

## CHAPTER 14

### EDUCATION

#### Doctoral Theses

01. AGGARWAL (Priyanka)  
**Exploring no –Detention in Elementary Education in India.**  
Supervisor :Dr.Mnju Agarwal  
Th 23328

*Abstract*  
(Not Verified)

The contemporary policy of no-detention protects the learners from the catastrophic effects of failure and allows them to move yearly in a sequential manner. However, it was not welcomed by the teachers and stakeholders at large. The fundamental question is what should be done to resolve this debate? The present research was therefore planned to explore the concept of no-detention in the Indian context. To approach the problem, the study was planned to *explore the concept of no-detention as an integral part of elementary education; analyse the implications of no-detention policy in the existing graded system of elementary education; study the perceptions of teachers and administrators on no-detention system and also to explore alternate forms of curriculum in terms of pedagogy and evaluation within no-detention system in elementary education.* A rigorous review of the literature, an empirical field study conducted in the government run schools regulated by Directorate of Education, NCT of Delhi and the study of the alternate school system was conducted. It revealed that no-detention is a child-centred approach with a potential to reduce not just wastage and stagnation, but also imbibes a potential philosophy that believes in individualised pace of learning. It demands the systemic support from the various domains of education in order to function in its right direction. Theoretically, the non-graded system of education and no-detention are viewed together. In practice, a mixed reaction of the teachers was observed from the various theoretical lens like psychological, social, economic, legal and academic concerns. They have also raised the concerns centred to the phenomenon of promoting the child irrespective of learning. The observed gaps demand immediate attention to empower the system of education and its domains to ensure learning for all.

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1. Introduction 2. No – Detention system: A conceptual analysis 3. Research design and Methodology 4. Analysis, interpretation and discussion 5. Findings and educational implications. Bibliography. Annexures.

02. ANDREW (Sona V.)  
**Understanding of Rational Numbers in Elementary School Students.**  
Supervisor :Prof.Bharati Baveja and Dr. Mohan Raju  
Th 23327

*Abstract*  
(Not Verified)

What is  $1/3$ ? Is it a fraction or a rational number? Is  $0.333\dots$  another way of representing  $1/3$ ? Can the same number be a decimal, a fraction and a rational number? How are the students dealing with this multiplicity of numbers? The study investigated the understanding of the students of the elementary school in rational numbers. The conceptual framework for the study was the 'rational number sub-construct theory by Kieren (1976, 1980). The study explored the five sub-constructs along-with the representation of a rational number in the  $p/q$  notation and the decimal notation. The students' conception of the density of rational numbers was also studied. The analysis of the research was organized around the five sub-constructs of rational numbers and its representation. The results of the study, based on the correct responses of the students across the five sub-constructs, indicate that the performance was best in Part-Whole sub-construct followed by Ratio sub-construct, Measure sub-construct, Operator sub-construct and was the least in Quotient sub-construct. The processes the students adopted to solve each question were documented under the respective sub-constructs. The students used a variety of strategies from the standard algorithm that was taught to them and the own personal algorithms that they developed. Some of the algorithms the students developed were in tandem to the mathematical procedures while others were rooted in real life experiences. Also, the strengths and challenges offered by the subconstructs were collated. The students were successful in representing the decimal number on the number line and they struggled to represent the decimal in a circular region. The real number continuum also posed a challenge for the students. The ideas of density of rational numbers were still evolving and four categories which reflect this process of development were evolved. The research has implications for all stake holders.

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1. Introduction 2. Review of Literature 3. Design and method 4. Results and Discussion 5. Summary of findings, implications and reflections. References. Appendices.
03. भारद्वाज (संजीव कुमार)  
स्वातंत्र्योत्तर हिंदी साहित्य में यथार्थ निरूपण एवं उसके शैक्षिक निहितार्थ।  
निर्देशिका : डॉ. नीरा नारंग  
Th 23330

*विषय सूची*

1. विषय निरूपण 2. संबद्ध साहित्य का सर्वेक्षण 3. सैद्धान्तिक परिप्रेक्ष्य 4. आधार सामग्री का अनुशीलन एवं विश्लेषण 5. शोधकार्य के निष्कर्ष, सीमाएं एवं सुझाव। संदर्भ ग्रंथ एवं परिशिष्ट।
04. DAS (Pankaj)  
**Sociological Study of the Process of Girls' Dropping out in School Educations in Odisha.**  
Supervisor: Prof. Sadhna Saxena  
Th 23788

*Contents*

1. Introduction 2. Related literature on Girls' schooling and dropping out 3. Methodology 4. Girls' socialisation and schooling process 5. Exploring the process of dropping out 6. Conclusion. Bibliography and appendices.

05. GAUR (Nidhi)  
**Gender and Craftwork in Rural Society: Role of Education.**  
 Supervisor :Prof. Krishna Kumar  
Th 23335

*Abstract*  
*(Not Verified)*

This study examines the potential of craft-centered education for influencing gender socialization of rural children. This objective is pursued in three dimensions- a) philosophical, b) sociological, and c) psychological. The philosophical dimension focuses on Gandhi's vision of craft-centered education, and his idea of 'swaraj'. The sociological dimension examines the different crafts practiced in a particular school (Anand Niketan, Sevagram, Wardha) in the following aspects- a) nature of participation of girls and boys in these crafts, b) the ethos of the school and the larger rural society where the school is located, c) parental perceptions of craftcentered education. The psychological dimension covers the following aspects- a) students' experience of craft-centered education, b) its impact on their intellectual and physical development, and c) nature of interaction between socialization of students at home and in school. The methodology of the study consists of five types of engagement- a) study of literature concerning Gandhi's vision of craft-centered education and his idea of 'swaraj', b) observations of students across classes, c) semi-structured interviews of students of classes V-VII and their parents, d) written responses to craft-centric narratives, and e) ethnographic field diary. The study found that girls' parents perceived craft-centered education as a necessary part of socialization while boys' parents critically evaluated this education from the perspective of their sons' career prospects. This difference is reflected in the attitudes of the post-pubertal girls towards their own education. The study finds that craft-centered education provides a platform for addressing this phenomenon at the time of its culmination in the girls' acquirement of selfabnegation by facilitating the development of 'self' in girls. The study finds that this self is intimately connected to Gandhi's interpretation of 'swaraj'. In conclusion, the study demonstrates the potential of craft-centered education for counterbalancing the socialization of girls at home.

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1. Introduction 2. Theoretical Perspective 3. Review of Literature 4. Methodology 5. History of craft – centered education. 6. The school and the world 7. Analysis I 8. Analysis II 9. Implications and conclusion. References. Appendix.

06. GULATI (Nidhi)  
**Construction of Childhood in Cinema.**  
 Supervisor :Prof. Poonam Batra  
Th 23323

*Abstract*  
*(Verified)*

The research attempted to examine the aesthetics and sensibilities of childhood in hindi cinema post-Independence. The research locates itself at the intersection of two theoretical frames. The first is that of politics and aesthetics developed by Rancière (2004). Rancière's theoretical position helps explicate how children are seen in social and political life, and what they are considered capable of

doing, being and saying. Rancière's conception of the aesthetic regimes forms the basis of the methodology followed. The second theoretical frame is based on Ariés' work, (1962) in which childhood is understood as social construction and as an analytic category in the modern. The sample was chosen from the canvas of films in the family social genre, made since Independence. Films were shortlisted on the criteria of 'popular'; and nineteen films formed the sample. Aspects of the image, narrative, plot, storyline were subject to qualitative analysis. The narrative and the codes were interpreted using Critical Discourse Analysis. The analysis reveals distinct tropes of childhood, which are – the child as: emptied of meaning and value (naiveté); filled with folk beliefs and godliness (divinity); intersections with the nation and the child-as-orphan. The theme of the childhood in the modern cuts across these tropes. Select images, cinematic instances, and textual transcriptions are deployed to support these conceptions. The underlying aesthetic in these constructions reveals the child as 'empty' or vacuous, ready to be filled with anxieties, desires and aspirations of statecraft and civil society (Kincaid, 1992). This interrogation of popular consciousness deepens the discourse of childhood which forms the basis of social and education policy. References

### *Contents*

1. Introduction 2. Review of literature 3. Research and methodology 3. Childhood in the Modern 5. Iconography of childhood 6. Childhood and the nation: Symbolism and intersections 7. Child as an orphan 8. Conclusion. References. Filmography. Annexures.

07. ज्योति

**ग्रामीण रूपांतरण एवं शिक्षा : उत्तर प्रदेश के अनुसूचित जाति समुदायों का अध्ययन।**

निर्देशिका : डॉ. डी. परिमला

Th 23332

### *सारांश (असत्यापित)*

The present research study attempts to analyze the role of education in bringing transformation in the lives of rural Scheduled Caste ( here onwards - SC) communities of Uttar Pradesh state. In other words it can be said that this study attempts to analyze the role of education from sociological perspective in the lives of chosen rural SC population. Based on the qualitative mode of "descriptive research style methodology " this study is rooted in "case study" method, wherein the culture ,beliefs,norms and behaviour of chosen rural SC communities and other stake holders (namely adolescent students,their parents and teachers) were observed,analyzed and compared. The researcher chose two different generations from each family included in the study to understand their perspective on the role of education towards their social transformation. Important to mention that two different villages having the maximum number of SC population from two districts having most and least SC population's literacy rates (Ghaziabad with 62.3% and Balrampur with 25.7% literacy rate as per census ,2001) were selected. To attain the objective, the concept of social transformation was analyzed and understood from its historical and contemporary perspective. Further the relation between the social transformation and education was explored while focussing on the two basic components of social transformation i.e. social justice and social development. The contemporary grass root reality of the chosen SC communities were analyzed and compared from this perspective. With the help of this study, within the existing living context of SC communities, the availability/non availability of education was analyzed in relation with their socio-cultural and economical conditions. Through this study it was realized that the availability of education certainly plays a major role towards fostering the process of social transformation of the rural SC communities.

*विषय सूची*

1. सैद्धांतिक कार्य की रूपरेखा 2. बहुआयामी उत्तर प्रदेश : एक विमर्शात्मक प्रस्तुति 3. अनुसूचित जाति समुदाय: नीतिगत परिप्रेक्ष्य से 4. शोध प्ररचना 5. प्रदत्त विश्लेषण 6. निष्कर्षात्मक परिचर्चा। संदर्भ ग्रंथ एवं परिशिष्ट।

08. KANCHAN

**Changing Perspective in Higher Education of India: Analyzing The Discourse**

Supervisor : Prof. Shyam B. Menon

Th 23334

*Abstract  
(Not Verified)*

The present study aims to understand the existing formation of Indian higher educational terrain in relation to the current setting of social, political and economic narratives delineating its threshold. The study adopts a framework, which helps to re-imagine, re-define, and re-invent the involved practices and ways of looking at and describing the field of study. A detailed analysis of the literature presents three major formulations emerging within the Indian higher education. First, there is a notable emphasis on the systemic deficiencies in the higher education. Second, the configured appearance of major issues of higher education depict specific deliberations on the public subsidies and a search for its alternatives. Third, the suggested framework of reforms and transformations in the processes and practices of higher education are assigned to the diffusion of the neoliberal framework. The study aims to problematize the narrative of Indian higher education and seeks to explain the processes which makes its systematic organization plausible. The study adopts a framework drawn from the works of Michel Foucault concerning his descriptions of knowledge as discourse. Based on the framework the study has engaged in archaeological and genealogical reading of the formulations manifested in the field of Indian higher education. The archaeological reading shows that the totalizing grand narrative is describable as a discursive formation where its formulations are produced as an effect of the multiple i.e. economic, managerial, utilitarian, sociopolitical and critical discourse systems. The genealogical explanations of the field has problematized the changing perspective beneath the organization of higher education. Its explanations of market as the dominant regime of truth and economic framework as the will-to-truth indicates the preordained and teleological destinies that emerge in the discursive and non-discursive operability of higher education in India.

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1. The context 2. The grand narrative 3. The framework 4. The methodology 5. The Archaeological descriptions 6. The genealogical explanations 7. Discussion. Work Cited. Annexures.

09. KHURANA (Priya)

**Continuous Professional Development of Science Teachers.**

Supervisor: Dr. Vandana Saxena

Th 23789

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1. Introduction 2. Conceptual framework 3. Research Design 4. Data analysis and interpretation 5. Findings, Conclusion and suggestions. Bibliography and appendix

10. MACWAN (Violet Rajeshwari)  
**Science Teachers' Conceptions of Teaching, Learning and Assessment: A Study at the Tertiary Level.**

Supervisor :Prof. Rama Mathew and Dr. M. Rajendran

Th 23333

*Abstract  
(Verified)*

The goal of this research study was to explore and examine tertiary science teachers' knowledge and beliefs about teaching, learning, and assessment and the relationship with educational practice. It also captures teachers' knowledge development at different career stages. Since the study aimed at gaining an in-depth understanding of the underlying conceptions held by science teachers and how these conceptions influence their classroom practice, a qualitative research design using case study approach was employed. The data was triangulated by using multiple case studies and focus group interviews of undergraduate science students. Nine chemistry teachers teaching in various undergraduate colleges of Delhi University in India were purposively selected and identified under three categories on the basis of teaching experience: beginning category (0-5 years), middle category (5-15 years), and experienced category (>15 years). The data was collected using semi-structured interviews. Magnusson et al.'s (1999) model of Pedagogical Content Knowledge (PCK) was adapted to provide the theoretical framework for the study. The data was analyzed through inductive process using thematic analysis technique. Focus groups data was used to corroborate the cross-case analysis. The findings revealed that teachers' conceptions of teaching and learning were consistent with each other, however, these conceptions did not correlate with their approaches to teaching. Participants' approaches to teaching were influenced by curriculum demands, time constraint, large class size, indifferent attitude of students, and other contextual factors such as lack of infrastructural facilities in chemistry classrooms and laboratories. Moreover, teachers' conceptions of assessment did not correlate with their conceptions of teaching and learning. Focus group data brought forth some important findings about students' approaches to learning. This study also revealed that teacher' past experiences as learners, senior colleagues, students, teaching experience, and contextual factors predominantly contributed to the growth and development of their pedagogical content knowledge at the undergraduate level.

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1. Introduction 2. Review and literature 3. Methodology 4. Case profiles. 5. Cross – Case and focus group analysis 6. Conclusions. References. Appendices.

11. MAKIN (Agnela)  
**Study of The Primary Teacher Education Programme in Belize.**

Supervisor :Dr. Alka Behrai

Th 23336

*Abstract  
(Not Verified)*

The quality of school teachers relies on the curriculum of the teacher education programme and the pedagogical practices that teacher educators use. However, very often the teachers ultimately get the blame for their lack of understanding about teaching and learning. In the present study, these are the concerns and issues that led to the critical examination of the curriculum of the Associate of Arts in Primary Education (AAPE) Programme and the process of its transaction. The four main objectives of this study are to: examine the role of

the AAPE Programme in the preparation of student teachers to teach; explore the pedagogical practices of teacher educators; examine how these pedagogical practices develop the understanding of student teachers about teaching and learning; and gain an insight into the relevance of the AAPE Programme in enabling pre-service students to teach at the primary school in Belize. A qualitative case study approach was adopted to understand the process of the curriculum transaction at two of the six institutions that offer the programme. Data were obtained through: the review of relevant programme documents, semi- structured interviews with teacher educators and student teachers. Classroom observations were used to illustrate in more detail how the different areas of study – some of the Support Core and Professional Core Courses - were transacted. The major findings show that the curriculum of the AAPE Programme espoused the traditional approach to TE having as its broad aim to have student teachers possess content and pedagogical skills. The use of the transmissive approach to teaching teachers by the teacher educators further revealed that the focus was on the ‘what’ and ‘how’ of teaching and leaving out the ‘why’ of teaching. This approach does not consider students’ reasons for becoming teachers, prior beliefs and knowledge about teaching and learning and their expectations.

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1. Introduction 2. Theoretical orientation and related literature 3. Methodology of the study 4. Presentation of the data, Its analysis and interpretation 5. Cross–case analysis 6. Main findings and discussions 7. Conclusions and implications. References. Appendix.

12. PRABHJYOT KAUR  
**Constructions of Masculinities and Education.**  
 Supervisor :Prof. Krishna Kumar  
Th 23329

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1. Introduction 2. Theoretical perspective 3. History of Sikhism and Punjab 4. Methodology 5. Ethnographic sketch . Finding and tables 7. Interpretation I 8. Interpretation II 9. Implications and conclusion. Bibliography. Appendices.

13. RACHEL PHILIP  
**Talented Student: Evolution of The Category in Post-Independence India**  
 Supervisor :Prof. Krishna Kumar  
Th 23325

*Abstract*  
*(Not Verified)*

This research examines the relationship between the discourses of ‘talent’ and the ‘nation’ in post-Independence India through a study of the prestigious National Talent Search Examination (NTSE), which has been conducted by the National Council of Education Research and Training (NCERT) since 1964. The research design included: a) constructing an archive of texts to trace the programme’s evolution, b) mapping the social geography of participants and winners in the examination from 1964 to 2013, c) interviews with 19 scholars between 1964 and 2000 and d) the analysis of 11 seminal education policy documents. The study draws attention to the changing category of the ‘talented student’ in policy and practice. In the 1960s, such a student was conceived as a passive ‘national resource’ but post 2000, the notion is of an autonomous, ‘trans-national’ professional. In the

scheme's inception as the National Science Talent Search Examination (NSTSE), 'talent' was conceived as the potential of school students to become creative scientists. Their perceived role in 'nation-building' shaped the programmatic emphasis on nurture through summer schools and a substantial scholarship. These benefits incentivized a career in the basic sciences for many scholars, especially women. However, attrition among NSTS beneficiaries led to it being opened to other disciplines in 1977. Subsequently, 'talent' became a label acquired on passing the NTSE. The focus on nurturance decreased, with NCERT placing greater emphasis on identifying the 'talented' and reducing coaching effects. The discourse of 'nation-building' was marginalized to a procedural commitment to inclusion and representativeness. However, both the psychometric test design and the historical distribution of winners demonstrate that the examination favours urban upper caste boys. While being reflexive about their elite backgrounds, the majority of interviewed scholars tended to be meritocratic and conservative, prioritizing their professional trajectories and emphasizing a personal commitment to excellence.

#### *Contents*

1. Introduction 2. The national talent search examination – an overview and review of literature 3. The conceptual framework 4. Research design and methods 5. The construction of the talented student in education policy 6. The construction of a talent search programme 7. The social geography of talent 8. Memories of the talent search 9. The worldwide of the talented 10. Summary and Conclusion. Bibliography. Appendix.

#### 14. RANGILA (Dimple)

##### **Child as an Agent: Exploration of Processes of Storytelling in Primary Classrooms.**

Supervisor : Dr. AlkaBehari

Th 23321

#### *Abstract (Verified)*

The present study was envisaged to explore the presence and place of stories and storytelling in the lives of children in primary classrooms. An attempt was made to understand and map the content of stories constructed by children. The study also focused on how student teachers were prepared for use of storytelling in classrooms. The participants in the study were children of class II and IV (one section each) from six schools. The children were from three state run schools and three private schools of Delhi. Teacher educators preparing prospective teachers for elementary teaching program were also part of the study. Findings of the study revealed that all children expressed preference for listening to stories. A majority of them preferred listening to stories over being read out. Children from state run schools had homes that were dense with oral stories but the same was not true as far as life at school was concerned. Children from private schools had a distinct and a 'schooled' style of sharing stories with similar intonation, pauses and breaks in between whereas children from state-run schools narrated the stories with a lot of variation. Drawings of children based on the stories they shared or listened to displayed their symbolic representations. Children constructed several stories on varied themes of animals; stories with family as a theme, children in the were depicted as being brave, altruistic, friendly, caring, truthful, witty, and filled with gratitude and respect for elders. All teacher educators considered storytelling as a significant and inseparable part of the teacher education program. They cited several benefits of storytelling for children. The agency of children appeared very strongly through story sharing and story construction. Storytelling effortlessly brought forth diverse linguistic, socio-economic and cultural eco-settings of children through their narratives.



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1. Introduction 2. Review of literature 3. Research design 4. Storytelling: Listening and sharing by children 5. Story construction: The child as an agent 6. Emerging space of storytelling in primary classrooms: perceptions of teacher educators 7. Major findings, conclusion and educational implications. Bibliography. Appendices.

15. RAVNEET KAUR

**Constructions of Childhood: Exploring The Personal and Socio-Cultural Contours.**

Supervisor : Prof. Namita Ranganathan  
Th 23326

*Abstract*  
(Not Verified)

The research explores the dominant constructions of childhood as perceived by children and adults. A detailed qualitative study of family as an institution was undertaken. These brought to fore their position as a social group and the ways, in which as 'social actors', they contribute to the structural space of childhood. Further, the study also aims to shed light on how gender and differences in family income account for diversity in the constructions of childhood and children's experiences. An understanding of childhood as a structural category through an intergenerational perspective was also attempted. The participants consisted of children in the age group of 7-11 years, and their families. A total of 12 families (four families each from higher, middle and lower income group) participated in the study. The tools consisted of thematic interviews with the children, parents, and grandparents, home based observations, children's drawings and pictures adapted from the Indian adaptation of the Rosenzweig P-F Study (Children's Form). The findings revealed that children were considered innocent, pure hearted and angelic. 'Natural' 'childlike' propensities such as their spontaneity, free spirit, selflessness, as well as their naughtiness and mischief were revered and celebrated. These constructions of childhood did not make a perfect fit with the lived childhoods of children. Actual family experiences bring to light that in reality children's daily routines were structured and tightly packed. Although childhood and adulthood were perceived as distinct stages of life yet continuities were observed between them. Childhood vulnerability and susceptibility appeared to be important markers of childhood and girls were seen especially prone. Children were almost always considered at the lower end of the power structure. However, children as exercised their agency and control over their own childhood. Different portraits of childhood got created through the lens of family income, gender and an inter-generational perspective.

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1. Introduction, background and conceptual framework 2. Methodology and the study 3. Dominant constructions of children and childhood 4. Constructions of childhood within family processes 5. Diversity in childhood experiences from the lens of family income, gender and an intergenerational perspective. Conclusions. References. Appendices.

16. ऋतु बाला

परीक्षा प्रणाली एवं शैक्षिक विषमता : एक समाजशास्त्रीय अध्ययन।

निर्देशिका : डॉ. निरुपमा जैमिनी

Th 23331

*विषय सूची*

1. विषय प्रवेश 2. सम्बन्धित साहित्य की समीक्षा 2. शोध प्रविधि 4. विश्लेषण एवं व्याख्या 5. उपसंहार। संदर्भग्रंथसूची एवं परिशिष्ट।

17. SUBBA (Manisha)  
**Construing the Impact of Prolonged Conflict on Learners' Past and Present in the State of Manipur.**  
 Supervisor : Prof. Sadhna Saxena  
Th 23324

*Abstract*  
*(Not Verified)*

The research study focuses on both inter-state and intra-state conflicts in Manipur state. In the review of literatures, the researcher has looked into the positive role of education to mitigate conflict and also as a negative weapon to propagate conflict. Further the impact of conflicts on the education system in general and children in particular based on various studies have been discussed. An overview of the education status in the Manipur state and effect on it due to the prolonged conflict has also been discussed. Besides the Unstructured Focused Interview Approach with the young learners, the researcher also listened to everyday conversations in the neighbourhood, observing people, graffiti, and public spaces and following the conversations on the social networking sites to untangle the complex and layered realities that exist in Manipur. Both the school and the college going learners see education as a means to a better life, influencing them at two levels: as a means for self-development and as a means to improve and contribute to the society. Though the researcher found similarities between the conflict and non-conflict areas in terms of aspirations, having hope for a better future, parents investing in education and the learners showing remarkable resilience in dealing with tough situations due to deprivation or conflict; however, deeper engagement also revealed that the hurdles in the lives of people living in conflict areas are different in nature. There is massive internal migration of young people from hill districts to Imphal Valley as well as external migration from Manipur to different parts of the country in search of better education and employment due to dysfunction and in hill districts and rural regions, absence, of educational institutions, and the prolonged conflict in the state.

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1. Introduction – Theorizing conflict 2. Building the context – education, conflict and children 3. Research design and process 4. Analysis and interpretation 5. Conclusions and way ahead. References. Appendices.

18. TOREIPHI MUNGLENG  
**Community Participation of Elementary Education in Nagaland and Mizoram: A Comparative Study.**  
 Supervisor : Dr. D. Parimala  
Th 23322

*Abstract*  
*(Not Verified)*

The present study studies two states from the North east who have made progressive growth with the involvement of the community. Both the states have progressed fairly and positively through the implementation of the SSA programme in the state. Thus to understand the community participation in the state not just in theory, the study makes an attempt to understand the perception of the community in the implementation of the SSA programme and the development in the elementary education in the capital districts of the two states i.e., Kohima (Nagaland) and Aizawl (Mizoram). 5 schools from each district were taken under the study. Results were drawn through the responses given by the primary stake holders using both

qualitative and descriptive statistical analysis. The total numbers of respondents for this study are 510, out of which 64 respondents belong to Village Education Committee (VEC) members including education officers, 200 parents, 40 teachers, 10 school administrators, students and civil societies. The study revealed both positive as well as constraints in the implementation of the program. The data also draw a comparative presentation on the level of community participation in both the states. However their willingness to participate and involve for the development of the schools is very high. Strength lies in cooperation, volunteerism spirit, relationship between the schools and the community has strengthened, increase in students enrollments and the willingness of the parents in sending their children to schools notwithstanding the improvement in classroom teaching situation and teachers commitment to the profession. Community's contribution towards school development is commendable. However it has its share of constraints in the implementation and functioning of the schools. Some that needs immediate intervention while some may take through process of trainings and campaigns etc.

#### *Contents*

1. Introduction 2. Review of related literature 3. State and district profile of Nagaland 4. State and district Profile of Mizoram 5. Methodology 6. Community participation, school development and stakeholders' perceptions 7. Major empirical finding. 8. Implication for policy planning and conclusion. Bibliography. Annexure.