religious Education is an integral part of life of the school and curriculum.

#### **Organizational Structure of Catholic Schools**

As per McDermott (1997), Catholic schools are unique organizations that serve to educate students in the human dimension, but also in the religious dimension. McDermott (1997) calls

the Catholic school a community of learners, teachers, administrators, parents, and staff, as well as a faith community of young Christians and adults who come together to make Christ present. The purpose of the Catholic schools is to educate the mind, but also the soul and spirit, bringing a blend of learning and believing to the school community.

As per Drahmman, (1985), those who become a part of the Catholic school's mission and ministry should understand the hierarchical nature of the Catholic Church. The Catholic school is an organization on its own, but at the same time it is a part of the structure of the Church and must recognize the role of Church leadership as a valuable component of the school's governance

As per Brown & Greeley (1970), While Catholic schools vary in their structure; they are part of the Catholic Church which is constant. The structure of schools is dependent on the philosophy of the bishop, pastor, or religious organization which oversees the school. Ultimately, though, the structure of the schools should fit within the overall structure of the Church, as the mission of the Church and the Catholic school is the same.

As per Krahl, (1998), Catholic schools were once predominantly parochial, there are now a number of organizational structures: single parish, consolidated or inter-parochial, private, and diocesan schools.

As per Drahmman, (1985), every participant in Catholic education, from Church authorities to teachers and parents within schools, must be a part of the governance and decision making of their schools. The degree of involvement varies and that involvement often defines the effectiveness of the Catholic school As per Hocevar (1989), writes that Catholic school governance can take on a variety of roles: articulating and monitoring the philosophy and mission of the school, creating and monitoring policies that are appropriate to the mission, overseeing the administration of the school, ensuring quality education or development of human and financial resources of the school community. Catholic schools are organized by dioceses.

Coleman, Hoffer, and Kilgore (1982) identified the differences between public and private schools in High School Achievement: Public, Catholic, and Private School Compared. They reported three important findings: students in private schools learn more than those students in public schools; the private schools are safer, more disciplined, and have a more ordered



environment than public schools; and public schools are more internally segregated than private schools. The private school teachers were more committed to insuring that students learned. More time was spent on instruction in the essential academic subjects. Every type of problematic behavior was less prevalent in private schools. Though the discipline was stricter, and though "student rights" were not guaranteed by many legal safeguards that apply to public schools, the private school students felt they were treated more fairly and had a greater sense of control over their own destinies. Students were absent less in Catholic school, and more homework was assigned, more was done, and less time was spent in watching television. Catholic school parents were more supportive.

People's Alliance For Continuing Education (2016) shares the top benefits of a Catholic education.

### **1. A Spiritual View Of The World**

Catholic education not only teaches general education, but also balances education with deep spiritual immersion. Catholic education is very active in teaching a child that God is in their life and all around him/her. A child will learn how to see these "footprints of God" in their daily lives. As a child's awareness of God develops, he or she also becomes an instrument of God's grace in the family, community and in the world.

### **2. Civic Responsibility And Engagement**

Catholic education not only focuses on engagement and responsibility in relation to the church, but also to the community as a whole.

### **3. Value Of Service**

Another fundamental of having a Catholic education is the idea of service. Catholic education puts a lot of focus on service, and that is why there are service programs running from kindergarten up to the 12th grade. Some schools even have service programs that may reach to levels of undergraduate and graduate.

Catholic education values in God's word that states, "you are your brother's keeper". Hence, Catholic students are always taught to be sensitive to the needs of others, and respond positively in any way they can.

### **4. Discipline**

Catholic education puts a lot of emphasis on self-discipline. Students are educated and challenged to make decisions and actions that are considered Christ-like; not only in actions, but also in words. Catholic students are taught on how to gauge their words and actions against the Gospel of love and the Ten Commandments.

Catholic students are given lessons that will give them a strong moral and ethical foundations to help them make the right decision during situations that are not clearly black and white. Catholic students are encouraged to be good because to avoid punishment, but for the reason that it's the dignified way to act.

#### **5. Goal Setting**

During these competitive times, it's easy to fall into the trap of setting goals that are self-serving and empty. Catholic students are taught that academic or monetary excellence is not the ultimate goal. However, what is taught is having goals that are altruistic in nature. Catholic students are taught to set goals that do not only serve themselves but also benefit others. In such a way, they not only improve their lives, but also the lives of the people around them.

#### **6. Safe Environment**

Catholic education recognizes the importance of the effects of the environment on a child. This is the reason why Catholic schools make a great deal of effort to make the school environment as "Gun-free zones" or "Drug-free zones" as possible. Furthermore, catholic schools shift the environment to a more "Christ like zone".

#### **7. Passionate Instructors**

The Catholic education system puts a high priority on teachers that are passionate about "Chris-centred education". In a Catholic education, it's not uncommon for teachers to go "beyond the call of duty" to help the students in terms of growing their values, skills and knowledge.

#### **8. Minority-friendly Atmosphere**

Being a minority has its downsides. For one, there is the trouble of fitting in and being recognized as "normal". Minority kids will usually have some problems when obtaining education from a public school. This is something that rarely happens in a Catholic education system.

One of the fundamental beliefs of Catholic education is the belief that all people are equal, and it's neither race nor financial status that defines one's value, but rather words and actions. This belief reflects in the school environment. This is one of the reasons why, according to surveys, minority students perform better in a Catholic education compared to a public school education.



## **CHAPTER -3**

### **METHODOLOGY**

#### **3.1: Rationale of the study**

The rationale of the study was to examine the impact of Catholic schools in Nagaland.

#### **3.2: OBJECTIVES**

- To study the relevance of Catholic school education presently provided catholic schools in the specific context of Nagaland, national and global levels
- To assess the relevance and effect of Catholic Education, management system, collaboration and net working, infrastructural facilities in the Catholic schools.
- To assess the dropout rates in Catholic schools with respect the goals of RTE 2009 and Catholic education policy 2007
- To bring out agenda for policy advocacy and necessary recommendation for Catholic schools in the diocese for next 10 years.

#### **3.3: OPERATIONAL DEFINITION**

Education, by its very nature is a transformative process, namely changing human persons, and through them, society and its structures. This activity of transformation is a spiritual, humanizing and liberating activity and constitutes the core mission of education. In the knowledge society that is emerging, 'quality education' serves as the gateway to the socio-cultural and economic development of persons and of the country.

Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit – thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.

#### **3.4: RESEARCH DESIGN**

##### **3.4.1: Research Method:**

This study followed both qualitative and quantitative method to investigate the actual facts of the catholic schools in Nagaland.

##### **3.4.2: Study Design:**

This study was designed and followed exploratory and participatory research design as it aims to explore the existing facts.

#### **3.5: SAMPLING DESIGN**

### **3.5.1: Universe and Geographical Area of the Study:**

The study was conducted in different districts of Nagaland. Nagaland state has a population of 1,978,502 (2011) comprising of Male (1,024,649) and female (953,853). The state has shown less 0.02% population growth over the last one decade while sex ratio seems to improving from 900 (2001) to 931 (2011). Child sex ratio show a decline from 964 (2001) to 943 (2011). Total child population (0-6) is 291,071 comprising of 149,785 males and 141,286 (females). Literacy rates stand at 79.55% for the population with slight differences between the male (82.75%) and female (76.11%)

### **3.5.2: Sampling Size:**

124 Catholic educational schools providing education from primary to higher secondary levels has been considered is the population of the study. 40-44 schools comprising of all classes representing all the 11 districts have calculated as the sample size at 90%. Selection and identification of 40-44 schools to ensure all standard schools were included while also keeping fair balance of district /parish-wise representations.

### **3.5.3: Sampling Method:**

This study followed non-probability sampling method

### **3.5.4: Sampling Techniques:**

Due to time constraint and availability of students, teachers, parents, principals and public leaders, the sample was collected on random basis. Overall, this study has followed simple random sampling technique.

## **3.6: DATA COLLECTION:**

### **3.6.1: Period of Data Collection:**

The period for data collection was started from 20 November, 2018 and continued up to 20 March, 2019.

### **3.6.2: Sources of Data:**

The researcher used both primary and secondary data. The secondary data were collected from Catholic Educational Institutions through observations, field visits, and web-sources. FGDs were also conducted.

### **3.6.3: Tools of Data Collection:**



This research followed semi structured interview. The interview schedule contains both open and close ended questions.

#### **3.6.4: Data Analysis:**

After collection of data, soft copies were prepared using both Microsoft excel and Statistical Package for Social Sciences (SPSS). Collected data were systematically tabulated, analyzed and interpreted. Various tables and graphs were used for better representation of data. Data were analyzed as per study objectives.

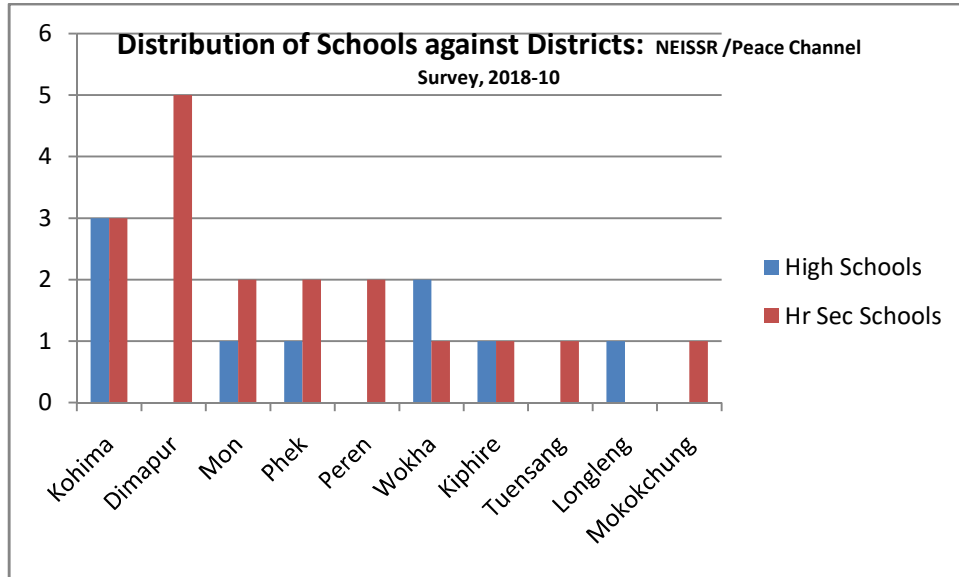
#### **3.6.5: Limitation of the Study:**

- The study is limited only to Catholic schools in Nagaland
- The study is limited only to 10 districts of Nagaland.

## CHAPTER-4

### ANALYSIS AND INTERPRETATION OF SCHOOL DATA

**Table-1: Distribution of Schools in Districts**



A sample size of 44 schools comprising of primary, high schools and higher secondary schools were considered across all the eleven districts in the state. However, during the survey only 27 schools (61%) comprising of nine high schools and eighteen higher secondary schools spread across ten different districts were covered. Primary schools were altogether dropped from the survey.

The actual coverage in terms of districts came down to ten only with unequal distributions of number of schools in each of the district. Maximum number of schools covered was in the districts of Kohima (six) and Dimapur (five). Three school each were covered in Mon, Phek and Wokha districts; two schools each in Peren and Kiphire districts and in the remaining three districts namely; Tuensang, Longleng and Mokokchung only 1 school each were covered in the survey.

The actual sample size of 27 schools included 9 high schools (33%) and 18 higher secondary schools (67%)

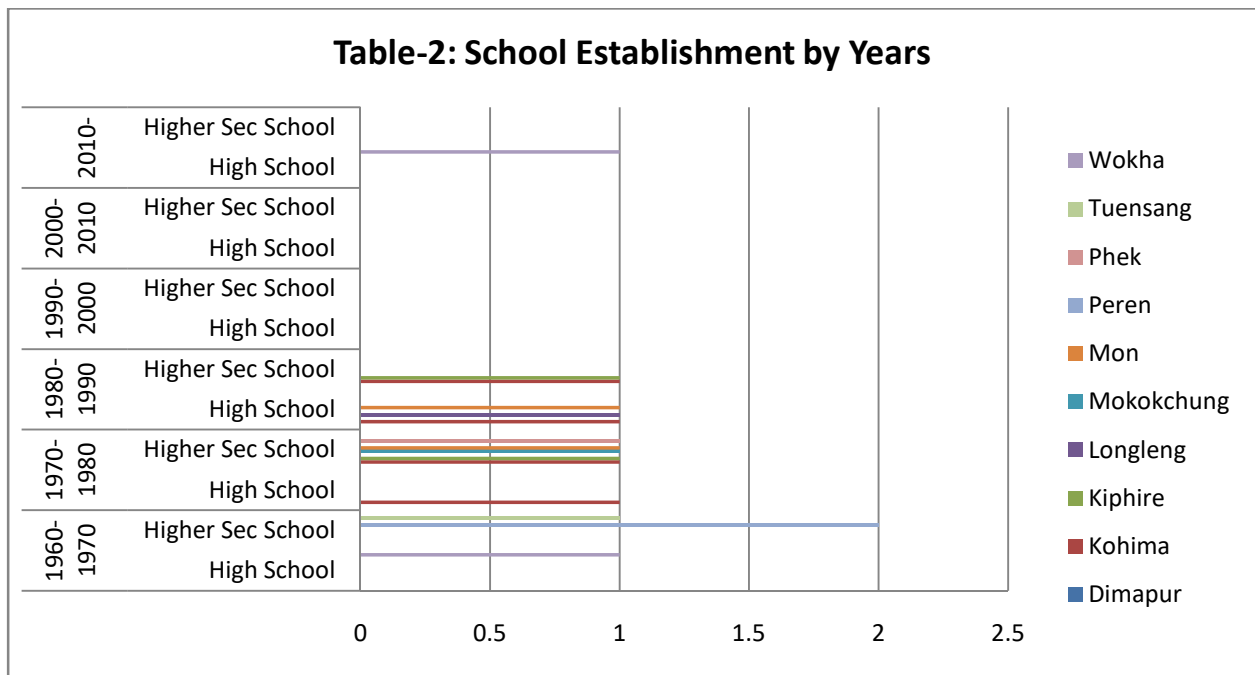


## School profile

Data for school was collected only from 19 schools comprising of 6 high schools and 13 higher secondary schools distributed in 10 districts. Schools that provided profile were 2 in Dimapur, 2 in Kiphire, 3 in Kohima, 1 in Mokokchung, 3 in Mon, 2 in Peren, 2 in Phek, 2 in Wokha, 1 in Longleng and 1 Tuensang.

### Year of establishment of schools

The sample schools were established between 1965 and 2013. This included 4 higher secondary schools established between 1965 and 1970 in Tuensang, Wokha and Peren districts; 6 other schools were established between 1970 and 1980; 3 in Kohima and 1 each in Mokokchung, Phek and Kiphire districts and 5 other schools between 1980 and 1990. This included 1 each school in Mon, Dimapur, Kohima, Kiphire and Longleng. Only 1 school was established in 2013 at Wokha.



### Gender and social status of heads of the schools or representatives

8 out of 19 heads of the schools were females and remaining were males. 6 of 19 of them were dedicated priests and another 6 were nuns

### Years of service in the schools

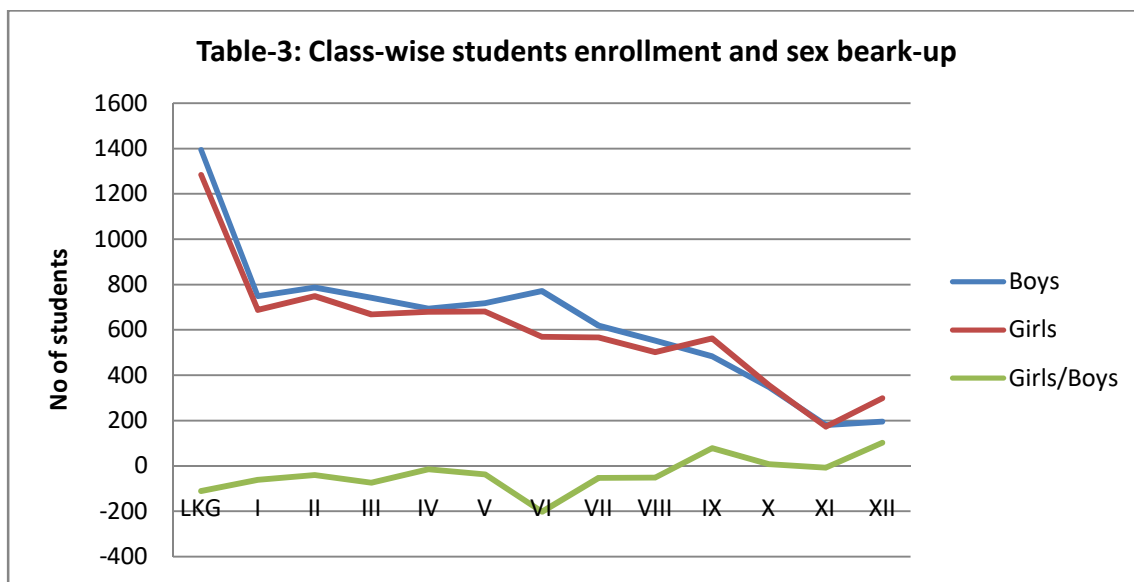
9 out of 19 heads of the schools had 2-5 years of service in respective schools. Most of them were priests and nuns except for two. 3 others had put in 5-10 years of service; 2 others 10-20 years and rests three had 20-30+ years of service

## Teachers

There were 597 teachers in 16 schools (other 3 schools data not available). This comprised of 237 male teachers and 360 female teachers (60%). Highest salary in 14 schools ranged between Rs 13,000 to 24,000/ per month making an average of Rs 16,000/ per month. And lowest salary ranged between Rs 6000/ to 10,000/ per month making an average of Rs 7,500/ per month. At an average teachers in these schools had a salary of Rs 15,000 to 16,000/ per month.

## Students

A total of 15 schools had 16414 students (data for 4 schools not available). This comprised of 8887 boys and 9436 girls students (58%). With a total of 597 teachers teacher – taught ratio in these schools is 28 students for every teacher. Class wise distribution of the children is presented below

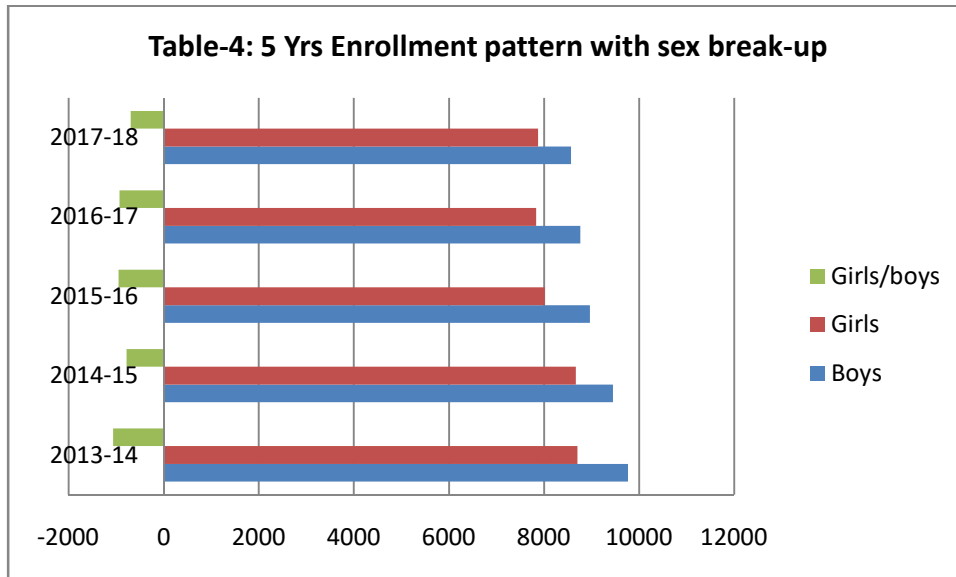


Boys and girls admitted in classes LKG to XII show different patterns. Slightly more boys admitted to classes LKG to V standards and then classes VI to VII boys outnumber girls. But classes IX to X number of girls overtake the boys and continue to maintain the lead over boys in higher secondary standard levels in these schools.

### Enrollment patterns

Enrollment of students in 15 schools over the last five academic years show number of boys intake leading over the total number of girls consistently. It was also observed students intake in these schools have started declining in the last five years from academic session 2013-14 to

2017-18. Girls enrollment is improving over the years. The difference between Girls and boys intake is slowly closing up over the last five years.



### School building and infrastructure

All 19 schools had school building. However, when the heads of the institutions were asked to rate their satisfaction between 0-10 on condition of their respective school building 9 schools spread across 7 districts rated '0'. Three schools in Wokha, Peren and Kiphire were rated between 2-5 points, another schools located in five different districts Phek, Mon, Longleng, Peren and Wokha rated between 5-8 and remaining two in Dimapur and Kohima were rated between 9-10.

District	0	3	4	7	8	9	10
Dimapur	DBHSS (1985)					St Clare HSS (?)	
Kiphire	Loyola HSS (1972)		LFS HSS (1989)				
Kohima	St Xavier HS (1979); St Andrew HS (1985)						St Joseph HSS (1974)
Longleng					St Joseph HS (1988)		
Mokokchung	Queen Mary HSS (1979)						
Mon	Newman HSS (1978); DBHSS (?)			DBS HS (1987)			
Peren		St Xavier HSS			All Saints HSS (1965)		



		(1969)					
Phek	St Xavier HSS (?)						
Teunsang	St John HSS (1965)						
Wokha			DBS HS (1968)	St Peters HS (2013)			

Rating of the school building based on satisfaction does not seem to have any basis with the age of the building. School buildings with '0' ratings were constructed at least 40 years ago but on the contrary a school building of St Joseph (Kohima) built in the year 1974 was rated 10<sup>th</sup> at satisfaction level. However, out of 19 schools surveyed only schools were rated 5 and above level of satisfaction and remaining 13 were rated below 5 on the scale. No criteria was set for rating satisfaction level.

### Play ground

All the 19 schools except three; one in Kohima (St Andrew HS); one in Peren district (All Saints HS School) and one in Wokha (DBS HS) had playgrounds. These playgrounds were rated on a scale of 0-10 of satisfaction level.

<b>Table-6: Rating Satisfaction level of the School Playground by the heads of the Institutions (0-10)</b>							
District	0	4	5	6	7	8	10
Dimapur	DBHSS (1985)				St Clare HSS (?)		
Kiphire	Loyola HSS (1972)	LFS HSS (1989)					
Kohima	St Xavier HS (1979);						St Joseph HSS
Longleng						St Joseph HS	
Mokokchung	Queen Mary HSS (1979)						
Mon	Newman HSS (1978); DBHSS (?)			DB HSS			
Peren		Sacred Heart					
Phek	St Xavier HS	St Xavier HSS					
Teunsang	St John HSS (1965)						
Wokha		DBS HS (1968)	St Peters HS (2013)				

13 schools in 9 districts were rated 5 and below 5 on the satisfaction level and rests 4 were above 5 in the satisfaction scale. Playgrounds of 7 schools spread across 6 districts were rated '0' level satisfaction. These schools included DBHSS in Dimapur, Loyola HSS in Kiphire, Newman HSS and DBHSS in Mon, St Xavier HS in Kohima, Queen Mary HSS, Mokokchung, St Xavier HS, Peren and St John HSS, Tuensang. 4 schools were rated 4 at satisfaction scale. These included LFS HSS, Kiphire, Sacred Heart, Peren, St Xavier, Phek and DBS HS Wokha. Only 1 school in Wokha, DBS HS was rated 5 on the scale and 3 others were rated 6 and above level of satisfaction on the scale. These included St Xavier HSS (Meluri), Phek, Queen Mary HSS, Mokokchung, St John HSS, Tuensang, St Xaviers HS, Kohima, DB HSS, Dimapur, LFS HSS (Pungro), Kiphire, Loyola HSS, Kiphire, and DB HSS, Mon. St Clare HSS, Dimapur, St Joseph, Kohima, St Joseph, Longleng and DB HSS in Mon.

### Drinking water facilities

9 out of 19 schools under the survey did not have drinking water facilities in the school campus. These included Queen Mary, HSS, Mokokchung; Sacred Heart HSS, Phek; 2 DB HS Schools, Mon; St Xaviers HS (Kidima), Kohima; Loyola HSS, Mon; St Joseph, Longleng; DB HSS Wokha and St Peters HS, Wokha.

<b>Table-7: Rating Satisfaction level of the School Drinking water by the heads of the Institutions (0-10)</b>							
District	0	2	5	6	7	8	10
Dimapur	DBHSS (1985)		St Clare HSS (?)				
Kiphire		LFS HSS (1989)					
Kohima	St Andrew HS		St Joseph HSS				
Longleng							
Mokokchung							
Mon	Newman HSS (1978);						
Peren		St Xavier HSS					
Phek	St Xavier HS						
Teunsang	St John HSS (1965)						
Wokha		DBS HS (1968)					

Out of 10 schools which had drinking water facilities 5 schools namely; St Xaviers HSS (Meluri) Phek, St John HSS, Teunsang; Newman HSS (Tabu), Mon; St Andrew HS, Kohima and DB HSS, Dimapur were rated '0' level satisfaction. 2 schools; St Xaviers HSS (Jalukie) Peren and LFS HSS (Pungro), Kiphire were rated below 5 on the satisfaction scale. Only remaining 2 schools namely; St Clare HSS (Kacharigoan), Dimapur and St Joseph HSS (Viswevema), Kohima were rated above 5 on satisfaction level.

### Compound walls

11 schools out of 19 had no compound walls. Among 8 of those which had compound walls 4 had '0' satisfaction on the scale and 1 was rated '3' at satisfaction scale. The remaining only 3 were rated 8 and above on the satisfaction scale.

District	0	3	6	7	8	10
Dimapur	DBHSS (1985)		St Clare HSS (?)			
Kiphire	Loyola HSS (1972)					
Kohima				St Joseph HSS		
Longleng						
Mokokchung	Queen Mary HSS (1979)					
Mon			DB HSS			
Peren		St Xavier HSS				
Phek					Sacred Heart HSS	
Teunsang	St John HSS (1965)					
Wokha						

### Separate Toilet facilities in the school

Of the 19 schools only 1 St Peters HS in Wokha (Longsa) did not have separate toilet facilities for boys and girls. 9 of the schools spread across 7 districts had separate toilet facilities for boys and girls but 6 were rated '0' and 1 was rated '2' all below 5 satisfaction scale. These schools included St Xaviers, Phek; Queen Mary, Mokokchung; St John, Tuensang; St Xaviers Kohima; Newman, Mon; DB HSS, Dimapur; St Andrew, Kohima; Loyola, Kiphire and DB HSS, Mon.



<b>Table-9: Rating Satisfaction level of the School Toilet facilities by the heads of the Institutions (0-10)</b>							
District	0	2	5	7	8	9	10
Dimapur	DBHSS (1985)					St Clare HSS (?)	
Kiphire	Loyola HSS (1972)	LFS HSS (1989)					
Kohima	St Xavier HS (1979);				St Joseph HSS		
Longleng						St Joseph HS	
Mokokchung	Queen Mary HSS (1979)						
Mon	DBHSS (?)			DB HSS			
Peren			St Xavier HSS	All Saints			
Phek	St Xavier HS			Sacred Heart			
Teunsang	St John HSS (1965)						
Wokha					DBS HS (1968)		

The remaining 6 were rated 5 and above on the satisfaction scale. These included St Xavier HSS, Peren rated at 5; DB HSS, Mon; Sacred Heart HS, Phek and All Saints HS rated at 7; St Joseph HSS, Kohima and DB HS, Wokha rated at 8 and St Clare HSS, Dimapur and St Joseph, longleng rated highest at 9 on the scale of satisfaction.

### **Electric power connection**

Only 2 schools in Mon and Wokha had no electric power connection out of the total of 19 schools under survey. Out of the 17 schools which had electric power connection 8 of them expressed their satisfaction level at '0' on the quality of power supply to the school. These schools included St Xavier HSS, Phek; Queen Mary, Mokokchung; St John HSS, Mon; St Xaviers and St Andrew in Kohima; DB HSS Dimapur; Loyola HSS, Kiphire and DB HSS in Mon.

2 schools namely; LFS HSS, Kiphire and St Xaviers Peren rated 2 at the satisfaction level; lone DB HSS Mon rated 4; 2 schools namely; St Joseph HSS Longleng and DB HS Wokha rated at 6; 2 schools; St Clare HSS Dimapur and All Saints, Phek rated at the highest at 9 on the satisfaction scale.

<b>Table-10: Rating Satisfaction level of School electric power connection by the heads of the Institutions (0-10)</b>							
District	0	2	4	6	7	9	10
Dimapur	DBHSS (1985)					St Clare HSS (?)	
Kiphire	Loyola HSS (1972)	LFS HSS (1989)					
Kohima	St Xavier HS (1979); St Andrew			St Joseph HS			
Longleng					St Joseph HSS		
Mokokchung	Queen Mary HSS (1979)						
Mon	DBHSS (?); St Johns		DB HSS				
Peren		St Xavier HSS				All Saints	
Phek	St Xavier HS					Sacred Heart	
Teunsang							
Wokha				DBS HS (1968)			

### Access to computer classes

Only 2 schools namely; St Andrew HS Kohima and St Peters HS Wokha did not have access to computer classes. Of the remaining 17 schools where computer classes were provided in 8 schools the head of the institution rated the satisfaction level at '0' and in 1 of the schools St Xaviers HSS it was rated at 4 level.

<b>Table-11: Rating Satisfaction level of Computer classes in the School by the heads of the Institutions (0-10)</b>							
District	0	4	6	7	8	9	10
Dimapur	DBHSS (1985)					St Clare HSS (?)	
Kiphire	Loyola HSS (1972)		LFS HSS (1989)				
Kohima	St Xaviers HS						St Joseph HS
Longleng				St Joseph HSS			
Mokokchung	Queen Mary HSS (1979);						

Mon	Newman HSS				DB HSS		
Peren		St Xavier HSS		All Saints			
Phek	St Xavier HS				Sacred Heart		
Teunsang	St John HSS						
Wokha				)	DBS HS (1968		

### **Access to Mid-Day Meals**

Almost all the schools had no access to Mid-Day Meals facilities from the Government except for one. Loyola HSS at Kiphire was the only one school that had access to Mid-Day Meal services to the students.

### **25% reservation for the weaker section**

Under the SSA every non-government schools were supposed to provide free education to 25% seats in class-I. of the 19 schools only 7 had no such reservation for the poorer and marginalized sections of society. In the remaining 12 schools 25% seats were reportedly reserved for free education to the weaker sections

### **Special enrolment drive**

14 schools spread across 9 districts namely; Phek, Teunsang, Peren, Mon, Dimapur, Kohima, Kiphire, Longleng and Wokha had no special drive for enrolment in their respective areas. In another five districts where schools are located special drive for enrolment of children in the schools were reportedly made. These districts included Mokokchung, Kohima, Wokha, Mon and Kiphire.

### **Boarding facilities**

4 schools in 4 districts namely; St Xaviers in Peren, St Clares in Dimapur; St Joseph in Longleng and St Peters in Wokha had no boarding facilities. In the remaining 15 schools boarding facilities were available for the students. 8 schools out of 15 had boarding facilities for both boys and girls. These schools included St Xaviers HSS in Phek; DB HSS in Wokha; St Johns in Tuensang; DB HS (Tizit) and DB HS Mon; St Xavier HSS Kidima and Viswevema in Kohima. 1 school in Pungro LFS had boarding only for boys and 5 others namely; Queen Mary HSS Mokokchung;



DB HSS Dimapur; St Andrew (Jotsoma) Kohima; Loyola HSS Kiphire and All Saints HSS, Peren only girls boarding facilities.

District	0	3	5	6	8
Dimapur	DBHSS (1985)				
Kiphire	Loyola HSS (1972)&LFS HSS (1989)				
Kohima	St Andrew HS	St Xaviers HS			St Joseph HSS
Longleng					
Mokokchung	Queen Mary HSS (1979)				
Mon	Newman HSS & DB HSS				DB HSS
Peren				All Saints	
Phek	St Xavier HS (Meluri)				
Teunsang	St John HSS				
Wokha			DBS HS (1968)		

Satisfaction level: boarding facilities in 9 schools namely; DB HSS, Dimapur; Loyola HSS and LFS HSS, Kiphire; St Andrew HS, Kohima; Queen Mary, Mokokchung; Newman HSS and DB HSS, Mon; St Xavier HS, Phek and St John HSS, Teunsang were rated '0' on satisfaction scale. One school, St Xavier (Kidima), Kohima was rated '3'; DB HSS (Lakhuti), Wokha rated at '5'; All Saints, Peren rated at '6'; DB HS (Tizit), Mon and St Joseph HSS Kohima were rated at '9' on satisfaction scale of 10.

### **Other schools in the surrounding of Catholic schools**

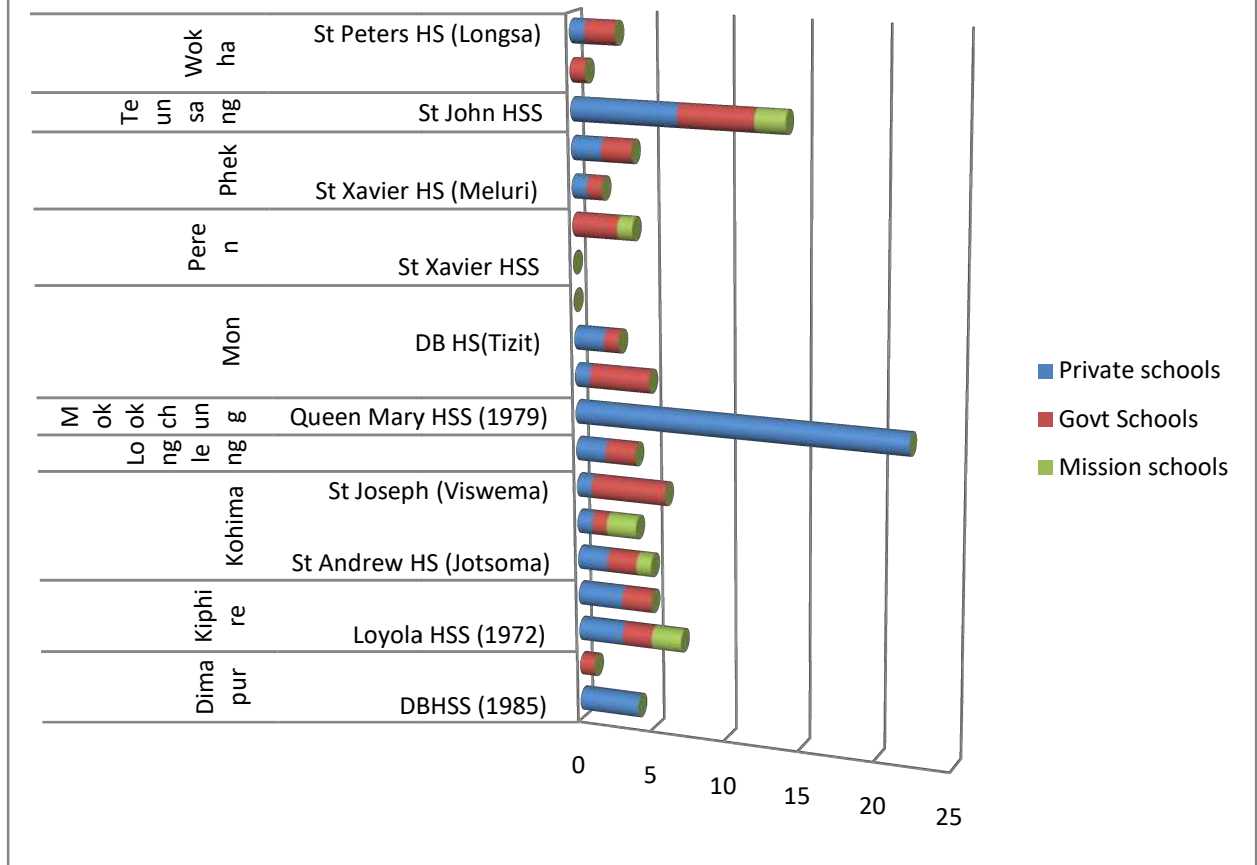
On the total of 19 only 1 school in Mon (DB HSS) had no other schools in the surrounding. DB HS (Lakhuti) Wokha had a private and government schools nearby. Slight decline in the enrollment trends in the Catholic schools may be due to the presence of other schools in the surrounding. There are three different categories of schools. This may include Govt, Private and those run other Religious Mission.

District		Private schools	Govt Schools	Mission schools	Total
Dimapur	DBHSS (1985)	4	0	0	4
	St Clare HSS	0	1	0	1
Kiphire	Loyola HSS (1972)	3	2	2	7
	LFS HSS (1989)	3	2	0	5
Kohima	St Andrew HS (Jotsoma)	2	2	1	5
	St Xavier (Kidima)	1	1	2	4
	St Joseph (Viswema)	1	5	0	6

Longleng	St Joseph HS	2	2	0	4
Mokokchung	Queen Mary HSS (1979)	22	0	0	22
Mon	Newman HSS	1	4	0	5
	DB HS(Tizit)	2	1	0	3
	DB HSS (Mon)	0	0	0	0
Peren	St Xavier HSS	0	0	0	0
	All Saints HSS	0	3	1	4
Phek	St Xavier HS (Meluri)	1	1	0	2
	Sacred Heart (Chizami)	2	2	0	4
Teunsang	St John HSS	7	5	2	14
Wokha	DB HS (Lakhuti)	0	1	0	1
	St Peters HS (Longsa)	1	2	0	3
Total		52	34	8	94

Except for 2 Catholic schools namely; DB HSS (Mon) and St Xavier HSS (Peren) where there is no other schools in the surrounding and another 2 schools namely; St Clare (Dimapur) and DB HS (Lakhuti, Wokha), 15 other Catholic schools have a minimum of 2 to 22 schools in the surrounding. These other schools include 52 Private schools; 34 Govt schools and 8 other religious mission schools. These schools may be competitors in providing quality schools in respective districts.

**Table-14: Presence of other schools near Catholic schools**



**Profile of heads of institutions**

28 heads of the institutions / schools comprising of 24 principals and 4 vice-principals were interviewed during the survey.

**Table-14: Distribution of respondents against designations**

Designation	No. of respondents	Percentage
Principal	24	85.7%
Vice- Principal	4	14.3%
<b>Total</b>	<b>28</b>	<b>100%</b>

Most of the heads of the institutions had adequate qualifications for the post they hold. 71% of the respondent heads of the institutions had post-graduate degrees in education and remaining had at BA and B Ed degree except for one who had only low qualification.



**Table-15: Distribution of respondents based on educational qualification**

<b>Qualification</b>	<b>No. of respondents</b>	<b>Percentage</b>
PU	1	3.6%
B.A	3	10.7%
B.com	1	3.6%
BA, B.Ed	3	10.7%
M.A	2	7.1%
MA,B.Ed	18	64.3%
<b>Total</b>	<b>28</b>	<b>100%</b>

More than half of them had 10 and above years of experiences of working in schools and only one-third (32%) had upto 10 years of experiences.

**Table-16: Duration of service in school**

<b>Years</b>	<b>No. of respondents</b>	<b>Percentage</b>
1-10	9	32.1%
11-20	11	39.3%
21-30	8	28.6%
<b>Total</b>	<b>28</b>	<b>100%</b>

### **VISION, MISSION AND GOALS**

Heads of the institutions were asked whether the school had shared vision, mission, goals, policies and programs to understand community participation of parents and children in the school education. The question was detailed to find out (1) whether the school charted its goals, time to time, with reference to set vision-mission and goals; (2) whether the school vision-mission was clearly stated; (3) whether it was attainable; (4) whether school management undertook periodic review of the vision-mission; (5) whether the teachers, students, parents and community shared the school vision-mission; (6) whether the teachers, students, parents and community understood the vision-mission; (7) whether the school vision-mission was accepted by all concerns and (8) practiced in daily life and works; (9) whether the school community was oriented with the vision-mission of the schools at the time joining the institution; and (10) whether the school vision-mission integrated overall education goals including intellectual, emotional, moral, social, spiritual and physical development of the children. 28 heads of schools including principals and vice-principals responded positively.

80% to 100% respondents strongly agreed that the vision-mission and goals of the school represent the picture of the shared aspiration of the school providing direction to the school policies, program, activities

and procedures. All respondents rated high on school defining its preferred future based on its set vision-mission and goals. They also rated equally high that school vision-mission and goals were clearly stated. Most of them (86%) also said that the school vision-mission was attainable while little less than 30% were doubtful about it. All of them also said that the school vision-mission was regularly reviewed, evaluated and updated from time to time. Almost of them (80%) stated that the school vision-mission was known to the school community and understood, accepted and practiced. Over 80% respondents also informed that new entrants to the school community are oriented to the vision-mission of the school and strongly agreed that the school vision-mission provide for overall development of the child including five aspects of intellectual, moral, social, spiritual and physical.

<b>Table-17: Vision-mission, goals and policies of the schools</b>						
The vision, mission and goals of the school represent the picture of the shared aspiration of the school. It provides direction to the school policies, program, activities and procedures.	O (5)	VG (4)	G (3)	F (2)	P (1)	total
<b>1.1.</b> The school defines its preferred future through its vision, mission and goals.	4	10	14	0	0	28
	14%	36%	50%	0%	0%	100%
<b>1.2. The school's vision, mission and goals are</b>						
<b>1.2.1.</b> Clearly stated	4	10	14	0	0	28
	14%	36%	50%	0%	0%	100%
<b>1.2.2.</b> Attainable	0	4	16	7	1	28
	0%	14%	57%	25%	4%	100%
<b>1.2.3.</b> Regularly viewed, evaluated and updated.	1	12	15	0	0	28
	4%	43%	54%	0%	0%	100%
<b>1.2.4.</b> Known to learners, faculty, personnel, parents and community.	0	10	12	6	0	28
	0%	36%	43%	21%	0%	100%
<b>1.2.5.</b> Understood by learners, faculty, personnel, parents and community.	3	9	15	1	0	28
	11%	32%	54%	4%	0%	100%
<b>1.2.6.</b> Accepted by learners, faculty, personnel, parents and community.	0	8	17	3	0	28
	0%	29%	61%	11%	0%	100%
<b>1.2.7.</b> Practiced by learners, faculty, personnel, parents and community.	2	3	20	3	0	28
	7%	11%	71%	11%	0%	100%
<b>1.2.8.</b> The school stakeholders e.g. learners, faculty, personnel, parents and community are properly oriented about the school's vision, mission and goals.	2	3	20	3	0	28
	7%	11%	71%	11%	0%	100%
<b>1.2.9.</b> The school's vision, mission and goals provide a balanced program of intellectual, emotional, moral, social, spiritual and physical development of the children.	3	9	15	1	0	28

11%	32%	54%	4%	0%	100%
19	78	168	24	1	
280	280	280	280	280	
7%	28%	60%	9%	0%	

## School management

Role and functions of the school management in academic advancement and welfare of the students, teachers and the school assessed during the survey. Respondent heads of the schools were asked a set of questions looking into different aspects of the school management for rating on a scale of 5 to 1, 5 being Outstanding and 1 being Poor.

Based on the responses from 28 heads of the schools most (90%) overall functioning of the school management with regard to the above-mentioned roles and responsibilities was rated average and below average. In specific terms, management of students' exposure programs was on an average rated 'Good' while in some school it was rated 'Outstanding' to 'Very good' in some others 'Fairly' being managed.

Assessment of academic course development in the school was also rated average though management in some schools were doing 'Outstanding' to 'Very Good' level of efforts on it.

<b>Table-18: Planning and Budgeting</b>					
<b>2.1. Planning and Budgeting:</b>	O	VG	G	F	P
	5	4	3	2	1
2.1.1. Exposure for students and teachers.	2	5	14	7	
	7%	18%	50%	25%	0%
2.1.2. Assess technical and financial feasibility for alternative course of action	1	6	15	6	
	4%	21%	54%	21%	0%
2.1.3. Set objectives, policies and procedures.	2	5	14	6	1
	7%	18%	50%	21%	4%
2.1.4. Anticipate obstacles to achieving, set goals and identify means for overcoming them	3	9	15	1	
	11%	32%	54%	4%	0%
2.1.5. Establish priorities among projects or activities.	2	3	20	3	
	7%	11%	71%	11%	0%
2.1.6. Communicate throughout the planning process.	1	3	15	8	1
	4%	11%	54%	29%	4%
2.1.7. Evaluate and review the plans that are workable in the light of the present condition	0	8	17	3	
	0%	29%	61%	11%	0%



2.1.8. Teachers pay scale	0	4	16	7	1
	0%	14%	57%	25%	4%
2.1.9. Fees structure for Students	1	2	14	11	
	4%	7%	50%	39%	0%
	12	45	140	52	3
	252	252	252	252	252
	5%	18%	56%	21%	1%

Teachers pay scale was moderate for many and needed improvement

Fee structure for the students was also considered moderate and affordable

High level of satisfaction in organizing regular function and staff management

<b>Table-19: Organizing and Staff</b>					
2.2.1. Identify and define the work to be done, Town Committee	0	8(28.6%)	17(60.7%)	3(10.7%)	0
2.2.2. Recruit potential personnel.	0	4(14.3%)	22(78.6%)	1(3.6%)	1(3.6%)
2.2.3. Assign work to be performed with accountability and extend authority.	1(3.6%)	6(21.4%)	19(68%)	2(7.1%)	0
2.2.4. Revise and adjust the original structure in the light of the assessment results and changing conditions	1(3.6%)	5(17.9%)	22(78.6%)	0	0
2.2.5. Communicate throughout the organizing process.	3(10.7%)	9(32.1%)	15(53.6%)	1(3.6%)	0
2.2.6. Assign specific functions to the most appropriate person.	0	8(28.6%)	17(60.7%)	3(10.7%)	0
2.2.7. Manage others in work that require a team effort or coordinated effort between a number of separate people	1(3.6%)	6(21.4%)	20(71.4%)	1(3.6%)	0
2.2.8. Keep updated inventories of personal profile, qualifications as basis for promotion and assignments, etc	2(7.1%)	3(10.7%)	20(71.4%)	3(10.7%)	0
<b>Total</b>	<b>8</b>	<b>49</b>	<b>152</b>	<b>14</b>	<b>1</b>
	<b>4%</b>	<b>22%</b>	<b>68%</b>	<b>6%</b>	<b>0%</b>

- Recruitment of teachers and staff were fair and right
- Work allotment and delegation largely just and fair
- Management highly flexible and responsive to do the right according to the time and situation in line with core values of the institution.
- Personality growth and development for the students given high emphasis

- Maintenance of discipline in the school campus highly satisfied
- Providing conducive environment and provision of professional development for staff given high importance

<b>2.3. Leading and Motivating:</b>	O	VG	G	F	P
	5	4	3	2	1
2.3.1. Set an example to the school community by doing the right things.	3(10.7%)	9(32.1%)	15(53.6%)	1(3.6%)	0
2.3.2. Promote religious and moral values in school.	4(14.3%)	13(46.4%)	11(39.3%)	0	0
2.3.3. Personality growth and development	3(10.7%)	13(46.4%)	12(42.9%)	0	0
2.3.4. Exercise his/her authority in a spirit of mission and service.	5(17.9%)	13(46.4%)	10(35.7)	0	0
2.3.5 .Possess commitment to lead the students and management staffs	5(17.9%)	11(39.3%)	12(42.9%)	0	0
2.3.6. Discipline	1(3.6%)	14(50%)	13(46.4%)	0	0
2.3.7. Make adequate provision for the professional development of the faculty	1(3.6%)	7(25%)	18(64.3%)	2(7.1%)	0
2.3.8. Provide an environment which is conducive to learning.	3(10.7%)	9(32.1%)	15(53.6%)	1(3.6%)	0
	25	89	106	4	0
	11%	40%	47%	2%	0%

High importance given to setting example in

Management is highly trusted for

- doing the right thing in the school community
- promotion of religious and moral values
- use of authority in advancing the mission and service
- discipline in the community
- creating conducive environment for professional development and learning

<b>2.3. Leading and Motivating:</b>	O	VG	G	F	P
	5	4	3	2	1
2.3.1. Set an example to the school community by doing the right things.	3(10.7%)	9(32.1%)	15(53.6%)	1(3.6%)	0
2.3.2. Promote religious and moral values in school.	4(14.3%)	13(46.4%)	11(39.3%)	0	0
2.3.3. Personality growth and development	3(10.7%)	13(46.4%)	12(42.9%)	0	0

2.3.4. Exercise his/her authority in a spirit of mission and service.	5(17.9%)	13(46.4%)	10(35.7)	0	0
2.3.5 .Possess commitment to lead the students and management staffs	5(17.9%)	11(39.3%)	12(42.9%)	0	0
2.3.6. Discipline	1(3.6%)	14(50%)	13(46.4%)	0	0
2.3.7. Make adequate provision for the professional development of the faculty	1(3.6%)	7(25%)	18(64.3%)	2(7.1%)	0
2.3.8. Provide an environment which is conducive to learning.	3(10.7%)	9(32.1%)	15(53.6%)	1(3.6%)	0
	25	89	106	4	0
	11%	40%	47%	2%	0%

High level of satisfaction in management of human and non-human resources in the schools

- 90-95% % agreed in performance assessment and monitoring system
- Provided adequate training for human resource development
- Recruited qualified teaching faculties
- 80% in developing and enhancing students performance

<b>2.4. Evaluating Human and Non-human Resources for quality as</b>	O	VG	G	F	P
<b>Human Resources</b>	5	4	3	2	1
2.4.1. Establish performance standards (Academic performance)	1(3.6%)	4(14.3%)	18(64.3%)	5(18%)	
2.4.2. Monitor results and compare to standard sets.	1(3.6%)	7(25%)	20(71.4%)	0	
2.4.3. Revise and adjust performance methods in the light of the a results and changing conditions.	0	7(25%)	20(71.4%)	1(3.6%)	
2.4.4. Train and develop the human resources.	0	5(18%)	18(64.3%)	5(18%)	
2.4.5. Develop and enhance student performance as fundamental	0	7(25%)	15(53.6%)	6(21.4%)	
2.4.6. Coach and guide subordinates to meet organizational goals.	0	7(25%)	18(64.3%)	2(7.1%)	1(3.6%)
2.4.7. Qualified teaching faculties	0	8(28.6%)	19(68%)	1(3.6%)	

Management of non-human resources such as supplies, library facilities, laboratories facilities, playground and games and sports, audio-visual equipments needed some improvements

	O	VG	G	F	P
<b>2.5. Non-Human Resources:</b>	5	4	3	2	1
2.4.1. Provide school supplies.		10(35.7%)	18(64.3%)		
2.4.2. Provide school library facilities.	1(3.6%)	7(25%)	6(21.4%)	10(35.7%)	4(14.3%)
2.4.3. Provide academic laboratories equipment and facilities.		2(7.1%)	8(28.6%)	13(46.4%)	5(17.9%)
2.4.4. Make school playgrounds and facilities for games and sports.	1(3.6%)	2(7.1%)	12(42.9%)	11(39.3%)	2(7.1%)
2.4.5. Equip the school with Audio-visual room and equipment.		2(7.1%)	9(32.1%)	11(39.3%)	6(21.4%)
	2	23	53	45	17

Supervisory function of the management is assessed highly satisfactory though in some areas needed some improvement

### 3. SUPERVISORY FUNCTIONS

<b>3.1. Curriculum Development:</b>	O	VG	G	F	P
	5	4	3	2	1
3.1.1. Enrich curriculum materials.( e.g. test item- item building multi – level materials, resource units and model lessons)	1(3.6%)	1(3.6%)	16(57.1%)	7(25%)	3(10.7%)
3.1.2. Evaluate areas in the curriculum which needs improvement.	1(3.6%)	7(25%)	17(60.7%)	3(10.7%)	
3.1.3. Enrich the curriculum through co-curricular activities.	3(10.7%)	8(28.6%)	16(57.1%)	1(3.6%)	
3.1.4. Conduct skill training (SUPW) for the enrichment of the curriculum.	0	11(39.3%)	16(57.1%)	1(3.6%)	
3.1.5. Recommend correction in the deficiencies in the curriculum.	0	5(17.9%)	16(57.1%)	7(25%)	
3.1.6. Recommend textbooks and reference materials and manuals to enrich Curricular content, knowledge, and competencies of teachers.	1(3.6%)	2(7.1%)	16(57.1%)	9(32.1%)	0
	6	33	97	28	3



Institutional development is given high importance while it needed some improvements in some schools, in particular

- Screening for proper grading of students
- Variety of tests for evaluation
- Monitoring students performance and remedial
- Enhancing students performance

<b>3.2. Instructional Development:</b>	O	VG	G	F	P
	5	4	3	2	1
3.2.1. Undertake screening for proper grade/section of pupils in different Sections		6(212.4%)	19(67.9%)	1(3.6%)	2(7.1%)
3.2.2. Develop variety of test materials among teachers to evaluate pupils', teachers' progress or performance.		9(32.1%)	13(46.4%)	5(17.9%)	1(3.6%)
3.2.3. Monitor students' performance and design remedial classes.		7(25%)	19(67.9%)	1(3.6%)	1(3.6%)
3.2.4. Evaluate student's achievement as an indicator of teachers' performance.	1(3.6%)	2(7.1%)	19(67.9%)	5(17.9%)	1(3.6%)
3.2.5. Evaluate data obtained from test- instruments for remediation	1(3.6%)	10(35.7%)	9(32.1%)	7(25%)	1(3.6%)
3.2.6. Develop and enhance student performance as fundamental task.	1(3.6%)	3(10.7%)	18(64.3%)	6(21.4%)	
	3	37	97	25	6

<b>3.3 Faculty/ Staff Development:</b>	O	VG	G	F	P
	5	4	3	2	1
3.3.1. Conduct in-service training on the needs of teachers.		1(3.6%)	10(35.7%)	17(60.7%)	
3.3.2. Implement school-based training programs for teachers.	1(3.6%)	3(10.7%)	14(50%)	10(35.7%)	
3.3.3. Conduct performance evaluation of teachers and identify work areas as necessary inputs for training programs.		3(10.7%)	13(46.4%)	10(35.7%)	2(7.1%)

3.3.4. Encourage teachers to pursue formal advance schooling ( e.g. graduate course for professional growth)	2(7.1%)	2(7.1%)	15(53.6%)	8(28.6%)	1(3.6%)
3.3.5. Provide opportunities to teachers' professional growth and advancement (e.g., sending teachers to seminar-workshops, conferences and in-service training programs)		3(10.7%)	19(67.9%)	4(14.3%)	2(7.1%)
3.3.6. Orient and assign teachers as leaders/facilitators, chairs or members of committee.		5(17.9%)	16(57.1%)	6(21.4%)	1(3.6%)
3.3.7. Orient teachers about new developments in education.		3(10.7%)	16(57.1%)	9(32.1%)	

Parent-teacher and community relations were given high importance in almost all schools in particular

- Establishing good rapport with parents/guardians and local authority and government
- Participation in social and community activities
- Organizing parent-teacher and community association
- Orientation of parents on school programs
- Keeping parents informing of their children's performance
- Involvement of parents in school programs and management

<b>3.4 Parent-Teacher and Community Relations:</b>	O	VG	G	F	P
	5	4	3	2	1
3.5.1. Establish rapport with parents/guardians of learners	1(3.6%)	10(35.7%)	11(39.3%)	6(21.4%)	
3.5.2. Maintain rapport with local government units, e.g. Village Council.	2(7.1%)	7(25%)	16(57.1%)	3(10.7%)	
3.5.3. Participate in the civil and social activities of the community.	1(3.6%)	4(14.3%)	20(71.4%)	3(10.7%)	
3.5.4. Organize Parent-Teacher- Community Association.	4(14.3%)	15(53.6%)	8(28.6%)	1(3.6%)	
3.5.5. Orient parents on the school programs and projects.	1(3.6%)	5(17.9%)	16(57.1%)	4(14.3%)	2(7.1%)
3.5.6. Conceptualize plan with the PTCA on school improvement.		2(7.1%)	16(57.1%)	10(35.7%)	
3.5.7. Confer with parents/ guardians regarding their children's progress in school.	1(3.6%)	6(21.4%)	16(57.1%)	4(14.3%)	1(3.6%)
3.5.8. Encourage PTCA participation in the implementation of school	1(3.6%)	4(14.3%)	21(75%)	2(7.1%)	

programs.					
3.5.9.Project the school's good image and performance in the community by participating in community service.	1(3.6%)	8(28.6%)	17(60.7%)	2(7.1%)	
	12	61	141	35	3

Assessment of co-curricular areas of activities in the schools

**Table: 4. Do you like to have orientation program for principal and management**

Responses	No. of respondents	Percentage
Once in two years	2	7.1%
Once in a year	25	89.3%
Once in half year	1	3.6%
Total	28	100.0%

90% heads of the schools liked orientation once a year

**Table: 5. Do you like to have teachers' orientation program**

Responses	No. of respondents	Percentage
Once in a year	26	92.9%
Once in half year	2	7.1%
Total	28	100.0%

More than 90% liked orientation of students class leaders once a year

**Table: 6.Do you like to have orientation for students' class leaders**

Responses	No. of respondents	Percentage
Once in two years	1	3.6%

Once in a year	26	92.9%
Once in half year	1	3.6%
Total	28	100.0%

More than 90% preferred to have career guidance and orientation of students in Classes IX-X once a year

**Table: 7. Do you like to have career guidance and orientation for students of classes IX, X**

Responses	No. of respondents	Percentage
Once in a year	26	92.9%
Once in half year	2	7.1%
Total	28	100.0%

Two-third heads of the schools felt need for improving Literary club in the school

**Table: 8. Literary Club**

Responses	No. of respondents	Percentage
Yes	10	35.7%
No	18	64.3%
Total	28	100.0%

50% felt satisfactory in the performance of Peace club

**Table: 9. Peace club**

Responses	No. of respondents	Percentage
Yes	14	50.0%
No	14	50.0%
Total	28	100.0%

More than half felt satisfactory in Cultural club activities



**Table: 10. Culture club**

Responses	No. of respondents	Percentage
Yes	18	64.3%
No	10	35.7%
Total	28	100.0%

90% felt satisfactory in the performance of Environment club in the schools

**Table: 11.Environment club**

Responses	No. of respondents	Percentage
Yes	25	89.3%
No	3	10.7%
Total	28	100.0%

Less than 50% felt satisfactory in the performance of Science club activities

**Table: 12. Science club**

Responses	No. of respondents	Percentage
Yes	12	42.9%
No	16	57.1%
Total	28	100.0%

Implementation of POCSO in the schools

Less than 50% felt implementation of POCSO as the responsibility of the school management

**Table: 13. What are the committee that looks into POSCO Act**

Responses	No. of respondents	Percentage
Childs right	2	7.1%
Corporal punishment	2	7.1%
Legal cell	1	3.6%
need to look into	1	3.6%

no	9	32.1%
school management see to it	13	46.4%
Total	28	100.0%

Immediate plans for improvements felt in the areas of smart class; human resource; and infrastructure in most schools

**Table: 14. What are the immediate plans in pipeline of the administration to cater to the**

Responses	No. of respondents	Percentage
facilities	8	28.6%
Healthy environment	1	3.6%
Home visit	1	3.6%
Human resource	3	10.7%
infrastructure	2	7.1%
infrastructure and quality teachers	1	3.6%
management	1	3.6%
Motivational programme and creative learning	1	3.6%
Non-detention policy and orientation for both teachers and students	1	3.6%
School building construction	2	7.1%
Smart classroom	6	21.4%
Updating library, science lab and audio-visual	1	3.6%
Total	28	100.0%

**Table: 15. Should the students be trained for the civil service examination from class VIII onwards or else. How must schools prepare the students for in the contemporary times?**

Responses	No. of respondents	Percentage
good to support	9	32.1%
highly recommended	5	17.9%

preferably class 10 through exposure and seminars	5	17.9%
support this venture	9	32.1%
Total	28	100.0%

More than 80% heads of the school preferred to prepare students for civil service examination right from class VIII and X

**Table: 16. Suggestions for the next 10 years school development. How do you assess the present school curriculum in terms of preparing the younger generations to face the challenges of their present times and future**

Responses	No. of respondents	Percentage
build foundation through knowledge and language and development in science and technologies	1	3.6%
human resource	7	25.0%
infrastructure	11	39.3%
quality education	4	14.3%
value based education	5	17.9%
Total	28	100.0%

Key areas in next 10 years plan for school development in terms of priority

- Infrastructure improvement
- Human resources
- Value based education/ quality education
- Strong foundation in science and technology

**Table: 17. What are the best practices of your school which can be shared with other schools?**

Responses	No. of respondents	Percentage
Discipline, responsibility and moral values	18	64.3%
leadership	6	21.4%
value based education	4	14.3%
Total	28	100.0%

Best practices in Catholic schools which can be promoted to other schools

- Discipline, responsibility taking and moral value foundation
- Leadership development
- Value based education



## Student respondents

A total of 273 students participated in the survey by giving their opinions in 10 districts. District-wise distribution of student participants given below

**Table: 2.Districts distribution of the respondents who were students**

<b>Districts</b>	<b>No. of respondents</b>	<b>Percentage</b>
Dimapur	45	16.5%
Kiphire	18	6.6%
Kohima	74	27.1%
Longleng	10	3.7%
Mokokchungl	8	2.9%
Mon	21	7.6%
Peren	27	9.9%
Phek	28	10.3%
Tuensang	8	2.9%
Wokha	34	12.5%
<b>Total</b>	<b>273</b>	<b>100%</b>

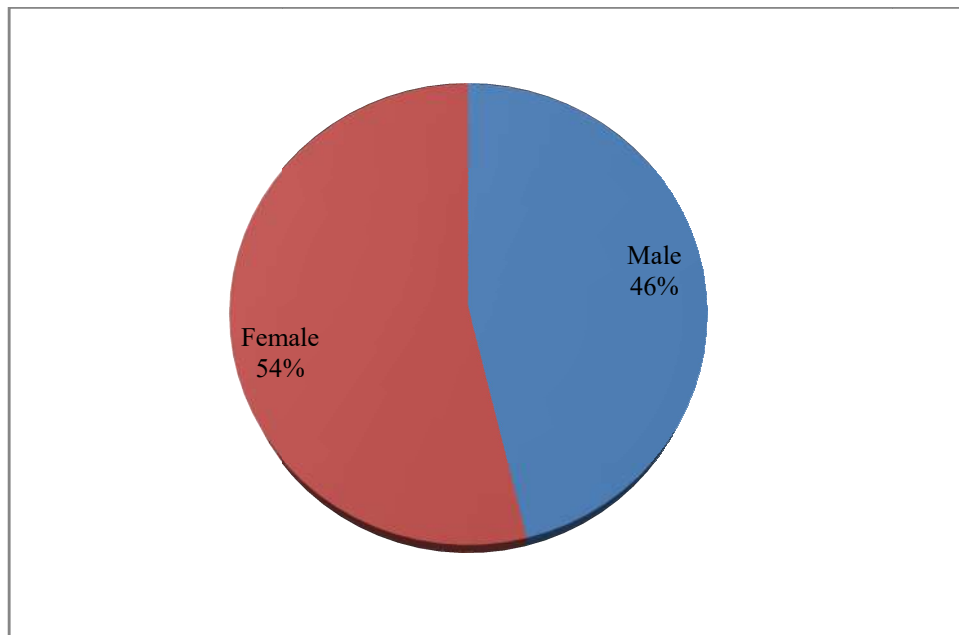
The above table (table 2) shows the distribution of respondents from different districts of Nagaland. In this study, most of the respondents were covered from Kohima district (n=74; 27.1%) which is the capital of the state followed by Dimapur district (n=45; 16.5%), Wokha district (n=34; 12.5%), Phek district (n=28; 10.5%), Peren district (n=27; 9.9%), Mon district (n=21; 7.6%), Kiphire district (n=18; 6.6%), Longleng district (n=10; 3.7%), Tuensang district (n=8; 2.9%), Mokokchung district (n=8; 2.9%). It shows that most of the respondents were from ten districts where most the respondents from Kohima district.

**Table: 3. Age group student respondents distribution against age-groups**

Age group	No. of respondents	Percentage
10-15	107	39.2%
16-20	166	60.8%
<b>Total</b>	<b>273</b>	<b>100%</b>

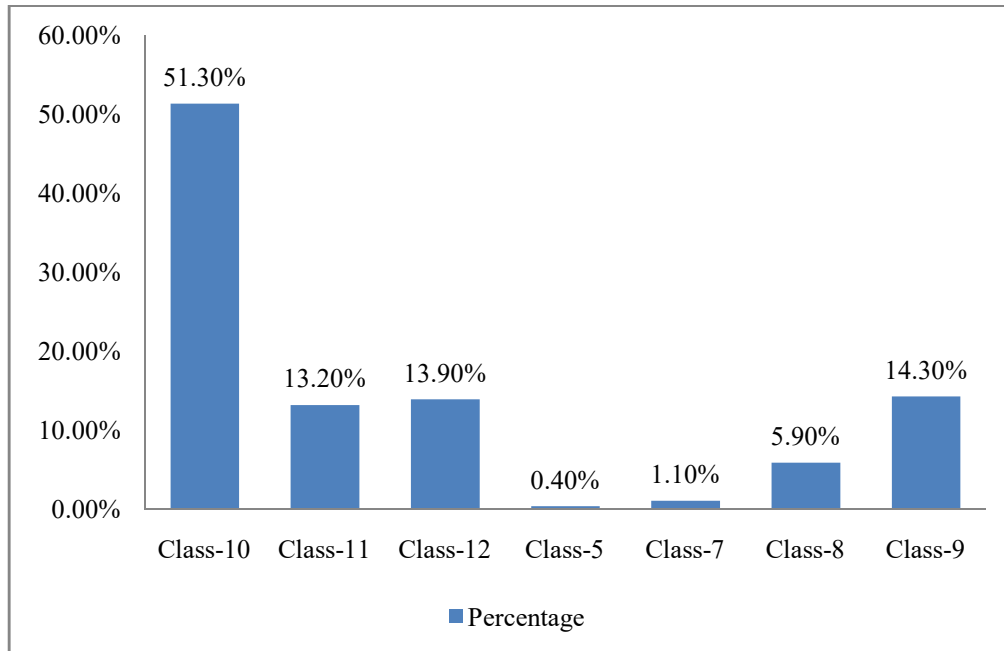
The above table (table-3) shows that majority of the respondents (n=166; 60.8%) were in the age group of 16-20 years, followed by (n=107; 39.2%) of the respondents were in the age group of 10-15 years. It shows that majority of the respondents were in the age group of 16-20 years. It shows that the respondents were in the youth and adolescent stage.

**Figure: 1. Gender distribution of the respondents**



The above figure (figure-1) shows that majority 53.8% of the respondents were female, while 46.2% of the respondents were male. It shows that majority of the respondents were female.

**Figure: 2. Class distribution of the respondents**



The above figure (figure-2) shows that majority 51.3% of the respondents were class-10 students, followed by 14.3% of the respondents were class-9, 13.9% of the respondents were class-12, 13.2% of the respondents were class-11, 5.9% of the respondents were class-8, 1.1% of the respondents were class-7 and 0.4% of the respondents were class-5. It shows that majority of the respondents were from high school students followed by higher secondary students.

**Table: 3. Tribe distribution of the respondents**

<b>Tribe</b>	<b>No. of respondents</b>	<b>Percentage</b>
Adi	1	0.4%
Angami	56	20.5%
Ao	18	6.6%
Bengali	1	0.4%
Chakhesang	27	9.9%
Chang	7	2.6%
Hindu	3	1.1%
Kachari	1	0.4%
Konyak	21	7.7%
Lianhami	1	0.4%
Lotha	40	14.7%
Manipuri	1	0.4%
Mao	2	0.7%
Muslim	3	1.1%
Nepali	3	1.1%
Phom	13	4.8%
Pochury	10	3.7%
Poumai	3	1.1%
Rengma	5	1.8%
Rongmei	1	0.4%
Sangtam	7	2.6%
Sumi	12	4.4%
Tangkhul	2	0.7%
Tikhir	4	1.5%
Yimchunger	10	3.7%
Zeliang	21	7.7%
<b>Total</b>	<b>273</b>	<b>100%</b>



The above table (table-3) shows that (n=56; 20.5%) were Angami tribe, followed by Lotha tribe(n=40; 14.7%), Chakhesang tribe (n=27;9.9%), Konyak tribe (n=21; 7.7%), Zeliang tribe (n=21; 7.7%), Ao tribe (n=18; 6.6%), Phom tribe (n=13; 4.8%), Sumi tribe (n=12; 4.4%), Pochury tribe (n=10;3.7%), Yimchunger tribe (n=10;3.7%), Sangtam tribe (n=7; 2.6%), Chang tribe (n=7; 2.6%), Rengma tribe (n=5; 1.8%), Thikir tribe (n=4; 1.5%), Hindu community (n=3; 1.1%), Muslimcommunity (n=3; 1.1%), Nepali tribe (n=3; 1.1%), Poumai tribe (n=3; 1.1%), Tangkul tribeMao tribe (n=2; 0.7%), Adi (n=1; 0.4%),Kachari tribe, Bengali tribe (n=1; 0.4%),Lianhami tribe (n=1; 0.4%),Manipuri (n=1; 0.4%),Rongmei tribe (n=1; 0.4%). It shows that the respondents were from different tribes of Nagaland, Manipur, Assam and from other parts of states comprising of 26 tribes.

**Table: 4. Good things about your school**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Administration	7	2.6%
Co-curricular activities	9	3.3%
Communication	1	0.4%
Dedicated teachers	26	9.5%
Discipline	20	7.3%
Environment	128	46.9%
Facilities	1	0.4%
Infrastructure	16	5.9%
Management	1	0.4%
Qualified teachers	5	1.8%
Quality education	14	5.1%
Rules and regulation	45	16.5%
<b>Total</b>	<b>273</b>	<b>100%</b>

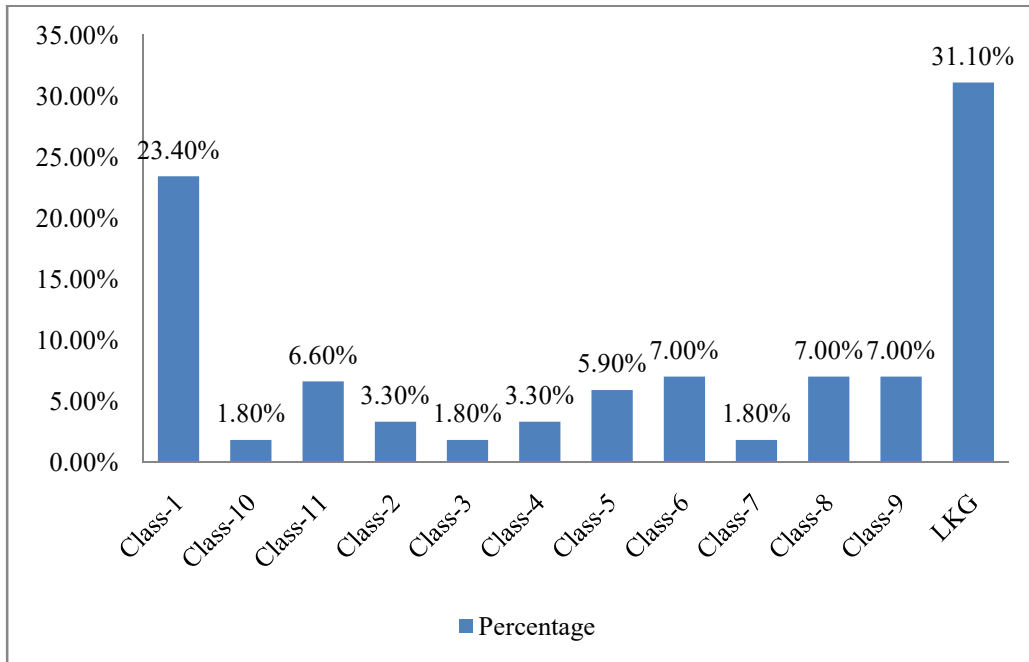
The above table (table-4) shows that (n=128;46.9%) responded that the schools environment is the good, followed by (n=45; 16.5%) responded that they like their school rules and regulation, (n=26; 9.5%) responded that their teachers are dedicated, (n=16; 5.9%) responded that they like their school infrastructure, (n=14; 5.1%) responded that the school provide quality education, (n=9; 3.3%) responded co-curricular activities as the good things in school, (n=7; 2.6%) responded that good administration,(n=5; 1.8%) responded qualified teachers, (n=1; 0.4%) responded that the good thing about their school is because of good communication skill, another (n=1; 0.4%) responded that the school provide good facilities and (n=1; 0.4%) responded that the school have a good management. It shows that there are different points of the respondents which they considered as a good thing in schools and satisfactory.

**Table: 5. Areas to improve in your school**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Academic performance	2	0.7%
Co-curricular activities	3	1.1%
Communication skill	3	1.1%
Communication skills and untrained teachers	6	2.2%
Discipline	2	0.7%
Environment	9	3.3%
Facilities	233	85.3%
Facilities and discipline	1	0.4%
Imposing fines unnecessarily	4	1.5%
Management	6	2.2%
None	1	0.4%
Rules and regulation	3	1.1%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (table-5) shows that majority (n=233; 85.3%) responded that facilities is one of the areas which needs to improve, followed by (n=9; 3.3%) responded that school environment needs to be improve, (n=6; 2.2%) responded that school management needs to be improve, (n=6; 2.2%) responded that teachers need to be trained and also communication skills, (n=4; 1.5%) responded that imposing fines unnecessarily should be stop, (n=3; 1.1%) responded that more co-curricular activities needs to implement, (n=3; 1.1%) responded that communication skills needs to be improve among the students, (n=3; 1.1%) also responded that the school rules and regulation needs to be improve, (n=2; 0.7%) responded that the school academic performance needs to be improve, (n=2; 0.7%) also responded that the school discipline needs to be improve, (n=1; 0.4%) responded that the facilities and discipline needs to be improve and (n=1; 0.4%) responded none. It shows that there are different points which the respondents has observed the linkages in the schools where majority of the respondents stated lack of facilities in school is one of the major challenges and which needs to develop.

**Figure: 3. Enrollment of students in the school**



The above figure (Figure-3) shows that 31.1% of the respondents has enroll in the school starting from LKG, followed by 23.4% of the respondents enroll from class-1, 7.0% enroll from class-6, another 7.0%enroll from class-8, also7.0%enroll from class-9,6.6% joined from class-11, 5.9%enroll from class-5,3.3%enroll from class-2,3.3%joined from class-4,1.8%joined from class-10, another 1.8%joined from class-3,1.8% joined from class-7. It shows that majority of the respondents have enroll in catholic schools starting from primary level. It also shows that there is no limitation of enrollment in catholic schools.

**Table: 6. Distribution of respondent rating their level of happiness in the school**

<b>Rating</b>	<b>No. of respondents</b>	<b>Percentage</b>
1-5	17	6.2%
6-10	256	93.8%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-6) shows that majority of the respondents (n=256; 93.8%) rated 6-10, followed (n6.2% of the respondent rated 1-5. It shows that majority of the respondents are excited and happy in their school.

**Table: 7. Distribution of happiness in the school**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Acquiring knowledge	25	9.2%
Co-curricular activities	41	15.0%
Cooperation	4	1.5%
Environment	61	22.3%
Friends	39	14.3%
Friends and teachers	76	27.8%
Rules and regulation	5	1.8%
Teachers	1	0.4%
Teachers are friendly	15	5.5%
Teaching method	6	2.2%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-7) shows that 27.8% of the respondents stated that friendliness of the teachers makes them happy in the school, followed by 22.3% responded that the school environment makes them happy, 15.0% are happy because of school co-curricular activities, 14.3% responded that their friend make the happy, 9.2% are happy because they acquire new knowledge every day, 5.5%responded that the teachers are friendly, 2.2%are happy with the teachers teaching method,1.8% are happy with the schools rules and regulation, 1.5%are happy



because students are cooperative, 0.4% are happy because of the teacher friendliness. It shows that most of the respondents are happy because of their friends and teachers. It also shows that catholic schools promote the friendly environment so as to develop better relationship in the school.

**Table: 8.What makes you sad in the school**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Bullying	4	1.5%
Discipline	26	9.5%
Environment	3	1.1%
Facilities	67	24.5%
Failures	5	1.8%
None	28	10.3%
Partiality	18	6.6%
Punishments	2	0.7%
Punishments from teachers	31	11.4%
Rules and regulation	29	10.6%
Students disobeying teachers	55	20.1%
Teachers attitude	1	0.4%
Unfaithful friends	1	0.4%
Unnecessary scolding by teachers	3	1.1%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-8) shows that (n=67; 24.5%) stated that due to lack of the facilities in the school it makes the respondents sad, followed by (n=55; 20.1%) stated disobedience of students towards their teachers makes them sad, 11.4% responded the punishment from the teachers makes them sad, 10.6% are sad because of the strict rules and regulation, 10.3% of the respondents responded none, 9.5% are sad because there is no discipline in the school, 6.6% are sad because of partiality by the teachers, 1.8% are sad because of the failure of the individual in academic, 1.5% are sad because of being bullied by other students, 1.1% are sad because of

school environment , another 1.1% are sad due to unnecessary scolding from the teachers, 0.4% are sad because of their teacher attitude and their way of communication and another 0.4% are sad due to unfaithful friends. It shows that most of the respondents stated the reason which makes them sad where lack of facilities is one of the major points. It also shows that the respondents have various reasons which makes them sad in schools which need to be check upon by the institution or administration with regard to all the issues for the students and improve the school functioning and for better environment.

**Table: 9. Status of respondents who have tasted drugs**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes	36	13.2%
No	237	86.8%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-9) shows that majority (n=237; 86.8%) stated that they have not tasted any drugs, whereas (n=36; 13.2%) responded they have tasted drugs before. It shows that majority of the students have not tasted drugs which gives positive remark for the school. it also shows that the schools promote tobacco free campus.

**Table: 10. Sexual exploitation status of the respondents**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes	5	1.8%
No	268	98.2%
<b>Total</b>	<b>273</b>	<b>100.0</b>

The above table (Table-10) shows that (n=268; 98.2%) stated that they have not experience any sexual exploitation, whereas (n=5; 1.8%) responded that they have experience sexual harassment. It shows that there is no sexual exploitation issue in the school campus as the respondents feel safe and secure in the school. It also shows that sexual exploitation does not prevail much in the context of Nagaland.

**Table: 11. If yes, by whom?**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Friends	3	1.1%
Neighbours	1	0.4%
Others	1	0.4%
Not applicable	268	98.2%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-11) shows that majority (n=268; 98.2%) stated that its not applicable, which proved that sexual harassment is less among the community, followed by (n=3; 1.1%) of are sexually harassed by their friends,(n=1; 0.4%) sexually harassed by the neighbours and (n=1; 0.4%) responded by others. It shows that majority of the respondents stated that sexual harassment do not occur in the school which shows safety for the respondents whereas few have stated that the sexual harassment takes place outside the school campus which parents and society needs to be aware of the situation.

**Table: 12. Academic performance status of the respondents**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Excellent	11	4.0%
Very good	47	17.2%
Good	182	66.7%
Average	33	12.1%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-12) shows that majority 66.7% of the respondents stated that their academic performance are good, followed by 17.2% of the respondents responded that their academic performance in school are very good, 12.1% responded their academic performance are average and 4.0% responded their academic performance are excellent. It shows that the students of catholic school are performing well in academic performance and majority of the respondents grade themselves in good category which shows that Catholic schools promote quality education in the community and the state.

**Table: 13. Status of teachers monitoring students when they have difficulties in studies**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Constant support	69	25.3%
Encouragement	20	7.3%
Helpful	47	17.2%
Motivation	15	5.5%
Solving problems	121	44.3%
Supportive	1	0.4%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-13) shows that 44.3% of the respondents stated that their teachers solve the problem whenever they have difficulties in their studies, followed by 25.3% of the respondents stated that the teachers extent their constant support for the students in studies, 17.2%of the respondents stated that the teachers are helpful, 7.3% of the respondents stated that the teachers are encouraging, 5.5%of the respondents responded that the teachers motivate them during their difficulties, and 0.4% of the respondents responded that the teachers are supportive. It shows that the teachers of catholic school shows concern and provide services when their students are going through difficulties in their studies and dedicated.

**Table: 14. Distribution on human rights**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
No	30	11.0%
Yes	243	89.0%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-14) shows that majority 89.0% of the respondents responded that boys and girls, men and women have equal rights, whereas 11.0%the respondents responded that boys

and girls, men and women does not have equal rights. It shows that majority of the respondents thinks that boys and girls, men and women have equal rights as every individual gets equal opportunity. It also shows that

**Table: 15. Why do you think so?**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Both have different rights	18	6.6%
Both have equal rights	243	89.0%
Man and women do not have equal rights	9	3.3%
Men get more authority	3	1.1%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-15) shows that majority 89.0% of the respondents stated that both men and women have equal rights, followed by 6.6% of the respondents stated that both men and women have different rights, 3.3% respondents stated that man and women do not have equal rights and 1.1% of the respondents stated that men get more authority. It shows that majority of the respondents think that both men and women have equal rights. Whereas few think that boys and girls have different rights. It shows that Catholic schools promote right to equality.

**Table: 16. Status of local and non-local rights**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
No	103	37.7%
Yes	170	62.3%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-16) shows that majority 62.3% the respondents stated that both local and non local have equal rights, followed by 37.7% the respondents stated that both local and non local does not have equal rights. It shows that majority of the respondents believes that both local and non local have equal rights. Whereas few stated that there is no equality among the local and non-local.



**Table: 17. Status of no. respondent's friend in the school**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Few	103	37.7%
Many	96	35.2%
Uncountable	74	27.1%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-17) shows that 37.7% of the respondents stated that they have few friends in school, followed by 35.2% of the respondents stated that they have many friends in school and 27.1% of the respondents responded that they have uncountable friends in school. It shows that majority of the respondents have maximum friends in the school. It also shows oneness and belongingness in the School.

**Table: 18. Status of teacher's teaching-learning process**

<b>Rating</b>	<b>No. of respondents</b>	<b>Percentage</b>
1-5	23	8.4%
6-10	250	91.6%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-18) shows that majority 91.6% of the respondents have rated 6-10 on teachers teaching and learning process, while 8.4% of the respondents have rated 1-5 on teachers teaching and learning process. It shows that majority of the catholic school have qualified and trained teachers.

**Table: 19. Why is it so?**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Discipline	2	0.7%
Dedicated	26	9.5%
Helpful	139	50.9%
Supportive	57	20.9%
Teaching method	49	17.9%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-19) shows that most 50.9% of the respondents responded that their teacher are good because they are helpful, followed by 20.9% of the respondents responded that their teacher are supportive, 17.9% of the respondents responded that their teachers apply good teaching methods, 9.5% of the respondents responded that their teacher are dedicated and 0.7% of the respondents responded that their teachers are well discipline. It shows that the catholic school teacher have good moral characters and provide necessary supports to the students.

**Table: 20. Best thing about your teachers**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Dedicated	44	16.1%
Friendly	77	28.2%
Helpful	1	0.4%
Motivate	5	1.8%
Supportive	88	32.2%
Teaching method	51	18.7%
Well educated	7	2.6%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows that 32.2% of the respondents responded that the best thing about their teacher is they are supportive, followed by 28.2% of the respondents responded that the teachers are friendly, 18.7% of the respondents responded that the teachers apply good teaching method, 16.1% of the respondents responded that the teachers are dedicated, 2.6% of the respondents

responded that the teachers are well educated, 1.8% of the respondents responded that the teacher motivate them when they feel down and 0.4%of the respondents responded that the teacher are3 helpful. It shows that all the respondents have different view point on teachers.

**Table: 21. Distribution of respondents based on teacher's improvement area**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Articulation	12	4.4%
Dedication	8	2.9%
Discipline	11	4.0%
Discrimination	2	0.7%
Interference in personal life	3	1.1%
None	114	41.8%
Partiality	20	7.3%
Responsible	18	6.6%
Strict	16	5.9%
Teaching method	63	23.1%
Understanding students problem	6	2.2%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table (Table-21) shows that 41.8% of the respondents responded none which means their teacher are good in everything, 23.1% of the respondents responded that their teachers need to improve in their teaching method, 7.3% of the respondents responded that their teachers should not be partial to any student they should treat equally, 6.6% of the respondents responded that their teachers are not responsible enough, 5.9% of the respondents responded that their teachers are too strict, 4.4% of the respondents responded that they should improve their articulation, 4.0% responded that their discipline need to be improve, 2.9% responded that their teachers dedication level needs to be improve, 2.2% responded that the teachers need to understand their students problem, 1.1% responded that the teachers interfere in personal life and 0.7% responded that the teachers should stop discrimination the students based on their grades and performance. It shows that majority of the teachers needs to improve in certain areas for their own personal growth and for school development.

**Table: 22. Distribution of subjects**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Environment and ecology	123	45.1%
Climate change/global warming	36	13.2%
Disaster	24	8.8%
Violent conflict	2	0.7%
Sustainable development	30	11.0%
Peace and justice	25	9.2%
Globalization	5	1.8%
Drugs and HIV/AIDS	1	0.4%
Life skill	27	9.9%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows the respondents understanding and learning about the following environment for sustainable development. 45.1% of the respondents responded environment and ecology, 13.2%of the respondents responded climate change/global warming,11.0% of the respondents' stated sustainable development, 9.9%of the respondents responded life skill, 9.2% responded peace and justice, 8.8% responded disaster, 1.8% responded globalization, 0.7% responded violent conflict and 0.4% responded drugs and HIV/AIDS. It shows the all the respondents have different level of understanding and learning's on sustainable development.



**Table: 23. Status of religious gatherings attended by the respondents**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes	259	94.9%
No	14	5.1%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows that majority 94.9% of the respondents responded yes and pray/attend religiously gathering regularly, while 5.1% of the respondents responded no and does not pray/attend religiously gathering regularly. It shows that majority of the respondents pray/attend religiously gathering regularly.

**Table: 24. What do you pray to God**

<b>Reasons</b>	<b>No. of respondents</b>	<b>Percentage</b>
Blessing for everyone	166	60.8%
For forgiveness	9	3.3%
For guidance	28	10.3%
Good health	3	1.1%
Poor and needy	4	1.5%
Wisdom and knowledge	63	23.1%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows that majority 60.8% of the respondents pray to God for blessing for everyone, 23.1%% of the respondents pray to God for wisdom and knowledge, 10.3%of the respondents pray to God for guidance, 3.3% of the respondents pray to God for forgiveness, 1.5% of the respondents pray to God for the poor and the needy and 1.1%of the respondents pray to God for good health. It shows that all the respondents pray to God for different reasons.

**Table: 25. Distribution of respondent based on responding when conflict arises in school/outside with others**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Resolve issues	118	43.2%
Respond positively	91	33.3%
Ignore it	19	7.0%
Not engaged in any conflict	24	8.8%
Report to management	18	6.6%
Consult with elders and teachers	3	1.1%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows that 43.2% of the respondents resolve the issue whenever there is conflict, 33.3% of the respondents response positively whenever there is conflict, 8.8% of the respondents does not engaged in any conflicts, 7.0% of the respondents ignore it whenever there is conflict, 6.6% of the respondents reports to the management whenever there is conflict and 1.1%consult with elders and teachers whenever there is conflict. It shows that majority of the respondents try to resolve and response positively whenever there is conflict.

**Table: 26. Distribution of respondents based on satisfaction level of school management**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes	138	50.5%
No	135	49.5%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows that majority 50.5% of the respondents are satisfied with the school management, while 49.5%of the respondents are not satisfied with the school management. It shows that majority of the respondents are satisfied with the school management system.

**Table: 27. Status of catholic institution in enhancing the student spiritual life**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes	255	93.4%
No	18	6.6%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows that majority 93.4% of the respondents responded (yes) that the catholic institution is enhancing their spiritual life, while 6.6% of the respondents responded (no) that the catholic institution does not enhance their spiritual life. It shows that majority of the respondents are spiritual enhance by studying in catholic institutions.

**Table: 28. Status of catholic institution in restricting the practice of other denomination**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes	1	0.4%
No	272	99.6%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows that majority 99.6% of the respondents stated that there is no restriction with the practice of other denomination, followed by 0.4% of the respondents stated that catholic institution restrict the practice of other denomination. It shows that the catholic institution does not promote discrimination in restricting the practice of other denomination.

**Table: 29. Status of catholic institution in promoting discrimination**

<b>Response</b>	<b>No. of respondents</b>	<b>Percentage</b>
Yes	11	4.0%
No	262	96.0%
<b>Total</b>	<b>273</b>	<b>100%</b>

The above table shows that majority 96.0% of the respondents stated that catholic institution does not promote discrimination in anyway, while 4.0%of the respondents stated that catholic institution promote discrimination. It shows that the catholic institution does not promote any discrimination based on religion or other backgrounds of the students. Majority stated that there is no discrimination while few stated there is discrimination which the school needs to see upon.

## PARENTS DATA

**Table: 30. Age distribution**

<b>Age group</b>	<b>No of respondents</b>	<b>Percentage</b>
20-30	8	15.7%
31-40	21	41.2%
41-50	18	35.3%
51-60	4	7.8%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table show that 41.2% of the respondents are in the age group of (31-40) years, followed by 35.3% of the respondents are in the age group of (41-50) years. 15.7% are in the age group of (20-30) and 7.8% are in the age of (51-60). It shows that most of the respondents were in the age group of 31-50 years.

**Table: 31. Gender distribution of the respondent**

<b>Gender</b>	<b>No of respondents</b>	<b>Percentage</b>
Male	28	54.9%
Female	23	45.1%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority of the respondent 54.9% (28) were male followed by 45.1% (23) female. It shows that majority of the respondents were male participants.

**Table: 32. Tribe distribution of the respondents**

<b>Tribe of the respondents</b>	<b>No of respondents</b>	<b>Percentage</b>
Angami	9	17.6%
Ao	1	2.0%
Chakhesang	4	7.8%
Chang	1	2.0%
Islam	1	2.0%
Konyak	11	21.6%
Lotha	5	9.8%
Mao	2	3.9%
Maram	1	2.0%
Meities	1	2.0%
Nepali	1	2.0%
Phom	1	2.0%
Pochuri	2	3.9%
Poumai	1	2.0%
Sangtam	4	7.8%
Tangkhul	1	2.0%
Tikhir	1	2.0%
Yimchunger	3	5.9%
Zeliang	1	2.0%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 21.6% of the respondents were from Konyak tribe, followed by 17.6% from Angami tribe, 9.8% from Lotha tribe, 7.8% from Chakhesang tribe, another 7.8% from Sangtam tribe, 5.9% from Yimchunger tribe, 3.9% from Mao tribe, another 3.9% from Pochury tribe, 2.0% from Ao tribe, another 2.0% from Chang tribe, another 2.0% from Islam community, another 2.0% from Maram tribe, another 2.0% from Meities tribe, another 2.0% from Nepali community, another 2.0% from Phom tribe, another 2.0% from Poumai tribe, another 2.0% from Tangkhul tribe, another 2.0% from Tikhir tribe and again another 2.0% from



Zeliang tribe. It shows that the respondents were from different tribes of Nagaland, Manipur, Assam and even from Nepal.

**Table: 33. Occupation distribution of the respondent**

<b>Occupation of the respondents</b>	<b>No of respondents</b>	<b>Percentage</b>
AFA	1	2.0%
Asst. Teacher	5	9.8%
Business	1	2.0%
Cultivator	12	23.5%
Govt. Servant	8	15.7%
Housewife	8	15.7%
NAP	1	2.0%
Pastor	1	2.0%
Peon	2	3.9%
Rtd.govt. servant	2	3.9%
Teacher	10	19.6%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 23.5% of the respondents were cultivators, followed by 19.6% were teachers. 15.7% were govt. servant, another 15.7% were housewives, 9.8% were Asst. teachers, 3.9% were peon, another 3.9% were Rtd. Govt. servants, 2.0% were AFA, another 2.0% were Businessman, another 2.0% were NAP and again another 2.0% were Pastor. It has found out that most of the respondents are working in private sectors.

**Table: 34. Religion distributions**

<b>Religion</b>	<b>No of respondents</b>	<b>Percentage</b>
Baptist	20	39.2%
Catholic	28	54.9%
Hindu	2	3.9%
Muslim	1	2.0%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority (54.9%) of the respondents were Catholic, followed by (39.2%) were Baptist, (3.9%) are Hindu and (2.0%) is Muslim. It shows that majority of the respondents were Christians.

**Table: 35. Distribution of respondent's monthly income**

<b>Monthly income</b>	<b>No of respondents</b>	<b>Percentage</b>
1000-5000	36	70.6%
6000-10000	4	7.8%
11000-15000	5	9.8%
16000-20000	5	9.8%
21000 above	1	2.0%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above shows that majority 70.6% of the respondents monthly income were between 1000-5000, followed by 9.8% monthly income were between 11000-15000, another 9.8% monthly income were between 16000-20000, 7.8% of the respondents income were between 6000-10000 and 2.0% monthly income were 21000 and above. So it stated that majority of the have less income.

**Table: 36. District of the respondents**

<b>Districts</b>	<b>No of respondents</b>	<b>Percentage</b>
Cachar	1	2.0%
Kiphire	4	7.8%
Kohima	10	19.6%
Longleng	1	2.0%
Manipur	1	2.0%
Mokokchung	1	2.0%
Mon	12	23.5%
Nepal	1	2.0%
Peren	1	2.0%
Phek	6	11.8%
Senapati	3	5.9%
Tuensang	4	7.8%
Ukhrul	1	2.0%
Wokha	5	9.8%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that most of the respondents were from Mon district of Nagaland (23.5%), followed by 19.6% were from Kohima District, 11.8% from Phek District, 9.8% from Wokha District, 7.8% from Kiphiri District, another 7.8% from Tuensang District, 5.9% from Senapati District, 2.0% from Cachar District, another 2.0% from Longleng District, another 2.0% from Manipur, another 2.0% from Mokokchung District, another 2.0% from Nepal, another 2.0% from Peren District and again another 2.0% from Ukhrul District. It shows the respondents are from different part of Nagaland, Manipur, Assam and from Nepal.

**Table: 37. Distribution of No.children studying in catholic institution**

<b>Response</b>	<b>No of respondent</b>	<b>Percentage</b>
1	14	27.5%
2	15	29.4%
3	13	25.5%
4	6	11.8%
5	3	5.9%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 29.4% of the respondents responded that two children from their family are studying in Catholic institutions, 27.5% of the respondents responded that one child from their family are studying in Catholic institutions, 25.5% of the respondents responded that three children from their family are studying in Catholic institutions, 11.8% of the respondents responded that four children from their family are studying in Catholic institutions and 5.9% of the respondents responded that five children from their family are studying in Catholic institutions. It shows that most of the respondents are sending their children to catholic institutions for education.

**Table: 38: Status of expenditure on (one) child education per year**

<b>Expenditure</b>	<b>No of respondent</b>	<b>Percentage</b>
1000-10000	28	54.9%
11000-20000	23	45.1%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 54.9% of the respondents spent between 1000-10000 amount for (one) child education per year and 45.1% of the respondents spent 11000-20000 per year in one child education. It shows that majority of the respondents spent less expenditure on child education.

**Table: 39. Monthly income \* manageable Crosstabulation**

<b>Monthly income</b>	<b>Manageable</b>		<b>Total</b>
	<b>yes</b>	<b>No</b>	
1000-5000	15	37	37
6000-10000	0	8	8
11000-15000	6	6	6
<b>Total</b>	<b>21</b>	<b>51</b>	<b>51</b>

The above table shows that majority 37% of the respondent income were 1000-5000 were (8%) income 6000-10000 followed by( 6%) income falls under 11000-15000 monthly.

**Table: 40: Status of respondent managing expenses on child education**

<b>Manageable</b>	<b>No of respondent</b>	<b>Percentage</b>
Yes	21	41.2%
No	30	58.8%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 58.8% of the respondents can afford/ manage in child education and while 41.2%of the respondents find difficult to manage in child schooling. It shows that some of the respondents find difficulty to manage the child education.

**Table: 41: Is cost of your child's education in catholic institution better than other pvt/govt schools**

<b>Response</b>	<b>No of respondents</b>	<b>Percentage</b>
Yes	45	88.2%
No	6	11.8%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 88.2% of the respondents feel that catholic institution have better cost for their children education than other pvt/govt institutions and while 11.8% of the respondent do not agree the cost of catholic institutions better than other pvt/govt institutions. It shows that majority of the respondents sent their children to catholic school because they have better fee structure and other cost comparing to other Pvt/Govt institutions.

**Table: 42: Assessment of academic performance of the school**

<b>Rating</b>	<b>No of respondents</b>	<b>Percentage</b>
1-5	10	19.6%
6-10	41	80.4%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 80.4% of the respondents assessed the performance of the school (6-10) which shows that that are satisfied and 19.6% of the respondents assessed (1-5) which shows they are not satisfied with the performance. It shows that majority of the respondents are satisfied with the academic performance of the school.



**Table: 43: if the score is 6 above, reasons why it is better than the others**

<b>Reasons</b>	<b>No of respondents</b>	<b>Percentage</b>
Administration	20	39.2%
Discipline	9	17.6%
Good environment	1	2.0%
Good teachers	2	3.9%
Quality education	18	35.3%
Religious institute	1	2.0%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 39.2% respondents think that catholic institution is better than other Pvt/ Govt institutions in administrative, followed by 35.3% of the respondents feel that quality education in catholic institution is better compared to other institutions, 17.6% of the respondents feel that the catholic institutions are well discipline, 3.9% of the respondents feel that the catholic institutions teacher are good, 2.0% of the respondents feel that the catholic institutions are better because it is a religious institute and another 2.0% of the respondents feel that the catholic institutions is better because the environment is good. It shows that all the respondents prefer catholic institution for child's education.

**Table: 44: Status of child performance and behaviour after studying in catholic school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Academic performance	23	45.1%
Discipline	25	49.0%
Language	3	5.9%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 49.0% of the respondents appreciate changes in their children discipline and behaviour studying in catholic school, followed by 45.1% appreciate in academic performances and (5.9%) of the respondents appreciate in language development. It shows that the respondent's children have change in positive manner after studying in catholic schools.

**Table: 45: if the score is 5 below, why is it less**

<b>Response</b>	<b>No of respondents</b>	<b>Percent</b>
Lack of facilities	13	25.5%
Less study at school	6	11.8%
Less trained teachers and payment scale	25	49.0%
Strict	7	13.7%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 49.0% of the respondents feel that there are less trained teachers and payment scale is poor, followed by 25.5% of the respondents stated that lack of facilities in school, 13.7% of the respondents stated that there are less study in the school and 13.7% of the respondents feels that the school are not strict towards the students.

**Table: 46: Assessment of the school**

<b>Response</b>	<b>No of respondents</b>	<b>Percentage</b>
Communication	6	11.8%
Computer education	1	2.0%
Exposure	1	2.0%
Facilities	21	41.2%
Management	2	3.9%
Qualified teachers	20	39.2%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 41.2% of the respondent says that facilities of the school needs to improve, 39.2% of the respondent feel that the school needs to have qualified teachers, 11.8% of the respondent feel that the school should improve in communication, 3.9% of the respondent feel that the school needs to improve in their management, 2.0% of the respondent feel that the school needs to improve in computer education and another 2.0% of the respondent feel that the school needs to have exposure for the students. It shows that the catholic school needs to improve in some of the areas for school development.

**Table: 47: Status of respondents choosing catholic school for children's education**

<b>Reasons</b>	<b>No of respondents</b>	<b>Percentage</b>
Quality education	47	92.2%
Value and principle based education	3	5.9%
Committed missionaries	1	2.0%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 92.2% of the respondents choose to send their children in catholic institution for quality education, followed by 5.9% choose due to values and principles based education and 2.0% choose due to committed missionaries. It shows that majority of the respondents choose catholic school because they provide quality education to the students.

**Table: 48: Status of respondents comparing the performance of catholic school education with other states.**

<b>Performance rate</b>	<b>No of respondents</b>	<b>Percentage</b>
Arunachal	4	7.8%
Assam	1	2.0%
Kerala	6	11.8%
Manipur	22	43.1%
Meghalaya	18	35.3%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 43.1% of the respondents compared Manipur in academic performance in catholic schools, followed by 35.3% compared Meghalaya, 11.8% of the respondents compared to Kerala education system, 7.8% compared to Arunachal Pradesh and 2.0% compared to Assam. It shows that most of the respondents have compared the catholic schools of North Eastern States of Indian.

**Table: 49:Status of respondents recommending catholic schools to others for children education**

<b>Response</b>	<b>No of respondents</b>	<b>Percentage</b>
Yes	49	96.1%
Not sure	2	3.9%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 96.1% of the respondents would like to recommend catholic schools to others for children education and 3.9% of the respondents are not sure to recommend to others. It shows that majority of the respondents would like to recommend catholic schools to others for children education

**Table: 50: Assessment on teachers' performance**

<b>Assessed</b>	<b>No of respondents</b>	<b>Percentage</b>
1-5	9	17.6%
6-10	42	82.4%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 82.4% of the respondents' rated the teachers' performance 6-10 which shows that they are satisfied and 17.6%)rated between 1-5 which is not satisfactory. It shows that majority of the respondents are satisfied with the teachers performance.

**Table: 50: Assessment onTeacher’s performance**

<b>Response</b>	<b>No of respondents</b>	<b>Percentage</b>
Communication	1	2.0%
Dedicated	32	62.7%
Discipline	1	2.0%
Supportive	17	33.3%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 62.7% of the respondents says that the best thing about teachers is their dedication, followed by 33.3% says that teachers are supportive and 2.0% says that teachers are good at communication and another 2.0% of the respondents says that the teacher are well discipline. It shows that the catholic schools have good quality teachers.

**Table: 51: Areas to improve for the teachers**

<b>Reasons</b>	<b>No of respondents</b>	<b>Percentage</b>
Co-operation	3	5.9%
Qualifications of teachers	1	2.0%
Responsibility	18	35.3%
Teaching method	4	7.8%
Teachers training	24	47.1%
Use of tobacco	1	2.0%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that 47.1% of the respondents stated that teachers need to be trained, followed by 35.3% stated that teachers need to be responsible, 7.8% stated that teachers needs to improve in teaching method, 5.9% stated that teachers needs to improve in cooperation among the teachers and administration and also with the parents, 2.0% stated that teachers needs to be qualified and another 2.0% using of tobacco in the school irrespectively. It shows that most of the respondents responded that the catholic school teachers should be trained.



**Table: 52: Assessment of information on child's performance**

<b>Updates of the child progress in school</b>	<b>No of respondents</b>	<b>Percentage</b>
Communication	3	5.9%
Frequent updates	1	2.0%
Home visit	2	3.9%
Parent teacher meeting	28	54.9%
Through examination report	14	27.5%
Unaware	3	5.9%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 54.9% of the respondents get information about the progress of their children through parent-teacher meeting, followed by 27.5% get information through examination report, 5.9% get information through communication, another 5.9% are unaware of the child progress, 3.9% get information through home visits by school, management or teachers and 2.0% get information and updates through friends. It shows that the respondents get information or updates regarding their child progress through various sources.

**Table: 53: Assessment of school infrastructure and facilities compared to other pvt/govt schools**

<b>Assessment for school</b>	<b>No of respondent</b>	<b>Percentage</b>
1-5	7	13.7%
6-10	44	86.3%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 86.3% of the respondents rated between (6-10) catholic institutions infrastructure and facilities is better compared to other pvt/govt schools, and 13.7% of the respondents rated (1-5) which shows that catholic institutions infrastructure and facilities are not better than other pvt/govt schools. It shows that majority of the respondents rated that catholic institutions infrastructure and facilities is better compared to other pvt/govt schools

**Table: 54: Status of catholic school providing adequate facilities for differently-abled**

<b>Response</b>	<b>No of respondents</b>	<b>Percentage</b>
Yes	27	52.9%
No	19	37.3%
Not sure	5	9.8%
<b>Total</b>	<b>51</b>	<b>100.0%</b>

The above table shows that majority 52.9% of the respondents agreed that the school provide adequate facilities for differently-abled, followed by 37.3% do not agree that school provides facilities for differently-abled students and 9.8% of the respondents are not aware about the facilities in the school.

## PUBLIC LEADERS

**Table: 55. Distribution of respondent name**

<b>Name of the respondents</b>	<b>No of respondents</b>	<b>Percentage</b>
MhetseloTKapfo	1	16.7%
NuvesayiEdward	1	16.7%
Phuhlem	1	16.7%
RhosiethoNguori	1	16.7%
WelhiteNaro	1	16.7%
WetshochiLetro	1	16.7%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that the respondents are collective and from different tribes and different district.

**Table: 56. Age distribution of respondent**

<b>Age</b>	<b>No of respondents</b>	<b>Percentage</b>
41-50	5	83.3%
61-70	1	16.7%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that majority 83.3% of the respondents are in the age group of 41-50 years and 16.7% of the respondent is in age group of 61-70 years. It shows that majority of the respondents are in the age group of 41-50 years.

**Table: 57: Gender distribution of respondent**

<b>Gender</b>	<b>No of respondents</b>	<b>Percentage</b>
Male	6	100.0%

The table shows that (100%) of the respondents were Male.

**Table: 58: Tribe distribution of the respondents**

<b>Tribe</b>	<b>No of respondents</b>	<b>Percentage</b>
Chakhesang	4	66.7%
Konyak	1	16.7%
Pochuri	1	16.7%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that majority 66.7% of the respondents were from Chakhesang tribe, followed by 16.7% of the respondents were from Konyak tribe and another 16.7% of the respondents were from Pochuri tribe. It shows that all the respondents were from Naga tribes.

**Table: 59: Occupation distribution of respondent**

<b>Occupation</b>	<b>No. of respondent</b>	<b>Percentage</b>
Ex-VDB Secy	1	16.7%
Farmer	1	16.7%
govt. servant	2	33.3%
Pastor	1	16.7%
social worker	1	16.7%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that 33.3% of the respondents are working as govt. servant, 16.7% of the respondent is an Ex-VDB Secretary, another 16.7% of the respondent is as a farmer, another 16.7% of the respondent is a social worker and again another 16.7% of the respondent is a pastor. It shows majority of the respondents are working in private sectors.

**Table: 60: Religion distribution of respondent**

<b>Religion</b>	<b>No of respondents</b>	<b>Percentage</b>
Christian	6	100.0%

The above shows that all the respondents (100%) were Christian.

**Table: 61: Status of respondent monthly income**

<b>Monthly income</b>	<b>No. of respondent</b>	<b>Percentage</b>
5000-15000	3	50.0%
25001-35000	1	16.7%
35001-45000	1	16.7%
45000 and above	1	16.7%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that half of the respondents 50% monthly income are Rs. 5000-15000, whereas 16.7% of the respondent monthly incomes is Rs 25001-35000, another 16.7% of the respondent monthly incomes between is Rs. 35001-45000 and again another 16.7% of the respondent monthly incomes is Rs.45000 and above. It shows half of the respondents earns around 5000-15000 and other half of the respondents earn above 25000.

**Table: 62: Denomination of the respondents**

<b>Denomination</b>	<b>No of respondents</b>	<b>Percentage</b>
Baptist	4	66.7%
Catholic	2	33.3%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that majority 66.7% of the respondents were Baptist and 33.3% were Catholic.

**Table: 63: Village distribution of respondent**

<b>Village</b>	<b>No of respondents</b>	<b>Percentage</b>
Chizami	3	50.0%
Lozaphuhu	1	16.7%
Meluri	1	16.7%
Tobu	1	16.7%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that half of the respondents 50% were from Chizami village, while 16.7% of the respondents were from Lozaphuhu village, another 16.7% of the respondents were from Meluri village and again another 16.7% of the respondents were from Tobu village. It shows that the respondents were from different village of Nagaland.

**Table: 64: District distribution of the respondent**

<b>District</b>	<b>No of respondents</b>	<b>Percentage</b>
Mon	1	16.7%
Phek	5	83.3%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that majority 83.3% of the respondents were from Phek district and 16.7% were from Mon district. It shows that majority of the respondents were from Phek district.

**Table: 65: Status of expenses made on child's education per year**

<b>Expenditure for each child</b>	<b>No of respondents</b>	<b>Percentage</b>
8000-12000	4	66.7%
12001-16000	1	16.7%
16001 and above	1	16.7%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that majority 66.7% of the respondents spent 8000-12000 for each child per year, followed by 16.7% spent around 12001-16000 and another 16.7% spend about 16001 & above respectively.

**Table: 66: Status of respondent managing expenses on child education**

<b>Manageable</b>	<b>No of respondents</b>	<b>Percentage</b>
Yes	4	66.7%
No	2	33.3%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that majority 66.7% of the respondents responded (yes) that they able to manage for child education, while 33.3% of the respondents responded (no) that they find difficult to manage the child educational expenses.



**Table: 67. Is cost of child's education in catholic school comparatively better than other school**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Yes	4	66.7%
No	2	33.3%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that majority 66.7% of the respondents responded (yes) that the educational cost of catholic school is comparatively better than other school, while 33.3% of the respondents responded (no) that the educational cost of catholic school is not better than other school. It shows that majority prefer catholic school for child education because the cost is much better than other school.

**Table: 68. Assessment of academic performance in catholic school**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
1-5	2	33.3%
6-10	4	66.7%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that majority 66.7% of the respondents assessed 6-10 which means they are satisfied with the academic performance of catholic schools, while 33.3% of the respondents assessed 1-5 which means they are not satisfied with the academic performance of catholic schools. It shows majority of the respondents are satisfied with the academic performance of catholic schools.

**Table: 69. if the score is above 6,why it is better than the others**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
None	2	33.3%
Quality education	1	16.7%
Sincerity of teachers	3	50.0%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that 50.0% of the respondents responded sincerity of teachers, while 33.3% of the respondents responded none and 16.7% of the respondent responded quality education.

**Table: 70. Status of child performance and behaviour after studying in catholic school**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Behaviour	2	33.3%
Behaviour and discipline	2	33.3%
Competitive	1	16.7%
Social involvement	1	16.7%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that 33.3% of the respondents responded that their children behaviour has changed after sending to catholic schools, another 33.3% of the respondents responded that their children behaviour and discipline has changed after sending to catholic schools, 16.7% the respondents responded that their child has become more competitive after sending to catholic schools and another 16.7% the respondents responded that their child has become more sociable after sending to catholic schools. It shows that all the respondents child has developed in some good manners after sending to catholic schools.

**Table: 71. Areas to improve in the school for better education in the community**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
None	2	33.3%
Specific subject teachers	1	16.7%
Teachers for maths and science	1	16.7%
Teachers training	1	16.7%
Teachers training and vocational training for drop-outs	1	16.7%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table (Table-71) shows that 33.3% of the respondents stated none, while 16.7% of the respondents stated the school needs to have specific teachers for every subject, 16.7% of the respondents stated the school needs to improve the science and math teacher, 16.7% of the respondents stated the school needs to train their teachers and again another 16.7% of the respondents stated the school needs to train their teachers and should provide vocational training for drop-out. It shows that the catholic schools need to improve in teachers' training or recruitment of trained teachers based on the specific subjects and vocational training for school development especially in rural areas.

**Table: 72. Assessment in socio-political**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Very good	3	50.0%
Good	2	33.3%
Bad	1	16.7%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table (Table-72) shows that (n=3; 50%) stated very good in socio-political, followed by (n=2; 33.3%) stated good and (n=1; 16.7%) stated as bad. It shows that the environment is pleasant as there is a good rapport building among the Catholic school administration and the public and the community at large. It also shows that mutual understanding and cooperation is there among the people.

**Table: 73. Assessment in physical environment**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Very good	4	66.7%
Good	2	33.3%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table (Table-73) shows that (n=4; 66.7%) stated that physical environment is very good, followed by (n=2; 33.3%) stated as good. It shows that there is good connectivity and trust with the environment.

**Table: 74. Assessment in peace environment**

	<b>No. of respondent</b>	<b>Percentage</b>
Excellent	1	16.7%
Very good	5	83.3%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table (Table-74) shows that (n=5; 83%) stated that peace environment is excellent, followed by (n=1; 16.7%) stated as very good. It shows that there is Peace among the community which shows that there is love and trust in the school and in the community.

**Table: 75. Assessment of Catholic school performance and contribution**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Excellent	1	16.7%
Good	5	83.3%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that majority 83.3% of the respondents that performance and contribution of catholic school education are good, 16.7% of the respondent that performance and contribution of catholic school education are excellent.

**Table: 76. Status of catholic education performance in Nagaland compared other states.**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Meghalaya	1	16.7%
None	4	66.7%
West Bengal	1	16.7%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that majority 66.7% of the respondents responded none, while 16.7% of the respondents compared Meghalaya education system and another, 16.7% of the respondents compared to West Bengal education system. It shows that some of the respondents have compared the catholic schools of Nagaland with Meghalaya and West Bengal.

**Table: 77. Assessment of teachers' performance**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
1-5	1	16.7%
6-10	5	83.3%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that majority 83.3% of the respondents assessed the teacher's performance 6-10 which means they are satisfied, while 16.7% of the respondent assessed the teacher's performance 1-5 which means they are not satisfied. It shows that majority of the respondents are satisfied with the performance of catholic schools teachers.

**Table: 78. Assessment of teachers Performance**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Commitment	4	66.7%
Discipline	2	33.3%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that majority 66.7% of the respondents responded that the teachers are committed and 33.3% of the respondents responded that the teachers are well discipline.

**Table: 79. Areas to improve for the teachers**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Communication	1	16.7%
More practical	3	50.0%
Teaching method	2	33.3%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that majority 50.0% of the respondents responded that the teachers need to be practically improve, 33.3% of the respondents responded that the teachers need to improve their teaching method and 16.7% the respondents responded that the teachers need to improve their communication skills. It shows the respondents have identified some areas of improvement for teachers which needs to be taken care for school development.

**Table: 80. Status of relation with the school management and authority for progressive development**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Good	3	50.0%

Very good	3	50.0%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table (table 28) shows the relationship status between school management and authority where half of the respondent (n=3; 50%) stated very good relationship status and remaining 50% (n=3) stated good relationship status. Overall table reflected a proper relationship status towards progressive development for academic environment.

**Table: 81. Assessment of school infrastructure and facilities compared to other pvt./govt. school in the area**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
6-10	6	100.0%

The above table shows that all the respondents 100.0% have assessed 6-10. It shows that all the respondents have said that the catholic school infrastructure and facilities are much better compared to other pvt/govt school in the area.

**Table: 82. Status of catholic institution providing adequate facilities for differently-abled**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
Yes	1	16.7%
No	3	50.0%
Not sure	2	33.3%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table shows that all the respondents 50.0% of the respondents responded (no) which mean the catholic institution does not provide adequate facilities for differently-abled, 33.3% of the respondents are not sure and 16.7% of the respondent said that the catholic institution provide adequate facilities for differently-abled.

**Table: 83. Areas to improve in the school**

<b>Response</b>	<b>No. of respondent</b>	<b>Percentage</b>
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Facilities	4	66.7%
Need experienced teachers for mathematics and science	1	16.7%
Payment scale, enrollment and public co-operation	1	16.7%
<b>Total</b>	<b>6</b>	<b>100.0%</b>

The above table shows that majority (66.7%) of the respondents responded that the school facilities has to be improve while (16.7%) of the respondent responded that the school needs experienced teacher for mathematics and science and another (16.7%) of the respondent responded that the school

## CHAPTER-5

### FINDINGS

- The study shows that students influenced each other to act in both positive and negative ways.
- The study shows that students exhibited behaviours typical of children and adolescents, including participation in playful teasing of each other, as well as some fighting or arguing with each other. However, fighting was observed less often than were helping behaviors or playful teasing.
- The finding also shows that one influential aspect was the argument that peer influences play an important role in children's educational outcomes
- Students often helped each other. They helped with homework, and cooperated to accomplish tasks such as passing out snacks or picking up games, toys, and books. In addition, children exhibited helpful behaviours toward all others not just those who were most like themselves. It was clear that the children were used to working together and supporting each other within the school environment.
- The study shows that parents send their children to catholic schools for educational outcomes.
- The study shows that parents send their children to catholic schools place a greatervalue on education and hence encourage children to work hardat school and complete their homework. Thus, it may be parental influence rather than school quality that results in improved learning.
- The study shows that catholic school education is more efficient and cost-effective than other schoolsfor quality of education.
- The study shows that teachers' showed deep care for students as they complimented and encouraged them, and invited them to share their true selves.
- The study shows that frequent changes of teachers' studies become difficult in their studies.
- The study shows that students faced problem due to unqualified teachers and communication or articulation is poor apart from being dedicated so student cannot cope up with the studies.
- The study shows that majority of the studentswere not clear with the school vision and mission statement.

- The study shows that majority of the students stated that that teachers use tobacco which shows bad behaviour of the teachers towards the students.
- The study shows majority of the respondents stated no proper recruitment and selection of teachers which affects the students' studies.
- The study shows majority of the respondents stated that catholic schools look for quantity education rather than quality education.
- The study shows majority of the respondents stated that upgrading general knowledge and technology in the school is another important aspect which catholic schools are lacking behind.
- The study shows majority of the respondents stated that lack of facilities makes them unhappy.
- The study shows that use of tobacco by the teachers makes the environment unhealthy.
- The study shows that the schools collect unnecessary fines from the students which are inappropriate.
- The study shows that majority of the respondents faced problem in their studies due to poor retention of staffs in schools.
- The study shows that majority of the students does not know the school vision and mission which indicates the lack of responsibility from the administration side.

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**A SURVEY**  
**ON**  
**AWARENESS AND PREVALENCE OF ALCOHOLISM IN NAGALAND**

Conducted by

**Shalom Rehabilitation Centre**

**Chumukedima, Nagaland**

In collaboration with

**North East Institute of Social Sciences and Research (NEISSR)**

**Chümoukedima, Nagaland**

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## 1. INTRODUCTION

Substance abuse is a common phenomenon in the world and has invaded the human society as the most important social change. The over use or use of drugs which is much more than the prescribed dosage when the human body starts depending and craving for it, is called substance overuse or drug abuse or drug addiction. Drug addiction is spreading in each and every corner of the world and India is also under the drip of drugs. Today no part of the world is free from drug addiction.

Alcohol, also known by its chemical name ethanol, is a psychoactive substance that is the active ingredient in drinks such as beer, wine, and distilled spirits. It is one of the oldest and most common recreational substances, causing the characteristic effects of alcohol intoxication "drunkenness". Consumption of alcohol is as old as the human society. It is believed that human ancestors may have begun evolving the knack for consuming alcohol about 10 million years ago, long before modern humans began brewing booze. Researches point out that the ability to break down alcohol likely helped human ancestors makes the most out of rotting, fermented fruit that fell onto the forest floor. Though used for recreational purpose, alcohol can have a devastating effect when used in large quantity or without moderation. Alcoholism can be understood as a disease characterized by the habitual intake of alcohol, marked by chronic alcohol use to the degree that it interferes with the physical and the mental health, or with the normal social or work behaviour.

Child and adolescent substance use and abuse are highly significant public health problems. The use of substance abuse has been growing post haste among children, they are increasingly likely to feel pressure to consume alcohol and use drug. The young people are exposing their mind and body to the unknown, and potentially putting their life and welfare on the line. With this reality comes a responsibility which too many people fail to uphold. There is a need to know about the chemical and botanical, one intends to use well before they do so. Awareness can help reduce cases of indiscipline related to substance abuse. Likewise possibly students may reduce the number of times they abuse drugs when they get aware of the consequences.

In this research the researcher will focus to ascertain the current scenario on the awareness of substance abuse among children, its prevalence in the family, by targeting to understand the

different perspective of students, wherein exploring the relationships with alcohol consumption and problems associated with.

## **2. REVIEW OF LITERATURE**

Since the beginning of time human have explored and abused different drugs such as cannabis, cocaine, opium, sand others. Some experts says that like lemmings, human are species that sometimes self-destruction as a way of population control.

In 1956, World Health Organization (WHO) and American Psychological Association (APA) considered drug-abuse as a disease which is defined by illicit consumption of any naturally occurring or pharmaceutical substance for the purpose of changing the way, in which a person feels, thinks, or behaves without understanding or taking into consideration the damaging physical and mental side-effects that are caused. Kamlesh & Soma (2012). Similarly, (Ashwini & Swati, 2020), also stated it as the use of certain illicit substances like alcohol, tobacco and licit substances like cocaine, amphetamine, cannabis, etc. In other word, substance abuse or drug abuse refers to the harmful or hazardous use of psychoactive substances including alcohol and illicit drug.

For a long time it has been assumed that addiction is a male problem however, women are just as likely as men to develop a substance use disorder. As a result of both sex and gender, men and women may face unique issues when it comes to use of substance. (NIDA, 2022), Men are more likely than women to use all types of illicit drugs which is more likely to result in emergency department visits or overdose deaths for men than for women. Yet addiction in women is also prevalent. Ashwini & Swation (2020) stated, addiction in women is a major public health problem which is compounded by their lack of knowledge. The most prevalent form of tobacco use in women across the globe is Cigarette smoking.

From the Global Burden Disease study 2017, drug use is ranked 12<sup>th</sup> in the world list of risk factors for morbidity and mortality .According to findings from World Drug Report 2018, Cannabis is a common drug choice of young people. Drug use depends from country to country depending on the social and economic circumstances.



The World Drug Report 2018 highlights the importance of gender-and-age-sensitive drug policies, exploring the particular needs and challenges of women and young people also looking into the increased drug use among older people, a development requiring specific treatment and care. UNDOC report (2021), estimated about 5.5% of the population aged between 15 and 64 years have used drugs at least once in the past years and over 36.3 million people or 13% of the total number of person who use drugs suffer from drug disorders.

### **Impact of substance abuse:**

Drug abuse, clinically known as substance abuse use disorder or addiction, is caused by the habitual taking of addictive substances. In simple word, it is the use of medication that is not prescribed where the user consumes the drug in large amounts and in a harmful manner.( journal. Addictive behavioral therapy) Substance use disorder are associated with a wide range of short term and long term health effect.

Globally alcohol has the highest deaths toll amongst substance use disorder. Over 350,000 died from substance use disorders in 2017, 185,000 from alcohol and 167,000 from illicit drugs. Over 2% of the world population has an alcohol or illicit drug addiction (Hannah & Max, 2019). As mentioned in Sharon (2022), Adolescents are vulnerable to the effects of substance use and use of substance also interferes with adolescent brain development.

Drug use including alcohol can have devastating effects, not only on the person abusing substances but also on their close and broader environments. It has impact human physical health, mental health and which in turn have impact on the family and on the social environment. According to Pace & Samet (2012), It can cause physical disorders such as cardiovascular and liver disease and psychologically result in hangover, academic failure. The user's family also suffers emotionally and financially because a considerable amount of money is spend on buying the substance (Sahu & Sahu 2012).

Different types of drugs can have different effects, some effects of drugs include health consequences that are long lasting and permanent. According to... Gateway foundation, more than 7 million people suffer from illicit drug use disorder and one in four deaths can be attributed to alcohol, tobacco, and illicit or prescription drug use.

## **Drug use in India**

Indian society like all other society is a society in transition. The changing roles, increased in stress and change in lifestyle leads to newer problems. The problem of Drug abuse is being increasingly recognized among both the men and women though female drug problems do not usually show up in official drug statistics. Prevalence of substance use in India in women has been reported as 11% for tobacco and 2% for alcohol. (Report women drug abuse) According to a study by Karrar et al., (2020) the mean age of onset of addiction in women was 21.51 year.

According to Sanjay (2004), In India, out of billion populations, 62.5 million people use alcohol, 8.75million use cannabis, two million use opiates and 0.6 million use sedatives or hypnotics. Injecting drugs is fairly widespread throughout the country and not restricted to the northern states. Nhp report (2017), in the north-eastern region, heroin and dextro-propoxyphene are the most commonly used opioids and buprenorphine are the most commonly used opioids in metropolitan cities such as Delhi, Mumbai, Chennai and Kolkata.

(Child line report2020-21) According to a survey by NGO in India, 63.6% of patients coming in a treatment were introduced to drugs at a young age below 15 years. 13.1% of people involved in drug and substance use are below 20 years. Out of all alcohol, cannabis and opium users 21%, 3% and 0.1% are below the age of eighteen. The report also it is also found that, there are no sensitization programs about drug abuse in schools or for the children out of school. India does not have a substance abuse policy and there is also prevalence of high incidence of charging children under the Narcotic Drugs and Psychotropic Substances Act, 1985 (NDPS)

## **Substance abuse among Children**

Substance abuse is wreaking havoc in the lives of teenagers and adolescents. Children are identified as the most vulnerable, especially those who cannot resist peer pressure. Substance abuse among children is a cause of concern across the globe.

According to UNDOC (2018) Adolescence is a period when young people undergo physical and psychological development and during this stage use of substance may affect the development. It is universally a time of vulnerability to different influences when adolescence

initiate various behaviors which may include use of substance. Most research suggests that children from 12-14 years old to late 15-17 years old is a critical risk period for the initiation of substance use. Substance use may peak among young people at the age between 18-25 years.

Chileshe (2022), in their study “Perception of Stakeholders on the Causes of Drug Abuse among Primary School Learners in Shibuyunji District, Zambia” stated that Drug abuse among primary school learners has negatively affected their performance due to the fact that they absence themselves from school and lose concentration on academic related activity.

Today’s children are tomorrow’s adults and builders of the nations, they are a valuable asset and pride, not only to their family but to the Nation as a whole and thus, deserve protection. The use of substance among adolescents is not only a public health concern but a socio-economic concern as well. Adolescence is considered the most critical and transformative stage in life and so it is incumbent upon all to fight the menace. Yahya (2018).

In addition, study have also shown the academic performance of the children can increase when time for outdoor is given also providing benefits of recovery from stress, restoration of attention and physical benefits. (Agbai, 2020).

### **Alcoholism in Nagaland**

As per the latest National Family Health Survey (NFHS-5) report, Alcohol consumption in ‘dry’ Nagaland, among people in the age group of 15-49 years is higher than the national average. The alcohol consumption in Nagaland was 38.4% for men and 3.3% for women during the NFHS-4 while tobacco usage was 69.2% and 27.4% for men and women respectively. In addition, tobacco usage in Nagaland was also much higher than all-India average, though both alcohol and tobacco consumption declined between 2015-16 (NFHS-4) and 2019-21. As per NFHS-5, in Nagaland, consumption of alcohol among male is highest in Wokha (27.7%) followed by Kohima (27.4%), Peren (26.1%) and Dimapur (25.7%). Among female, consumption of alcohol among female was highest in Dimapur at 1.7% followed by 1.4% in Peren, and 1.2 % in Kohima. (Jamir, 2022)

### **3. Objectives of the study**

This particular survey on the ‘Awareness of Prevalence of Alcoholism in Nagaland’ was conducted using questionnaire served to 1655 students. The objectives of the particular study are:

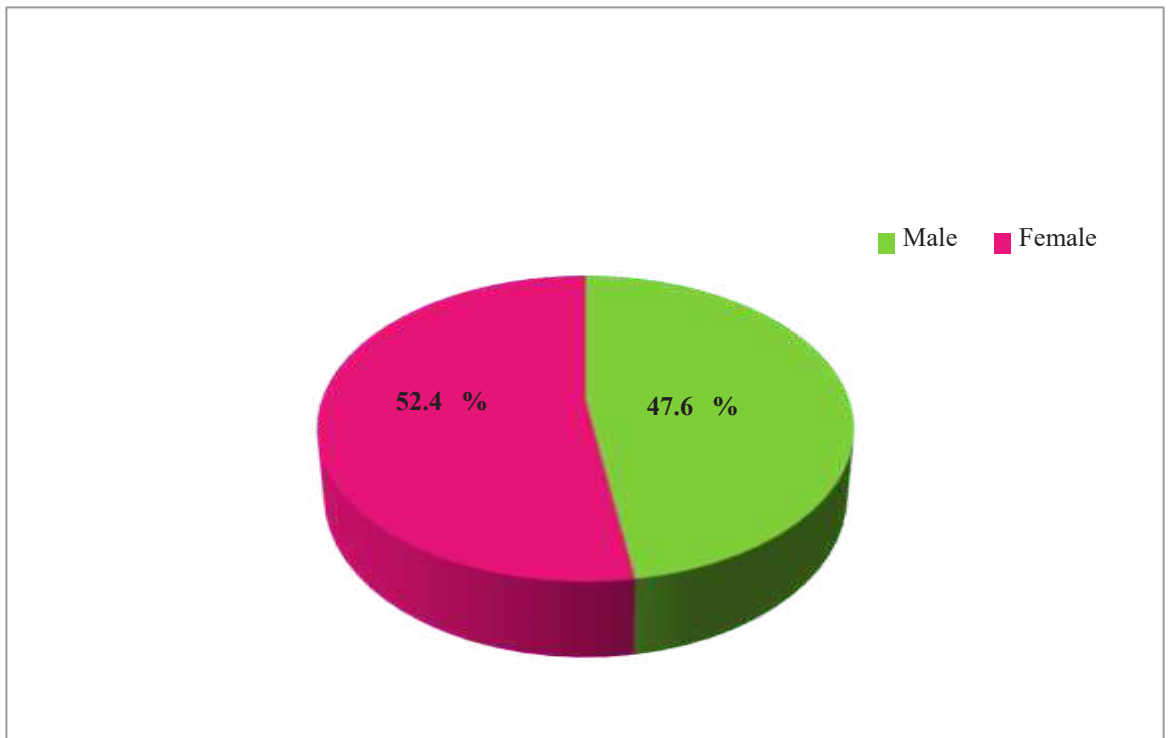
1. To ascertain the access the awareness of the students in the secondary and senior secondary stage (age group 13 – 18 years) about the prevalence of alcoholism in Nagaland.
2. To understand the extend of prevalence of alcoholism in the family and social milieu of the respondents
3. To understand the attitude of the students towards consumption of alcohol.

The study was conducted by Shalom Rehabilitation Centre, a centre for treating alcoholics/addicts, managed and run by the Diocese of Kohima, Nagaland. The philosophy of the centre is based on the 12 Steps programme of the Alcoholic Anonymous. It is situated at Chumukedima, Dimapur.

#### 4. General Profile of the Respondents

The Respondents come from 2 Government HSSS, 1 CBSE school, and 5 private schools of the NBSE. All the respondents are of the age group between 13-18years.

##### 4.1 Gender of Respondents



(Fig 1: Gender of the Respondents)

Figure 1 shows the gender of the respondents. Out of 1655 Respondents, 52.4 % of the respondents are male and 47.6 % of the respondents are female. This particular group of students is selected for the study as they are teenagers and are stepping into the threshold of adulthood or are preparing to become adults.

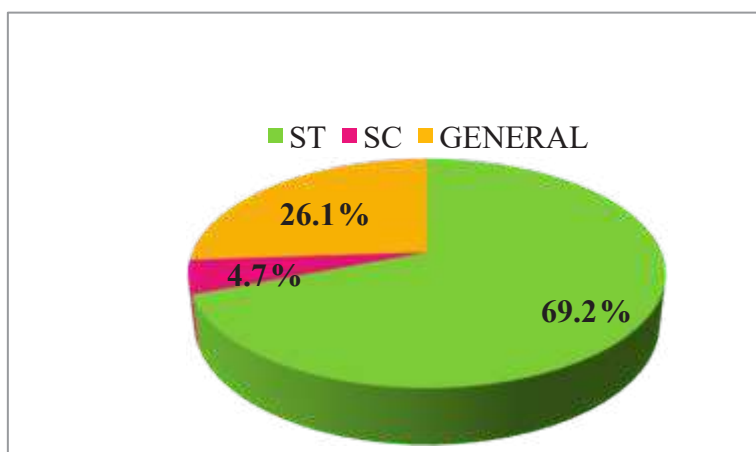
**Table 1: Distribution of Respondents based on class:-**

Class	Frequency	Percent
8	422	25.5

9	319	19.3
10	281	16.9
11	249	15.1
12	384	23.2
<b>Total</b>	<b>1655</b>	<b>100</b>

Table 1:- Shows the distribution of the respondents based on the class in which they are currently studying. It can be observed that there is not much fluctuation in the distribution of the respondents based on their classes. There is an equally fair representation of students from all the classes considered for the survey.

#### 4.2 Distribution based upon different category



(Fig 2: Distribution based upon different category)

As the figure 2 shows the distribution of respondents based upon different category i.e, ST, SC and General. The data shows that majority of the respondents 69.2%, belongs to schedule tribe category, 26.1% of the respondents belongs to general category and 4.7% of the respondents belongs to schedule caste.

**Table: 2 Respondents distribution based on parents education qualification**

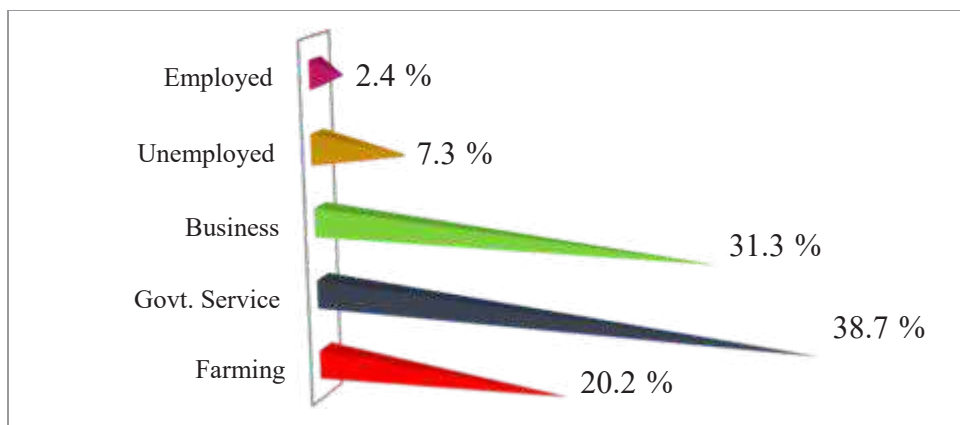
<b>Educational Qualification</b>	<b>Father</b>		<b>Mother</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Under Matric</b>	657	39.7	729	44.0
<b>Matriculate</b>	381	23.0	346	20.9
<b>Illiterate</b>	195	11.8	279	16.9
<b>Graduate</b>	309	18.7	227	13.7
<b>Post Graduate</b>	113	6.8	74	4.5
<b>Total</b>	<b>1655</b>	<b>100.0</b>	<b>1655</b>	<b>100.0</b>

Table 2 shows the distribution of respondents based on the qualification of parents. The data shows that most of the parents are under matric category. Out of 1655 respondents 39.7% of the male parents and 44% of the female parent falls under matric category.

It will be interesting to compare and see if the parents' educational qualification has any impact on the perception of the respondents towards alcohol and its consumption or whether the prevalence of having a person who consumes alcohol in the family correlates to the educational qualification of the parents. It is also observed from the table that as the educational qualification of the parents go up, the number of respondents decrease. There are

also good number of respondents (11.8 % and 16.9 % for illiterate father and mothers respectively) whose parents are illiterate. It provides an insight that a good number of the students are first generation learners. Those students whose parents fall into the category of 'under matric' can also be considered as first generation learners.

#### 4.3:- Parental occupation of Respondents



(Fig: 3 Parental occupation of Respondents)

The figure 3 indicates about the parental occupation of the respondents. The data shows that 38.7% of the respondent's parents are employed in Government services, 31.3% of the parents are in to business, 20.2% of the parent are farmers, 7.3% are unemployed and 2.4% of the parents are self-employed.

**Table 3: Distribution of respondents based on siblings**

Number of Siblings	Brothers		Sisters	
	Frequency	Percent	Frequency	Percent
None	380	23.0	369	22.3
One	608	36.7	590	35.6
Two	401	24.2	396	23.9
Three	164	9.9	170	10.3
Four	73	4.4	91	5.5
Five	25	1.5	34	2.1



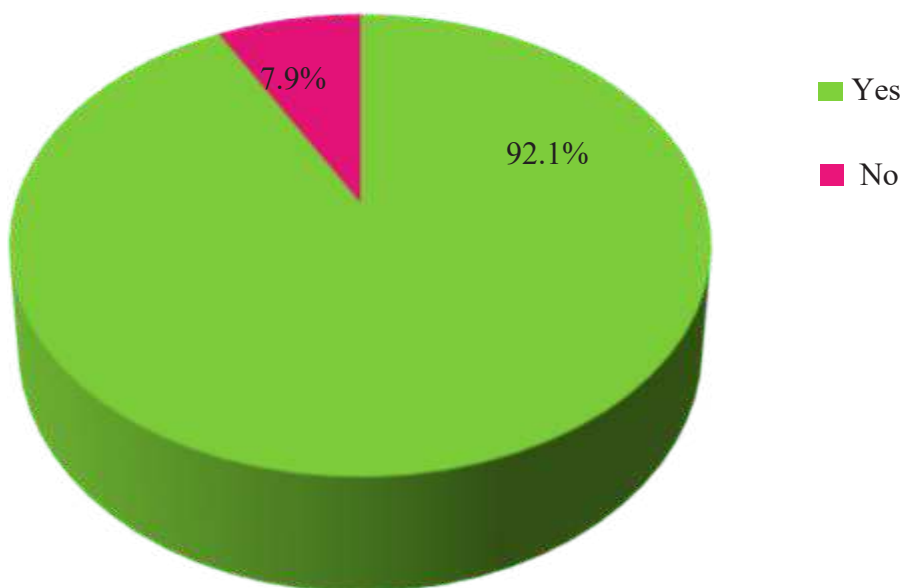
<b>Six</b>	2	.1	3	.2
<b>Seven</b>	1	.1	2	.1
<b>Eight</b>	1	.1	0	0
<b>Total</b>	<b>1655</b>	<b>100.0</b>	<b>1655</b>	<b>100.0</b>

From the table, we can assess that most of the respondents have either one or two siblings.

### 5. Awareness and views about Alcoholism in Nagaland

In spite of the fact that, The Nagaland Liquor Total Prohibition Act (NLTPA) 1989, is still in effect and this particular act prohibits the transport, import or possession of liquor, selling or buying liquor, consumption of liquor, manufacturing liquor; and using or keeping any material, utensil, implement or apparatus whatsoever for manufacture of liquor, alcohol can be found being sold in many places. Figure 4 shows the response of the respondents about the sale of alcohol in shops in Nagaland

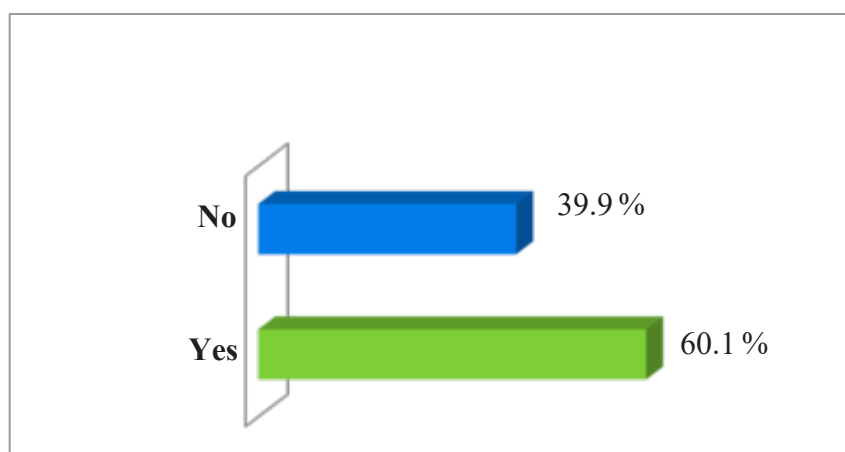
#### 5.1 Prohibition of alcohol sale in Nagaland



(Fig 4: Prohibition of alcohol sale in Nagaland)

In continuation to the guidelines in the Act, the views of the respondents on whether the sale and purchase of alcohol is prohibited in Nagaland were also sought. The figure 4 shows the Respondents knowledge about the prohibition of sale and purchase of alcohol in Nagaland. According to the data majority of the Respondents that is 92.1%, have knowledge about the prohibited of sale and purchase of alcohol is in Nagaland while 7.9% of the respondents had no knowledge about the restriction.

## 5.2 Sale of Alcohol in Nagaland shops



**Fig 5: Sale of Alcohol in Nagaland Shops**

Figure 5 displays the view of the Respondents on the sale of alcohol in Nagaland shops. From the data we understand that despite the restriction in the state, there is still prevalence of alcohol sale in several shops of Nagaland

Out of 1655 respondents, 60.1% of the respondents agreed that there is sale of alcohol in various shops of Nagaland while 39.9% of the Respondents disagree on this statement. The high number of respondents claiming the statement as ‘fault’ can either mean that they are not aware about the NLTP Act which is still effective in Nagaland. This lack of awareness can also be due to that fact that there is a free flow of alcohol in Nagaland inspite of the purported ban imposed by the Act.

This lack of awareness about the illegality of sale and purchase of alcohol can also be the reason why constructive ‘social action’ has never been initiated by civil societies and concerned department to impose the act in letter and spirit. This ignorance among the

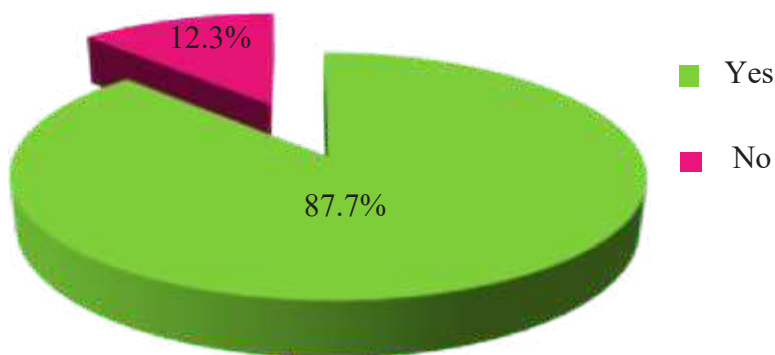
teenagers can result in long lasting impact where the future generation will let the status quo pertaining to ban and prohibition of alcohol in Nagaland.

**Table 4: Cross tabulation of sex of the respondents and their views about prohibition and sale of alcohol**

Sex	View about prohibition on sale and purchase of alcohol in Nagaland		Total
	True	False	
Male	458 (58.2%)	329 (41.8%)	787 (100 %)
Female	536 (61.8%)	332 (38.2%)	868 (100 %)
<b>Total</b>	<b>994 (60.1%)</b>	<b>661 (39.9%)</b>	<b>1655 (100 %)</b>

Table 4 shows the cross tabulation of gender of the Respondents and their knowledge about the prohibition of alcohol sale. The data shows that 58.2 % of the male respondents and 61.8% of female respondents are aware about the prohibition. Thus, comparatively the women respondents are more aware about the prohibition, though it is negligible.

**5.2.1:- Daily consumption of alcohol in Nagaland:-**



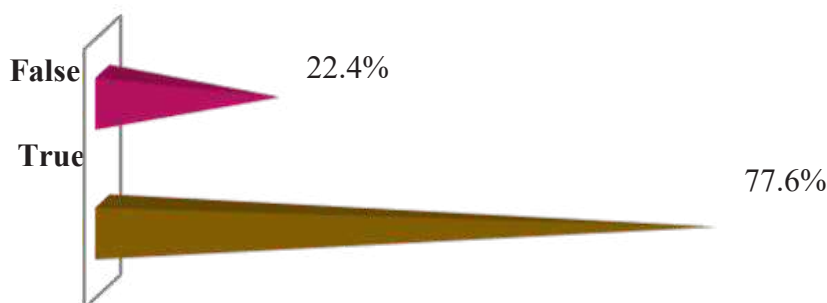
**(Fig: 6 Daily consumption of alcohol in Nagaland)**

87.7 % of the respondents are of the view that ‘many people drink alcohol in Nagaland’. Only 12.3 % of the respondents agree to the statement. **In comparison to this statement,**

respondents were also asked, if only rich people consumed alcohol regularly. Only 14.7 % of the respondents agreed to the statement, while 85.3 % disagree to the statement. Thus, regular consumption of alcohol is common among in Nagaland irrespective of their economic status.

From the above responses, it can be deduced that consumption of alcohol is very common. However, it is also important to find out if it is more common among the youngsters or the older people.

### 5.2.2:- Comparison regarding Consumption of alcohol between teenagers and adults

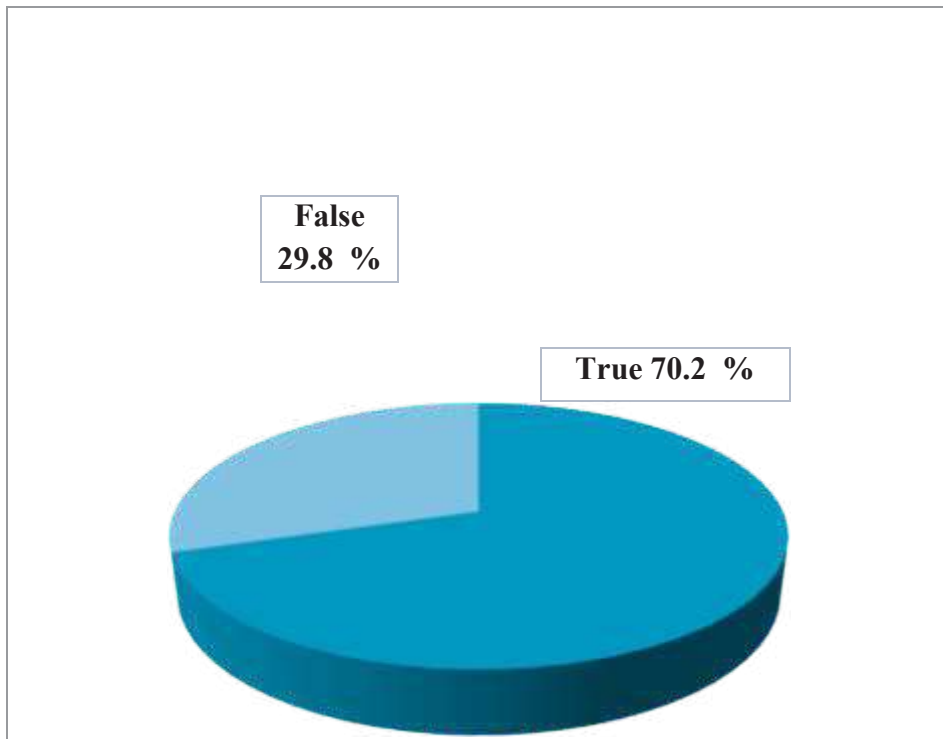


(Fig 7: Comparison regarding consumption of alcohol between teenagers and adults)

Figure 7 shows the distribution of the respondents based on their views about the higher and regular rate of consumption among the youngster than the older people. **In comparison with this, the respondents were also asked to share their views about whether alcohol is served in most of the celebration and parties. 77.6 % of the respondents agreed that alcohol is served in most of the celebrations and parties whereas 22.4 % did not agree to the statement.** Alcohol is very common and easily available in the state. Moreover, it is most of the time freely served in parties and celebration. This practices has to be controlled to avert alcoholism which is becoming more common and rampant.

The easy availability of alcohol can also prompt students to experiment with it. Thus, the respondents were also asked about their experience of their friends or other students using it.

### 5.2.3:- Alcohol consumption among students

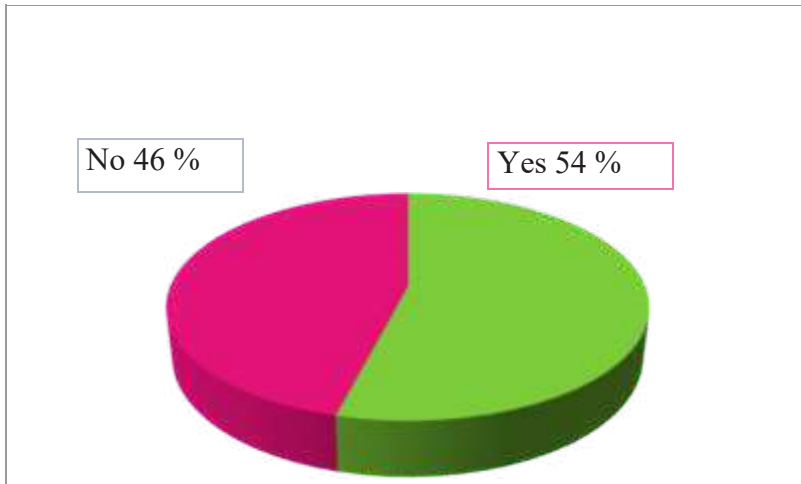


(Fig. 8: Views about alcohol consumption among students)

Figure 8 shows the distribution of the response about students using alcohol. 70.2 % of the respondents agree that many students are using alcohol. 29.8 % of the respondents did not agree to the statement. However, taking into consideration the number of students who are of the view that students are using alcohol, concerted efforts need to be taken by the school authorities, NGOs and other civil society's bodies to create awareness, and also a secure environment where students who have become addicted can be guided to undergo the process of recovery.

Peer pressure is also a major factor in influencing one's habit and decision. Thus, the respondents were also asked if they have nay of their friend who take alcohol.

**5.2.4:- Consumption of alcohol among friends**



**(Fig. 9: Consumption of alcohol among friends)**

Compared with the other figures, Fig. 9 shows an interesting pattern where a little more than half of the respondents agree that their friends used alcohol (54 %) and almost half of the respondents did not agree that their friends used alcohol (46%). This may be due to the bond of friendships they share hindering them from honestly telling the fact or otherwise. However, it is also alarming to see that more than half of the respondents agree that they have friends who used alcohol. They can be influenced by those friends who are already using alcohol to ‘experiment’ and get addicted.

The respondents were also asked if they have ever tried alcohol. This particular response is compared between the male and the female respondents to see if there is any significant relationship between the gender and use of alcohol.

**Table 5: Cross Tabulation of the Gender of the Respondents and their response about having**

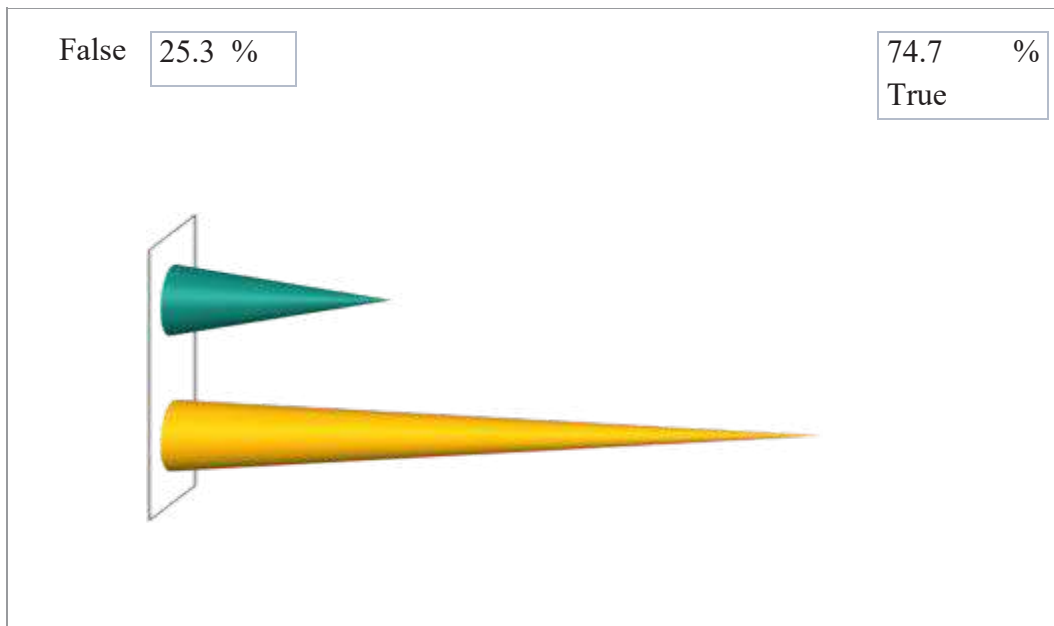
Sex	Response about having tried alcohol		Total
	True	False	
Male	287 (36.5%)	500 (63.5%)	787 (100 %)

**tried alcohol**

<b>Female</b>	184 (21.2%)	684 (78.8%)	868 (100 %)
<b>Total</b>	<b>471 (28.5%)</b>	<b>1184 (71.5%)</b>	<b>1655 (100 %)</b>

Table 5 shows the cross tabulation of the response with the sex of the respondents. 28.5 % of the respondents agreed that they have tried using alcohol where as 71.5 % have never tried using alcohol. Of the total female respondents, 21.2 % agreed to have tried using alcohol while 78.8 % have never tried. For the male, 36.5 % have tried where as 63.5 % have never tried using alcohol. It can be observed from the table 5 that the risk behaviour of trying alcohol is little higher among the male compared to the female when we compare the male and female population of the respondents cumulatively too. There is a significant relationship between the habit of trying alcohol and the sex of the respondents.

### 5.2.5 Alcohol consumption among female Respondents

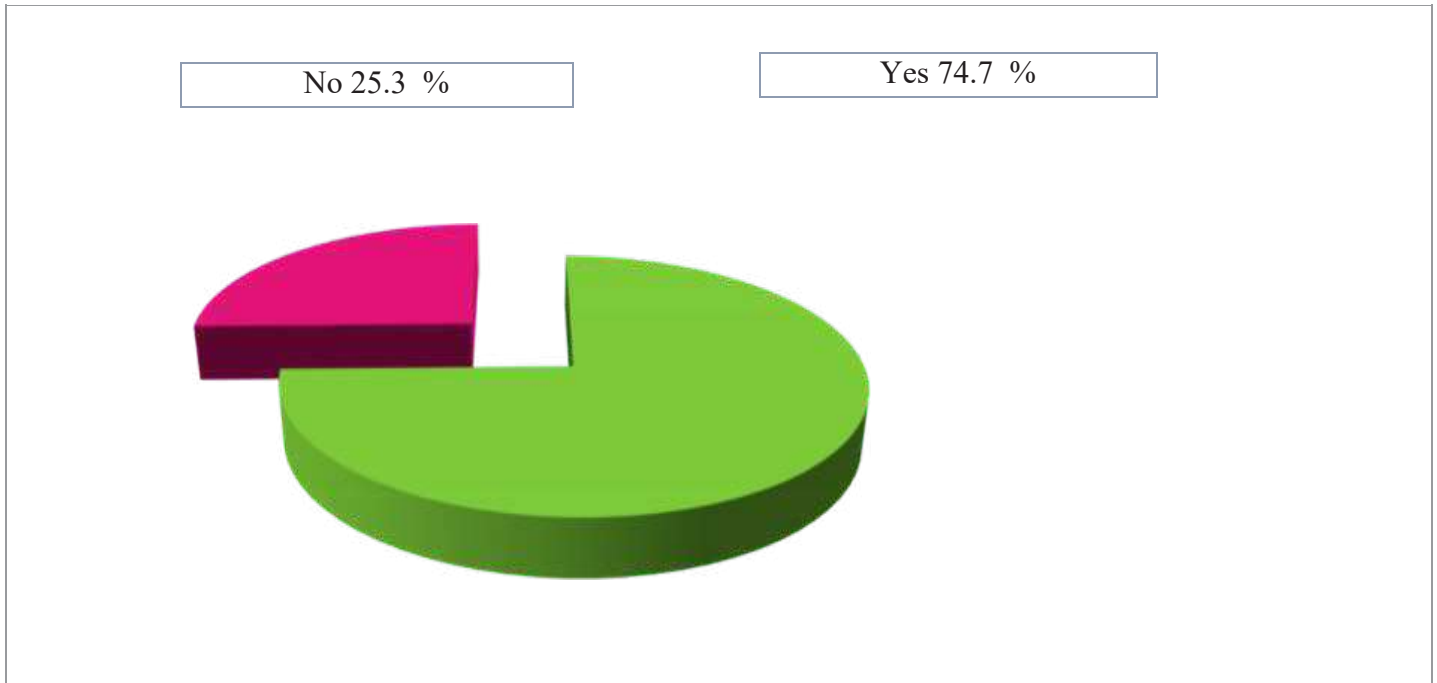


(Fig. 10: Views about girls students using alcohol)

Figure 10 shows the distribution of the respondents based on their response about girls using alcohol. Though we observed in the above table that the risk behaviour of trying alcohol is higher among boys, 74.7 % of the respondents are of the view that girls students use alcohol where as

25.3% of the respondents does not think so. In order to understand, how the female respondents answer to this, we will consider only the female respondents i.e. 868 respondents.

### 5.2.6:- Consumption of alcohol a sin



(Fig.11: consumption of alcohol a sin)

The slogan 'Nagaland for Christ' is common among the churches and the people of Nagaland. Moreover, Nagaland is one of the states with majority of the people following Christianity. Thus, the concept of drinking alcohol as a sin was also explored in the survey. Figure 11 shows the distribution of respondents based on their views about 'drinking of alcohol as a sin'

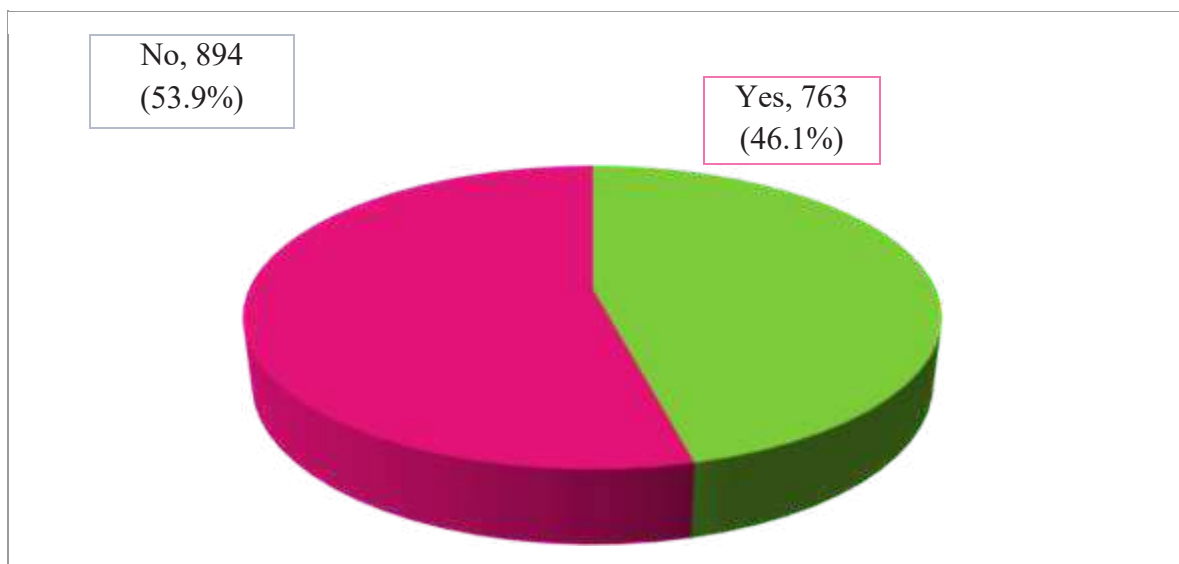
It can be observed that 74.7 % of the respondents views consumption of alcohol as a sin. However, this does not correlate to the number of people using alcohol. There is a gap in practising what is being professed religiously. Even the church and other religious institutions have a role to play in combating alcoholism and in addressing the problem.



## 6. Impact of Alcoholism on the Respondents:

The impact of alcoholism on the respondents or the impact of having someone in their family addicted to alcoholism is analysed in this section. The respondents were asked if they have any immediate family member who uses alcohol in their family.

### 6.1. Consumption of alcohol among family

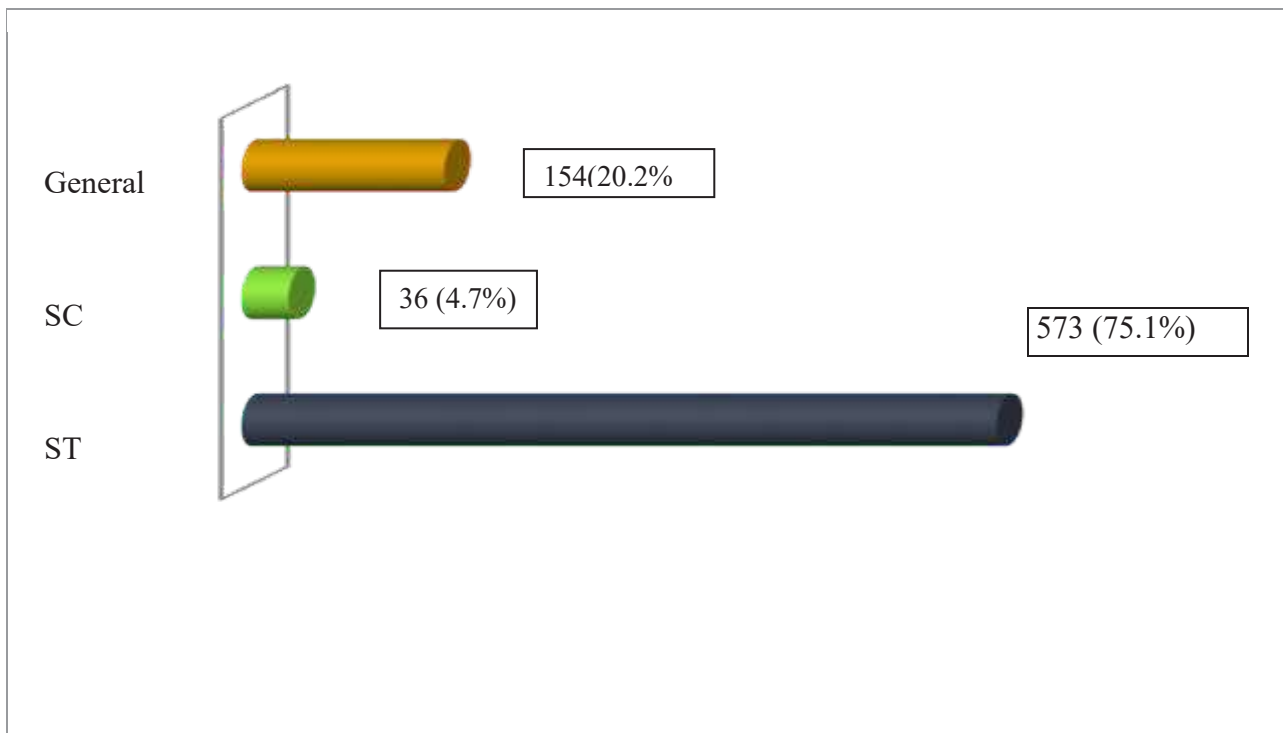


(Fig. 12: Distribution of respondents according to having a family member who used alcohol)

Figure 12 shows the distribution of the respondents based on their response. 53.9 % of the respondents said that they did not have any family members who use alcohol where as 46.1 % of the respondents agreed that they have someone in their family who use alcohol. It shows that almost half of the 1655 families of the students who are part of this survey have the problem of alcoholism or consumption of alcohol in their family.

This shows that rampancy of the problem of alcoholism.

## 6.2. Respondents with family members using alcohol according to their category:-



(Fig. 13: Respondents with family members using alcohol according to their category)

Figure 13 shows the cross tabulation. Out of the 763 respondents who have a person using alcohol in their families, 4.7% of them belong to the schedule caste category, 20.2 % of them are general and 75.1 % of them are schedule caste. It can be deduced that alcoholism and use of alcohol is more prevalent among the tribal communities in Nagaland in comparison to the other communities.

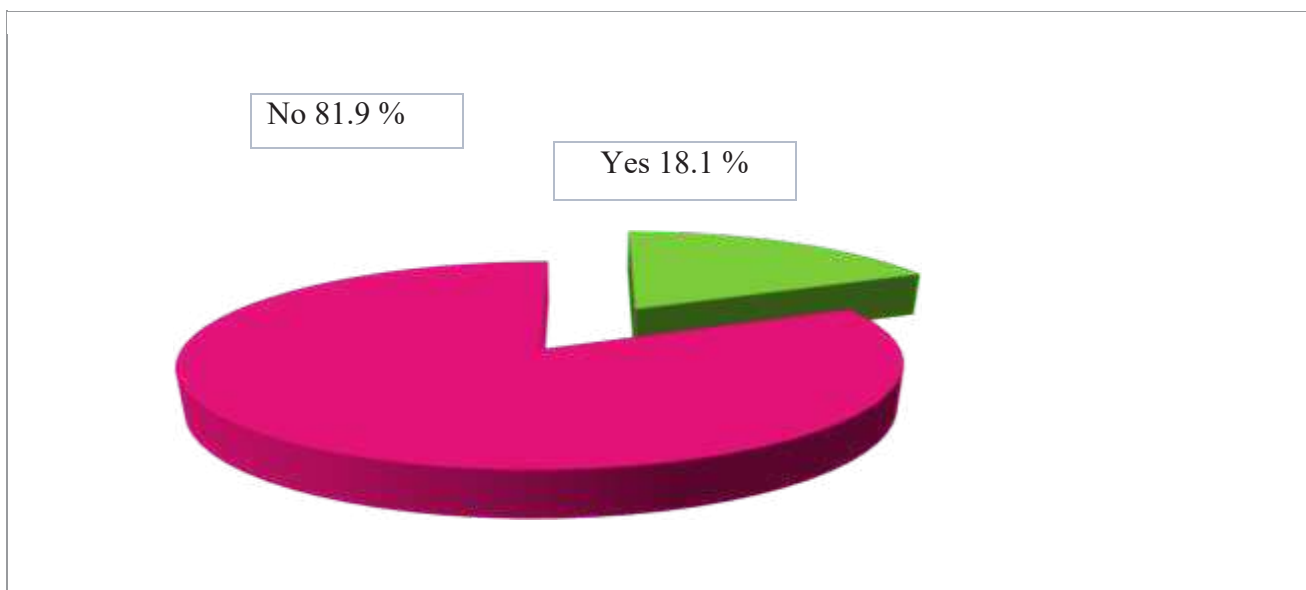
**Table 6: Cross tabulation of the occupation of the parents and existence of financial problems**

Financial problems	Occupation of the respondent parents					Total
	Farming	Govt. Service	Business	Unemployed	Employed	
True	82 (21.8%)	139 (37 %)	115 (30.6%)	32 (8.5%)	8 (2.1%)	376 (100)

						(%)
False	253 (19.8%)	502 (39.2%)	403 (31.5%)	89 (7%)	32 (2.5%)	1279 (100%)
<b>Total</b>	<b>335 (20.2%)</b>	<b>641 (38.7%)</b>	<b>518 (31.3%)</b>	<b>121 (7.3%)</b>	<b>40 (2.4%)</b>	<b>1655 (100%)</b>

22.7 % (376) of the respondents agree that there are financial problems in the family because of the consumption of alcohol, whereas 77.3 % of the respondents are of the view that they did not face any financial problems. The distribution of the respondents based on their responses and the parental occupation shows that a good number of students whose parents are employed in government service (37 %) and business (30.6%) are of the view that there are financial problems in the family because of drinking. This needs further exploration if parents with government jobs and private businesses are more inclined to consume alcohol.

### 6.3. Alcohol related death in the family:-



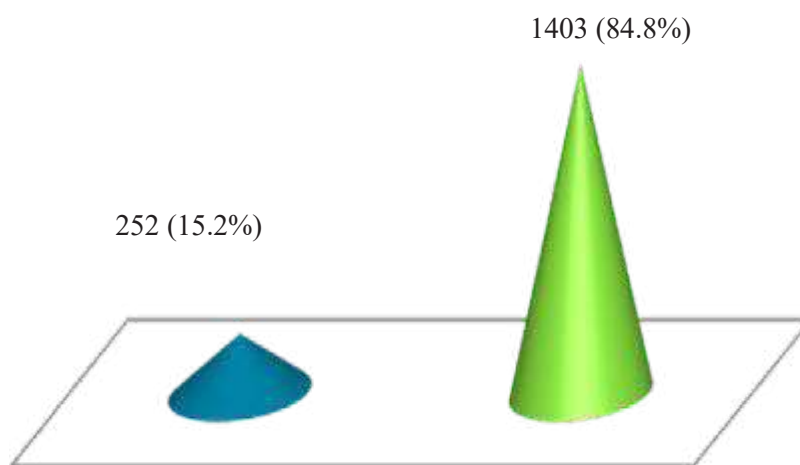
(Fig. 14: Alcohol related death in the family)

18.1 % (300) of the respondents agreed that they have had alcohol related death in their families. It translates to 300 families who have lost their love ones to alcohol related deaths.

There are 81.9 % (1355) respondents who responded that they never had any alcohol related death in their families.

There can be different types of drinkers. Some can be social drinkers, where others can be addicted to alcohol. The respondents were asked if their studies were affected by someone drinking alcohol in their family

#### 6.4. Disturbance experience in studies due to family member consumption of alcohol



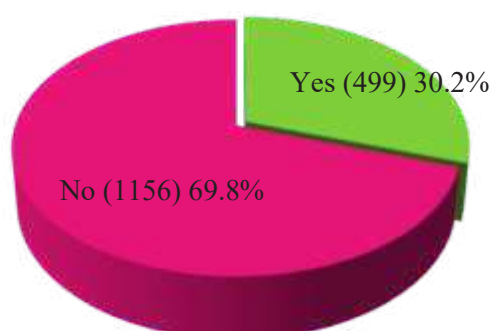
(Fig 15: Disturbance experience in studies due to family member consumption of alcohol)

15.2% of the respondents are of the view that their studies were affected by someone drinking in the family. However, a majority of the respondents agree that their studies are not affected by someone drinking alcohol in the family (84.8 %).

#### 6.5. Perception about the 'effect' of using alcohol:

Students in this particular age group where the study is carried out are in the stage where they want to experiment and explore. Thus, the respondents were asked if 'limited use of alcohol helps in concentration' in their studies

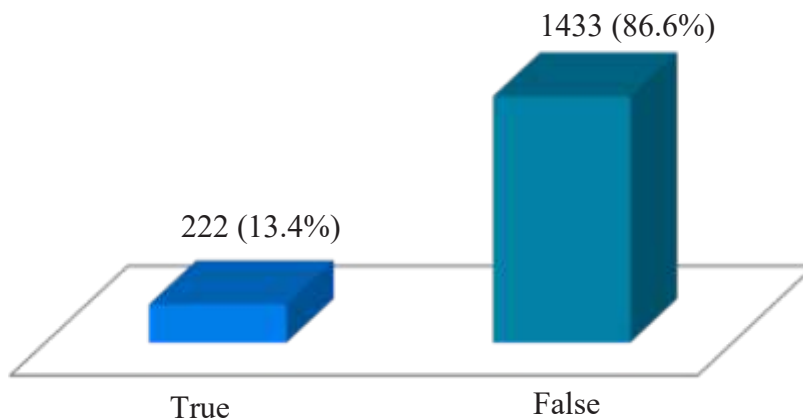
##### 6.5.1. Concentration in studies by limiting alcohol consumption



**(Fig16: Concentration in studies by limiting alcohol consumption)**

Figure 16 shows the distribution of the respondents where it is interesting to note that 30.2 % (499) of the respondents are of the view that limited use of alcohol helps in the concentration of the studies. Though there are also a good number of students, 69.8 % (1156) who did not agree to this statement, the misconception that is associated with the 30.2 % of the respondents needs to be addressed in a professional guidance and correct knowledge. Perhaps alcoholism is rampant in Nagaland due to misconceptions about the positive effects of consuming alcohol

### 6.5.2. Alcohol help people work better



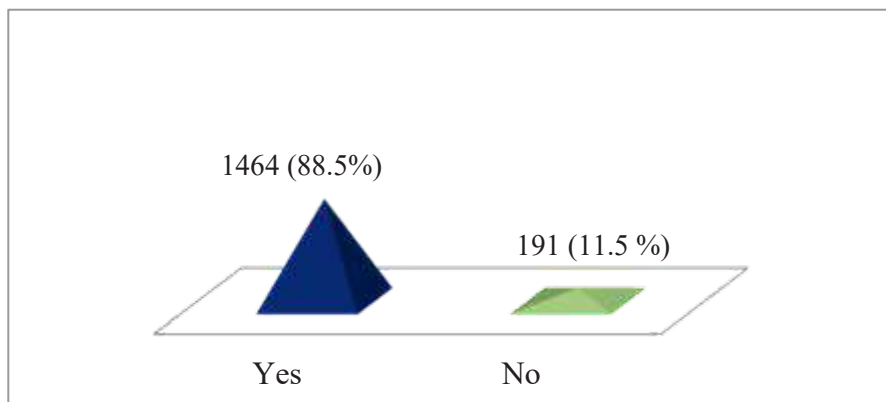
**(Fig 17: Alcohol help people work better)**

Another similar misconception was also explored by asking the views of students about alcohol helping the people to work better. Figure 17 shows the distribution of the respondents based on their responses. Out of 1655 Respondents 13.4% Respondents agreed to this misconception whereas 86.6% of Respondents disagreed to this misconception. However, small may be the population with wrong knowledge, intervention and correct guidance is required and important.

## 7. Awareness Creation and Avenues for Awareness Creation

Family, school and churches are some of the agents of socialization. They also serve as the agents of social control. It is through these institutions that an individual get to know the idea and concept of what is right and wrong, what is moral and immoral and what is harmful or beneficial

### 7.1 Awareness on effects of alcohol consumption



(Fig 18: awareness on effects of alcohol consumption)

Figure 18 shows the distribution of the respondents based on their response about the awareness and knowledge about effects of drinking given by their parents, teachers and church leaders. It can be observed that 88.5 % of the respondents agree about the awareness given by the parents, teachers and church elders whereas 11.5 % of the respondents are of the view that much is not talked or shared about the effects of drinking through these institutions. It can be observed that inspite of the majority of the respondents being made aware, the number of people consuming alcohol is quite high. Thus, mechanisms need to be develop to press forward further the message of abstinence and the evil effects of alcohol consumption.

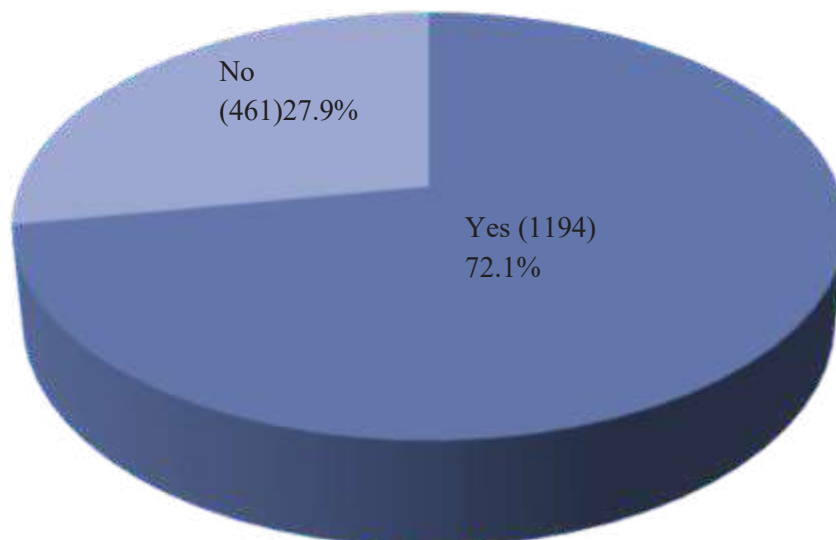
### 8.2 Male Parent's awareness on effects of alcohol consumption

Response	Fathers' Qualification					Total
	Under Matric	Matriculate	Graduate	Post Graduate	Illiterate	
Yes	508 77.3%	308 80.8%	256 82.8%	100 88.5%	139 71.3%	<b>1311</b> <b>79.2%</b>

<b>No</b>	149 22.7%	73 19.2%	53 17.2%	13 11.5%	56 28.7%	<b>344</b> <b>20.8%</b>
<b>Total</b>	<b>657</b> <b>100 %</b>	<b>381</b> <b>100 %</b>	<b>309</b> <b>100 %</b>	<b>113</b> <b>100 %</b>	<b>195</b> <b>100 %</b>	<b>1655</b> <b>100 %</b>

Table 7 shows the distribution of the respondents about their knowledge about the consequences of alcohol abuse compared with the educational qualification of their father. Out of all the respondents whose parents' qualification is 'under matric' 77.3 % agree that they have enough knowledge about the consequence of alcohol abuse whereas 22.7 % are of the view that they are not aware about the effects of alcohol abuse. The rest continues according to the data in the table. For the category whose fathers are illiterate, 71.3 % of them are well aware about effects of alcohol abuse whereas 28.7 % are not aware about the effects. Altogether 79.2 % of the respondents are of the view that they are aware about the ill effects of alcohol abuse while 20.8 % are not aware about the effects of alcohol abuse.

### 8.3 School imparting knowledge on alcohol abuse



(Fig 19: School imparting knowledge on alcohol abuse)

Figure 19 shows the distribution of the respondents according to their view about whether the educational institutions and the curriculum offer enough knowledge about alcohol abuse.

According to the data 72.1% of the Respondents are of the view that school text books offer enough knowledge about alcohol abuse whereas 27.9 % of the respondents are of the view that school text books do not offer enough information about alcoholism and alcohol abuse.

## **9. Observations and Suggestions**

1. In spite of the prohibition act in force, alcohol is readily available. Measures should be taken either to amend the act or to revoke the ban completely while setting up mechanism through which random sale and purchase of alcohol is managed. The Government of Nagaland can draw lessons from the Mizoram Government which has recently lifted the ban on the sale and procure of alcohol with strict mechanism to prevent its abuse.
2. The NLTP Act being in force can create a 'false' environment where alcohol and alcoholism is not prevalent in the Naga society. However, the ground realities are different. Thus, educational institutions can take up extra effort to provide adequate and correct knowledge about the consequences and the effect of alcoholism though it might not be strictly insisted by the Nagaland Board of School Education (NBSE) and other authority.
3. The NLTP Act was basically enforced due to the pressure given by the NBCC and the other religious bodies. Thus, the church should ensure that the act is implemented in letter and spirit. In spite of the Act, alcoholism is prevalent in the state. Churches should open more rehabilitation centres like Shalom Rehabilitation Centre to cater to the recovery process of people addicted to alcohol and other drugs. Recovery should not be based on drugs and medicine but should be based on strong will power. The Christian philosophy of love can be a support in developing strong will power.
4. There are many misconceptions and myths that are associated with alcohol and its consumption. These misconceptions and myths are most often associated with Indian



Made Foreign Liquor (IMFL). These misconceptions and myths among the common people need to be removed through correct professional knowledge and guidance.

5. Alcoholism is a disease and needs to be talked about, discussed and the person who is suffering needs to be understood. Based on the theological interpretation given through the religious leaders, an alcoholic is considered as a sinner who cannot be redeemed. This sense of self-righteousness should be done away with and society should do away with the stigma. Stigmatization prevents even a person willing to recover to seek professional help and guidance.

## **10. Conclusion**

Thus, Substance abuse, also known as drug abuse is the excessive use of a substance especially alcohol or drug which are harmful to the individual or others. Drug is a chemical that alters the physical or mental functioning of an individual and any type of drug can be abused. When a drug is taken for reasons other than medical uses, it becomes drug abuse.

Many countries still fail to provide adequate drug treatment and health service to reduce the harm caused by drugs. We need to pay special care of the vulnerabilities of such particular groups. Health and social problems that are associated with use of tobacco, alcohol and illicit substances can be prevented by spreading greater awareness among individuals, families and societies to use appropriate public health actions.

From the global perspectives, in order to reduce the harm caused by alcohol, policies need to take into account specific situations in different societies. National monitoring systems need to be developed to keep track of alcohol consumption and its consequences, and to raise awareness amongst the public and policy-makers. Government and concerned citizens should encourage debate and formulate effective public health policies that minimize the harm caused by alcohol.

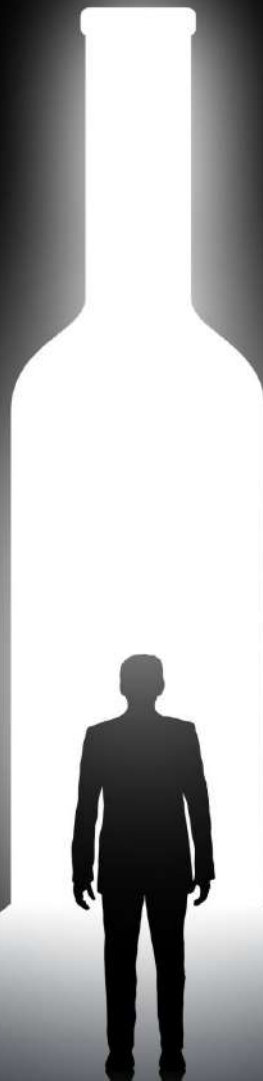
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ON  
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