



Quality of Government Higher Secondary Education in Dimapur District of Nagaland

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Abstract: Higher secondary education plays a pivotal role in shaping individuals' intellectual, social, and emotional development. As such, quality higher secondary education is not just a preparatory stage but a decisive phase that can shape the future of young individuals, influencing their academic choices, career paths and overall contributions to the society. It is a crucial level in the educational pyramid which gives proper insight to the students for deciding their life journey. Quality lies in the intrinsic validity of the product of higher secondary education with regard to fulfil academic mission like examination results, standard of achievement, commitment to develop and explore the inner potential qualities to its maximum level. It encompasses factors such as brilliance, effectiveness, skills and values, and can be measured through student performance, examination results, infrastructure facilities, and the teaching-learning process.

It is a mixed method study analytical in nature. Data is collected from the primary sources. The study has revealed number of findings such as: a) only 4 percent students stated facilities in govt. higher secondary schools' as excellent, 6.5 percent rated excellent in availability and accessibility of educational resources such as textbooks, technology, and libraries, 11.5 percent excellent in school buildings, 11.5 percent rated excellent classroom facilities, 18 percent students rated blackboard visibility as excellent, 15 percent of rated sports facilities as excellent, 2 percent of students rated laboratory facilities as excellent, no student rated toilet facilities as excellent, 6.5 percent of students rated electricity availability as excellent, 8.5 percent of students rated drinking water facility as excellent etc.

Keywords: Higher secondary, education, govt., academic achievement, streams, disciplines.

Introduction: Education is the key to unlock the potential of the future as tomorrow belongs to those who prepare for it today-Malcolm X. Education is not just a phase, it's a lifelong journey. It facilitates progress, transformation, adaptation, and enlightenment. It encompasses various facets, encompassing cognitive, emotional, social, physical, and moral development. A country with a higher number of educated citizens is likely to be more developed. Education is instrumental in shaping the destinies of individuals and communities. In India, higher secondary education acts as a link between secondary education and higher education, making it a pivotal stage for students. Government schools, especially in providing accessible education to marginalized communities, play a significant role in this context. Dimapur, being one of the largest districts in Nagaland, stands as an educational focal point in the region. Government higher secondary schools in Dimapur gather students from diverse backgrounds, including urban, rural, and tribal areas. While these schools provide a fundamental platform for education, concerns about the quality of education offered often surface. The effectiveness of teaching methods, availability of resources, teacher

qualifications, student performance and infrastructure are all critical factors that influence the quality of education in these schools. **Malik, Mandal, Ganguly, Chakraborty & Patra (2023)** conducted a study on ICT use in higher secondary education and found six important areas of effective use of ICT in the teaching and learning process in school education namely, teaching effectiveness, quality of teaching, teaching support, innovative teaching, student engagement and technical accessibility. **Parhi (2022)** studied on a comparative analysis and the quality assessment of higher secondary education in Nagaland and found number of findings such as i) academic achievement (results) of govt. higher secondary institutions in three streams (arts, science and commerce) until 2017 was satisfactory, ii) since 2018, quality of academic achievement (results) of private higher secondary institutions are better than govt. higher secondary and the students enrollment in govt. higher secondary was decreased in a rapid rate, iii) female students in all three streams performed better results than male students in last three years, iv) there is a disparity in providing three streams of studies in the entire state. Most of the institutions (private and govt.) are established in Dimapur and Kohima, v) private agencies are the main player of higher secondary education in the state and vi) there is very less opportunities of science and commerce studies in the entire State etc. **Mahanta and Gupta (2019)** conducted a comparative study of government and private higher secondary schools in Guwahati and established that the parents (66%) of private school students are educationally higher qualified, holding more secured jobs and also earning much more than the government school parents. The findings related to physical facilities as classroom infrastructure, quality of labs and library infrastructure, size of the playground, toilets and urinal facilities, auditorium, security, teacher student ratio, proper drainage and sanitary system, proper lightening and ventilation, school environment clearly reveals that private schools are doing visibly better than the government schools apart from charging high fees. A study by **Ali and et al. (2013)** found that age, parent's income and hours of study have significant role in improving student's performance. **Mushtaq and Khan (2012)** found that communication, learning facilities and proper guidance are crucial factors that positively influence academic performance. **Nawaz, et al. (2011)** found that students performance is not only influenced by the natural gift but also by some other factors like fathers' income, parents' education, size of the family, motivation by the teacher towards the subject, co-curricular activities, etc. **Kaul and Gupta (1990)** investigated into the school library facilities and their utilization in four selected states and revealed that libraries were existing in all higher secondary schools. Only small fraction of schools had separate accommodation for libraries. Stacking facilities were mostly found to be meager. Most libraries open for two hours each day. Only few schools had provision of library periods. There was no provision for full time librarians in schools.

Rationale of the Study: The significance of higher secondary education cannot be overstated, as it plays a pivotal role in shaping individuals' intellectual, social, and emotional development. This specialization is crucial as it lays the groundwork for higher education and professional opportunities. In the current scenario, quality higher secondary education becomes imperative to compete in the global market. In many educational systems, higher secondary education is also the period when students begin to prepare for competitive examinations. As such, quality higher secondary education is not just a preparatory stage but a decisive phase that can shape the future of young individuals, influencing their academic choices, career paths, and overall contributions to society. Higher secondary is a crucial level in the educational pyramid, which is why it needs to be studied at large. Higher secondary education is important as it links between the school and higher education. The character formation and personality development also take its proper shape at this level of studies. As the higher secondary stage is an interim stage of student's life from school to higher education level, their education in this stage needs proper care and consideration. It is true that the quality in students help them to become good human beings and contribute in building a knowledgeable and coherent society. The infrastructure facilities, teaching learning process and quality of faculty are not same in all institutions. It is one of the important levels in educational pyramid which gives proper insight to the students for deciding their life journey. Quality lies in the intrinsic validity of the product of higher secondary education with regard to fulfil academic mission like examination results, standard of

achievement, commitment to develop and explore the inner potential qualities to its maximum level. Analysis of the input output relationship of government higher secondary schools in last 3years, facilities available, quality of teachers, infrastructures, teaching-learning aids, laboratory, libraries etc. can justify the quality in the district.

Objectives of the Study: The following objectives were kept in focus:

- ❖ To investigate the facilities available for students in Government Higher Secondary Schools' in Dimapur District.
- ❖ To examine the quality of students' produced from three different streams (Arts, Science and Commerce) in last three years.
- ❖ To contribute remedial measures for the improvement of quality higher secondary education in Dimapur District of Nagaland.

Research Questions:

1. What are the factors influencing the quality of education in Government Higher Secondary Schools' in Dimapur?
2. What teaching methods and strategies are employed by teachers in Government Higher Secondary Schools' in Dimapur?
3. What is the condition of physical infrastructure (classrooms, laboratories, libraries) in Government Higher Secondary Schools' in Dimapur?
4. Are schools' adequately aided with technology (computers, internet, and digital tools) to support teaching and learning?
5. Are the Higher Secondary Schools' producing satisfactory results?

Methodology: This is a mixed method study and descriptive in nature. Both document analysis and field works were done. The field of investigation was consisted with 200 higher secondary students, 20 Assistant teachers and 4 Principals from all 4 government higher secondary schools in Dimapur under NBSE, Nagaland.

Sample: A selective proportion of the population which represents all the characteristics is called sample. In this study, out of 4 government run higher secondary schools, all 4 govt. higher secondary schools were selected which comprises of 100 percent as sample institutions. Care was taken to select equal number of samples keeping in view all three streams (Arts, Science and Commerce) of students and teachers. The investigator randomly selected 200 students, 20 teachers and 4 principals from 4 government run higher secondary schools.

Tools Used in the Study: Success of research depends on data collection as the researcher can collect information about the desired sample through the means of tools. For the present study, the investigator developed a questionnaire for data collection.

1. Questionnaire for students:

Statistical Techniques Used: The data were gathered and tabulated with the help of the research tools already mentioned. The unprocessed raw data were converted and analysed. For the analysis and interpretation of the data, the statistical technique like percentage analysis was mainly used in the study.

Delimitation of the Study: The present study was delimited to the following:

- This study was delimited to the government higher secondary school education in Arts, Science and Commerce streams in Dimapur District of Nagaland.
- The study focuses only on government higher secondary schools and doesn't include private higher secondary schools.

Analysis And Interpretation of Data: The data obtained through procedure for the present study does not serve the purpose unless it is systematically classified, tabulated and interpreted in consistent with the inherent meaning and scope of the problem. Tabulation denotes the recording of the classified data in quantified terms. Data obtained were tabulated as required by descriptive statistics.

Objective no.1, To investigate the facilities available for students in Government Higher Secondary Schools in Dimapur District.

Students' responses on the facilities available in the schools

Table 1 - Facilities available in Higher Secondary Schools

Sl. No	Facilities	Excellent	Good	Fair	Poor
1.	Resources and facilities	8 (4.00)	96 (48.00)	49 (24.50)	47 (23.50)
2.	Textbooks, technology, and libraries	13 (6.50)	84 (42.00)	48 (24.00)	55 (27.50)
3.	School Buildings	23 (11.50)	99 (49.50)	39 (19.50)	39 (19.50)
4.	Class rooms	23 (11.50)	123 (61.50)	25 (12.50)	29 (14.50)
5.	Ventilation	18 (9.00)	109 (64.50)	46 (43.00)	27 (13.50)
6.	Visibility of the black board	36 (18.00)	138 (69.00)	20 (10.00)	6 (3.00)
7.	Sports facilities	30 (15.00)	92 (46.00)	30 (15.00)	48 (24.00)
8.	Laboratory facilities	4 (2.00)	55 (27.50)	50 (25.00)	91 (45.50)
9.	Library facilities	4 (2.00)	36 (18.00)	40 (20.00)	120 (60.00)
10.	Toilets	-	28 (14.00)	40 (20.00)	132 (66.00)

11.	Electricity availability	13 (6.50)	80 (40.00)	47 (23.50)	60 (30.00)
12.	Drinking Water	17 (8.50)	71 (35.50)	44 (22.00)	68 (34.00)
13.	School area	38 (19.00)	50 (25.00)	63 (31.50)	49 (24.50)

(Numerical values given in parentheses are percentage)

Table 1, shows the facilities available in government higher secondary schools where only 4% students perceive facilities as excellent, indicating a significant gap in meeting high standards, 48% students rate facilities as good, suggesting that nearly half of the schools have satisfactory resources, 24.5% students respond facilities as fair, implying that these schools have some shortcomings, and the remaining 23.5% students report inadequate resources highlighting a significant concern. Only 6.5% students' rated excellent availability and accessibility of educational resources, such as textbooks, technology, and libraries, 42% good, 24% fair and the rest 27.5% rated as poor.

In regard to the above table, only 11.5% responded excellent school buildings, 49.5% good, 19.5% fair and 19.5% poor condition, indicating some areas need renovation or improvement in school buildings. About 11.5% students rated excellent classrooms, 61.5% good, 12.5% fair and 14.5% poor classroom facilities in schools. Only 18% students' rate blackboard visibility as excellent, 69% good, 10% fair and 3% rated as poor. The majority of students (87%) rate blackboard visibility as either excellent or good, indicating that most students have a clear view of the blackboard. The positive ratings for blackboard visibility suggest that schools have likely taken steps to ensure that the students can see the blackboard clearly which is essential for effective learning. The data shows 15% students' rate sports facilities as excellent, 46% rate them as good, 15% rate them as fair and 24% rate them as poor. While 61% students' rate sports facilities as either excellent or good, a significant percentage (24%) rates them as poor. This suggests that while majority schools have satisfactory sports facilities, there is room for improvement in some schools.

The table reveals that, 2% students rate laboratory facilities as excellent, 27.5% good, 25% fair and 45.5% rate them as poor. The majority of students (45.5%) rate laboratory facilities as poor, indicating a significant concern. Only 2% of students' rate library facilities as excellent, 18% rate them as good, 20% fair and the majority 60% rated them as poor. A majority (60%) student' rate library facilities as poor, indicating a substantial concern. As per the table given above, no student rated toilet facilities as excellent, 14% good, 20% fair and 66% students rated them as poor. It shows that majority (66%) of student's rated toilet facilities as poor, indicating a critical concern. The absence of excellent ratings and limited good ratings (14%) suggest that toilet facilities in many schools are inadequate, unhygienic, or poorly maintained. Only about 6.5% students rated electricity availability as excellent, 40% good, 23.5% fair and 30% rated it as poor. This suggests that poor electricity is a major hindrance for effective teaching and learning. The table depicted that, 8.5% students' rate drinking water availability as excellent, 35.5% rate it as good, 22% rate it as fair, and 34% rate it as poor. This suggests that while some schools have access to clean drinking water, others face challenges in providing reliable and safe drinking water.

❖ Analysis of Last Three Years Higher Secondary Examination Results in Dimapur District Of Nagaland (Quality of students produced in last three years 2022, 2023 & 2024)

Objective no.2, To investigate the quality of students produced from three different streams (Arts, Science and Commerce) in last three years.

Table -2: Higher Secondary Examination Result Of the Year 2022

Streams	Name of Schools	Enrolled	Appeared	Passed	Failed	1 st Div	2 nd Div	3 rd Div
Arts	GHSS Diphupar-A	65	64	56 (87.50)	08 (12.50)	20 (31.25)	33 (51.60)	03 (4.68)
	GHSS Purana Bazar	73	72	56 (77.77)	16 (22.22)	21 (29.16)	27 (37.50)	08 (11.11)
	GHSS Dimapur	125	125	107 (85.60)	18 (14.40)	22 (17.60)	64 (51.20)	21 (16.80)
Science	GHSS Dimapur	41	41	36 (87.80)	05 (12.19)	11 (26.82)	20 (48.78)	05 (12.19)
Commerce	-	-	-	-	-	-	-	-
Total Number of students studied and passed from govt. higher secondary schools, Dimapur District		304	302	255 (84.43)	47 (15.56)	74 (24.50)	144 (47.68)	37 (12.25)

(Numerical values given in parentheses are percentage)

Table-2, reveals that GHSS Diphupar-A arts stream results (2022), Enrolled: 65, Appeared: 64, Pass: 87.50%. Division-wise performance: 1st: 31.30%, 2nd: 51.60%, 3rd: 4.60%, Fail: 12.50%. The results indicate a pass percentage of 87.50%, with the majority of students (51.60%) securing 2nd division. This suggests a relatively strong performance, but there's room for improvement, particularly in increasing the percentage of students securing 1st division. The table also indicates that GHSS Purana Bazar arts stream results (2022) Enrolled: 73, Appeared: 72, Pass: 77.70%. Division-wise performance: 1st: 29.10%, 2nd: 37.50%, 3rd: 11.10%. Fail: 22.20%. The results show a pass percentage of 77.70%, with the majority of students (37.50%) securing 2nd division. While the pass percentage is notable, the failure rate of 22.20% suggests areas for improvement.

As per the given table GHSS, Dimapur Arts Stream Results (2022) Enrolled: 125, Appeared: 125, Pass: 85.60%. Division-wise performance: 1st: 17.60%, 2nd: 51.20%, 3rd: 16.80%. Fail: 14.40%. The results indicate a pass percentage of 85.60%, with the majority of students (51.20%) securing 2nd division. The pass rate is commendable, but relatively low percentage of students securing 1st division suggests potential areas for improvement. The above table also reveals GHSS Dimapur Science Stream Results (2022) Enrolled: 41, Appeared: 41, Pass: 87.80%. Division-wise performance: 1st: 26.80%, 2nd: 48.70%, 3rd: 13.00%. Fail: 12.20%. The results show a pass percentage of 87.80%, with the majority of students (48.70%) securing 2nd division. The pass rate is notable, and the percentage of students securing 1st division is relatively high.

Table-3: Higher Secondary Examination Result Of the Year 2023

Streams	Name of Schools	Enrolled	Appeared	Pass	Fail	1 st Div	2 nd Div	3 rd Div
Arts	GHSS, Diphupar-A	77	76	61 (80.26)	15 (19.73)	16 (21.05)	45 (59.21)	nil
	GHSS, Purana Bazar	78	76	50 (65.78)	26 (34.21)	26 (34.21)	24 (31.57)	nil
	GHSS, Dimapur	120	120	109 (90.83)	11 (9.16)	37 (30.83)	52 (43.33)	20 (16.66)
Science	GHSS, Dimapur	48	48	41 (85.41)	7 (14.58)	16 (33.33)	19 (39.58)	06 (12.50)
Commerce	-	-	-	-	-	-	-	-
Total Number of students studied and passed from govt. higher secondary schools, Dimapur District		323	320	261 (81.56)	59 (18.43)	95 (29.68)	140 (43.75)	26 (8.12)

(Numerical values given in parentheses are percentage)

In regard to the above table-3, GHSS Diphupar: A (2023) Arts Stream Results. Enrolled: 77, Appeared: 76, Pass: 80.20%. Division-wise performance: 1st: 21.00%, 2nd: 59.20%, 3rd: Nil. Fail: 19.70%. The results show a pass percentage of 80.20%, with the majority of students (59.20%) securing 2nd division. The above table also reveals GHSS Purana Bazar Arts Stream Results (2023), Enrolled: 78, Appeared: 76, Pass: 65.80%. Division-wise performance: 1st: 34.20%, 2nd: 31.50%, 3rd: Nil. Fail: 34.20%. The results show a pass percentage of 65.80%, with a notable percentage of students (34.20%) securing 1st division. However, the failure rate is relatively high, indicating potential areas for improvement in students' support and academic resources.

Table-3, GHSS, Dimapur, Arts Stream Results (2023) - Enrolled: 120, Appeared: 120, Pass: 90.80%. Division-wise performance: 1st: 30.80%, 2nd: 43.30%, 3rd: 16.60%. Fail: 9.20%. The results show a pass percentage of 90.80%, with the majority of students (43.30%) securing 2nd division. The pass rate is notable, and the percentage of students securing 1st division is relatively high. The GHSS, Dimapur Science Stream Results (2023), Enrolled: 48, Appeared: 48, Pass: 85.40%. Division-wise performance: 1st: 33.30%, 2nd: 39.50%, 3rd: 12.50%. Fail: 14.60%. The results show a pass percentage of 85.40%, with the majority of students (39.50%) securing 2nd division. The pass rate is notable, and the percentage of students securing 1st division is very much satisfactory.

Table-4: Higher Secondary Examination Result Of the Year 2024

Streams	Name of Schools	Enrolled	Appeared	Pass	Fail	1 st Div	2 nd Div	3 rd Div
Arts	GHSS Diphupar-A	74	72	67 (93.05)	05 (6.9)	28 (38.88)	38 (52.77)	01 (1.38)
	GHSS, Purana Bazar	65	64	54 (84.37)	10 (15.62)	28 (43.75)	26 (40.62)	Nil
	GHSS, Dimapur	155	153	144 (94.11)	09 (5.88)	57 (37.25)	62 (40.52)	25 (16.33)
Science	GHSS, Dimapur	52	52	46 (88.46)	06 (11.53)	13 (25.00)	21 (40.38)	12 (23.07)
Commerce	-	-	-	-	-	-	-	-
Total Number of students studied and passed from govt. higher secondary schools, Dimapur District		346	341	311 (91.20)	30 (8.79)	126 (36.95)	147 (43.10)	38 (11.14)

(Numerical values given in parentheses are percentage)

Table-4 shows GHSS Diphupar- A, Arts Stream Results (2024) Enrolled: 74, Appeared: 72, Pass: 93.10%. Division-wise performance: 1st: 38.90%, 2nd: 52.70%, 3rd: 1.40%. Fail: 7.00%. The results show an impressive pass percentage of 93.10%, with the majority of students (52.70%) securing 2nd division and a significant percentage (38.90%) achieving 1st division. The above table depicts GHSS Purana Bazar Arts Stream Results (2024) Enrolled: 65, Appeared: 64, Pass: 84.30%. Division-wise performance: 1st: 43.70%, 2nd: 40.60%, 3rd: Nil. Fail: 15.60%. The results show a pass percentage of 84.30%, with a significant percentage of students (43.70%) securing 1st division and 40.60% securing 2nd division.

The data also reveals GHSS Dimapur Arts Stream Results (2024) Enrolled: 155, Appeared: 153, Pass: 94.10%. Division-wise performance: 1st: 37.20%, 2nd: 40.50%, 3rd: 16.30%. Fail: 5.90%. The results show an impressive pass percentage of 94.10%, with a significant percentage of students securing 1st division (37.20%) and 2nd division (40.50%). As regard to the given table above, GHSS Dimapur Science Stream Results (2024) Enrolled: 52, Appeared: 52, Pass: 88.50%. Division-wise performance: 1st: 25.00%, 2nd: 40.40%, 3rd: 23.10%. Fail: 11.50%. The results show a pass percentage of 88.50%, with a notable percentage of students securing 2nd division (40.40%) and a significant percentage achieving 1st division (25.00%).

Remedial Measures

Objective no. 3, To contribute remedial measures for the improvement of quality in higher secondary education in Dimapur District of Nagaland

Here are some remedial measures that can help improve overall school's quality, students' outcome, and stakeholders' engagement.

1. Govt. should take the initiative to upgrade classrooms with modern amenities like smart boards, projectors, and adequate lighting.
2. Maintaining functional toilets and ensuring cleanliness and hygiene in all govt. higher secondary schools at Dimapur District.
3. Incorporating life skills education, value based education, extra-curricular activities, reviewing and updating curriculum to align with the change of time. Ensuring curriculum relevance and applicability.
4. Employing qualified and trained teachers and implementing effective teaching-learning processes. Also, regular quality training should be provided to teachers to update the skills in teaching methodologies.
5. Teacher-Student ratio should be properly maintained for proper monitoring. Encouraging student-centered learning and participation.
6. Drinking water and sanitation facilities should be well maintained in all schools.
7. Teachers should be well trained to use technology for enhancing teaching-learning.
8. More educational awareness should be provided to the parents. Conducting parent-teacher meetings, providing regular progress, updates and organizing workshops on importance of education, health, and hygiene.
9. Promoting inclusivity and diversity, fostering a positive school culture and encouraging student participation and feedback should be the priority in all schools.

Findings of the Study

1. The study revealed that only 4 percent students stated facilities in govt. higher secondary schools' as excellent, 6.5 percent rated excellent in availability and accessibility of educational resources, such as textbooks, technology, and libraries, 11.5 percent excellent in school buildings, 11.5 percent rated excellent classroom facilities, 18 percent students rated blackboard visibility as excellent, 15 percent of rated sports facilities as excellent, 2 percent of students rated laboratory facilities as excellent, no student rated toilet facilities as excellent, 6.5 percent of students rated electricity availability as excellent, 8.5 percent of students rated drinking water facility as excellent.
2. It was found that 10 percent students have both parents employed, 57.5 percent families have a monthly income of less than Rs 10,000 and the majority of families (57.5%) have a monthly income of less than Rs 10,000.
3. The study revealed that 2.5 percent students' academic performance as excellent, 56.5 percent as good, 26 percent as fair and 15 percent as poor.
4. About 51.5 percent students find the lecture method as most effective, 39.5 percent prefer the discussion method and 5 percent prefer project-based learning.
5. The study revealed that 24.5 percent students rated teaching quality as excellent, 59 percent rated it as good, 13.5 percent rated it as fair and 3 percent rated it as poor.
6. The study revealed that there were 84.43 percent pass results of govt. higher secondary schools from Dimapur District in the year 2022. About 24.50 percent students passed in first division, 47.68 percent in second division and 12.25 percent students passed in third division.
7. It was found that there were 81.56 percent pass results of govt. higher secondary schools from Dimapur District in the year 2023. About 29.68 percent students passed in first division, 43.75 percent in second division and 8.12 percent students passed in third division.

8. The study established that there were 91.20 percent pass results of govt. higher secondary schools from Dimapur District in the year 2024. About 36.95 percent students passed in first division, 43.10 percent in second division and 11.14 percent students passed in third division.
9. It was found that in the year 2022, 2023 & 2024, there were 87.80 percent, 85.41 percent and 88.46 percent pass result in science stream in govt. higher secondary school at Dimapur District.
10. The study revealed that till the year 2024, govt. did not introduce commerce stream in any govt. higher secondary schools in Dimapur District.
11. There is only one govt. higher secondary school having science stream in the entire District.

Suggestions for Further Study: Further investigations can be made on the following lines –

1. The present study is confined to 200 samples; it is suggested to prosecute research taking a large sample.
2. The study is limited to Dimapur District; it can be extended to other Districts of Nagaland and other states in India for a comparative study.
3. The study is confined to higher secondary education only. It may be extended to elementary, secondary, under graduate and post graduate etc.
4. Similar studies may be conducted in other professional courses such as engineering, medicine and architecture.

Here, the investigators feel that the findings and suggestions for the further study are not the final words for solving the problems but these can form the basis for further work in the area. It is admitted that the present study cannot be claimed to be comprehensive investigation because it is such a vast subject of investigation that how so ever comprehensive the researcher may be, the growing complexities in the modern world leaves still much to be done.

Conclusion: As higher secondary education is the bridge to enter into the higher education or professional courses, it is a crucial stage which needs proper care and guidance. The main flaws in our educational system are lack in its implementation due to which we remain in theory and not of practice. The issues of government higher secondary education are multifaceted. Lack of facilities, poor teaching learning process, imbalance in student-teacher ratio, attitude of the parents and teachers, unmaintained infrastructures, electricity, clean drinking water, clean and hygienic toilets, etc. which contributes to the major hindrance for achieving quality education which needs to be addressed promptly. The findings highlight the need for investment in sports facilities, to ensure that all students have access to quality facilities for physical education and extracurricular activities. The pressing need for investment in laboratory facilities, equipments, and resources to support hands-on learning and scientific exploration are very much necessary. Schools may need to focus on improving teaching methods and resources for Mathematics and Science, as these subjects seem to be less popular among students. The findings suggest that addressing teacher training and support should be a priority. Consider exploring ways to provide professional development opportunities and potentially re-evaluating staffing or class sizes to mitigate high student-teacher ratios. The findings suggest that class sizes are significantly large, which may impact the quality of teaching and learning. The institution may need to consider strategies to manage class sizes, such as hiring more staff or optimizing classroom allocation. The assessments could focus on continuous and comprehensive evaluations, also incorporating projects and potentially other methods to cater to diverse learning styles and needs. Consider exploring ways to effectively integrate these methods to enhance assessment validity and student engagement.

In conclusion, the comprehensive analysis and recommendations for Government Higher Secondary Schools in Dimapur District underscore the imperative for holistic reforms. By tackling pressing issues such as infrastructure development, teacher capacity building, digital literacy, student support services, community partnerships, and curriculum modernization, these institutions can significantly elevate students' achievement and play a pivotal role in the district's socio-economic advancement. The successful implementation of these recommendations holds the potential to foster a more inclusive, effective, and supportive learning environment, which would not only benefit students but also have a positive ripple effect on the community at large.

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