

**Problems of Upper-Primary Schools in Jowai, Jaintia
Hills, Meghalaya**

**A Dissertation Submitted in Partial - Fulfillment for the
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**Assistant Prof, Dr B.B Rymbai
(Supervisor)**

**Dap-i-mon Bareh
(Investigator)**



**Department of Education
North - Eastern Hill University
Shillong -793022**

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CERTIFICATE

This is to certify that Miss DAP-I-MON BAREH, Roll No. 8020 has completed her Dissertation entitled “Problems of Upper-Primary Schools in Jowai, Jaintia Hills, Meghalaya” submitted in partial-fulfillment of the requirement for the degree of Master of Education (M.Ed) is purely the outcome of the work done by her under my supervision. The contents of this work did not form the basis of award of previous degree to her.

**Supervisor****Dated: Shillong**

The 10.12.2009.

Dr. Mrs. Brinda Bazeley Rymbai (Asst. Prof.)
Department of Education NEHU,
Shillong

Dr. B Bazeley Rymbai
Department of Education
North Eastern Hill University
Shillong-793022, Meghalaya

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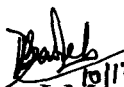
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10/12/2009
Dap-I-Mon Bareh
(Investigator)

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Abbreviations

- 1. Basic Training Center (BTC)**
- 2. College of Teacher Education (CTE)**
- 3. District Institute of Education & Training (DIET)**
- 4. Higher Secondary School Leaving Certificate (HSSLC)**
- 5. Mid day meal scheme (MDMS)**
- 6. National Policy on Education (NPE)**
- 7. Programme of Action (P.O.A)**
- 8. Sarva Shiksha Abhiyan (SSA)**
- 9. Secondary School Leaving Certificate (SSLC)**
- 10. United Nations Declaration of Human Rights (UNDHR)**
- 11. Universal Declaration of Human Rights (UDHR)**
- 12. Universalization of Elementary Education (UEE)**

Chapter I

1.1 Introduction

Education is an important human activity. The boundaries of education are wide and varied. In general, education has been classified into different stages; they are Primary Education, Secondary Education and Colleges or Higher Education. The nature and aims of education are conditioned by its social needs, ideals and aspirations, but the main purpose of education is to prepare a citizen for life. Primary stage is one of the aspects of education. It is through primary stage that the foundation of the students is based and they can successfully prepare themselves for higher education.

Education system in India has undergone very little radical changes since independence inspite of various Commissions and Committees constituted by the central government and state government for reformation and reorganization of the system. A number of innovations have been introduced to a more or less limited extent but these efforts by and large have not so far achieved the goal set forth to the desired extent.

Education of the child is one such right that has found a prominent place in the Indian Constitution. No doubt the British Colonial rulers, some of the progressive native states and a few religious and other Trusts did run primary schools to educate the children before Independence yet; it was not legally and constitutionally guaranteed. Art 45 of the constitution of India however, makes it obligatory on the part of the state to provide free and compulsory/elementary education for all children upto the age of 14 years.

Till date the governments of India have struggled to achieve the target goal of Art 45. In the mean time in the local newspaper “The Shillong Times” we find that the parliament have successfully passes the "Right to Education Bill "which is the right of children to free and compulsory Education Bill 2008, to provide education to children between 6 to 14 years. The bill also earmarks 25 percent seats to weaker section in private schools. Human Resources Development Minister Kapil Sibal describing it as ‘harbinger of a new era’ for children to meet the challenges of the 21st Century. Moreover he said the bill is a historic opportunity’ for providing better future to children of the country as there were never such a landmark legislation in the last 62 years since Independence. The bill also seek to do away with the practice of schools taking capitation fees before admission and subjecting the child or parents to any screening procedure. Further more the bill seeks to achieve ten broad objectives which include free and compulsory education, obligation on the part of state to provide education, nature of curriculum consistent with constitution, quality, focus on social responsibility and obligation of teachers and de-bureaucratization in admissions.¹

1.2 Meaning and Definition of Education

Meaning:

Education is an important for each and every human being. It was born with the birth of human race, so it will continue to function as long as the human race lives.

Education is derived from the Latin word ‘Educare’ and ‘Educere’ mean to bring up, to lead out and to develop etc. In this way the word education means to develop the inborn qualities of a child to the full.²

The meaning of education can be explained in the narrower meaning and wider meaning of education. Thus education has been defined by different educationists in narrow and wider meaning.

Definitions:

According to S.S. Mackenzi, "In narrow sense, education may be taken to mean any consciously directed effort, to develop and cultivate our powers." ³

According to S.S. Mackenzi, "In the wider sense, it is a process that goes on through -out life, and is promoted by almost every experience in life." ⁴

1.3 Historical Review

1. Pre-British Primary Education

The old system of primary education was prevailing throughout India under the British rule. However, by the eighteenth century, it had lost much of its glory and utility. When the Britishers gained a solid victory at Plassey in 1757 A.D, nearly one lakh Indian educational institutions were engaged in the expansion of education in Bengal alone. Despite such efforts the ancient system of education could not progress. The main reason for this decay was that the Britishers aimed at tightening the shackles of slavery by destroying the social, cultural and literary base of India and replacing it by their own culture, social traditions and literature. In destroying the traditional Indian education, the Christian Missionaries play a more important role than the East India Company. They established primary, secondary and higher schools on the western pattern with the aim of spreading Christianity.

2. Primary Education Under East India Company

Under the Charter of 1813 issued by the government in England the East India Company was authorized to spend rupees one lakh yearly for the education of

Indian people, development of scientific work and the progress of Indian Literature. The main interest of the Company in India was trade and earning more and more profits. Hence, it considered the efforts of the missionary's sufficient and showed indifference towards the development of education. There was also the practical difficulty in following the charter in the true spirit as the company was unable to make up its mind as to which part of the country or in which direction this amount should be utilized. These problems were reviewed in 1824 and it was decided to spend a certain percentage of the allotted money on primary education. However, during the rule of the Company upto 1857, efforts in the sphere of education remained completely unsatisfactory. According to Wood's Despatch of 1854, the Company was responsible for the education of Indians. Therefore the duty of the Company was to encourage Indian schools, expansion of primary education, proper financial assistance and provision of useful and practical education for the Indian people.

3. Primary Education under British Government

After the revolt of 1857 the rule of the company ended, and the British Parliament took the administration of India directly in its own hands. The direct rule by the British Parliament was more liberal than the East India Company. It paid due attention to education and the next 30 years were particularly important in the history of primary education. Under the Stanley Charter of 1859 it was announced that the responsibility of primary education in India would be the direct responsibility of the Indian administration. For this purpose the Government of India set forth the right to tax the Indian public for expansion of education and by 1882 nearly 29,000 primary schools were opened for educating 21 lakhs students.

Despite the patronage extended by the government during the nineteenth century, proper expansion of education in India could not take place. This was even accepted by Lord Curzon, the then Viceroy of India. According to him the aim of primary education was to provide education to every one through the medium of mother tongue or local dialect and the facility of receiving primary education was to be available to anyone desiring to receive it. Lord Curzon, the Viceroy of India, also made commendable efforts for the expansion and development of primary education. As a matter of fact, his term can be called the first stage in the development of primary education. Lord Curzon gave much encouragement to the Indian people in the sphere of education. For the first time, without any fear the people asked the government to discharge its responsibilities towards primary education. It was also expected that primary education would make much headway during Curzon's regime, but Lord Curzon's unfortunate policy of the partition of Bengal made all his reformatory efforts seem insignificant. With this unfortunate policy the public rose against Lord Curzon's Policy. Not only had the public rose against Lord Curzon's Policy even the Indian National Congress who held its session at Calcutta in 1905 strongly criticized the government policies. Under this adverse and unfavorable situation neither the governmental nor the non-governmental policies, despite their importance, could be successfully implemented.⁵

1.4 Development of Compulsory Education After Independence

After attaining independence the administration of the Country came in the hands of the people themselves. Due to the adoption of the democratic system, the responsibility of the reconstruction and all-round development of the country became the responsibility of the new administration. The national leaders realized

that the success of democracy was only possible when the entire population was educated and understood their duty, rights and responsibilities. Therefore, the national government under Art 45 of the Constitution declared the principles of compulsory education and based its detailed educational programme on these principles. Primary education was not only made compulsory but also free for children in the age group of 6 - 14 years. ⁶

Universalization of Elementary Education (UEE) or Primary education is the foundation stone to all progress and is the most crucial stage of education spanning the first eight years of schooling (6-14 years) as J.P. Naik had rightly pointed out that “the progress of primary education is an index of the general, social and economic development of the country as a whole” ⁷. Thus to achieve the target of the Constitution under the Directive Principles of State Policy, the Constitution introduced the 93rd Amendment Bill in the Parliament to make free and compulsory elementary education for the children of the age group of 6 -14 years a fundamental rights.

1.5 Primary Education in India

Today, education is accepted as a human right. An individual may acquire certain right simply by virtue of being a human being, irrespective of any particular situation in which he/she is. Human rights are perceived in relation to the basic needs of human beings. Thus, food, shelter and clothing are universally accepted as basic needs of human beings for survival and therefore, every human being has the right to the basic needs of human existence. ⁸

Education as a process of acquiring knowledge and skills is considered to be a basic need of human living and therefore, it is accepted as a human right. It means that without education an individual would not be able to live a really human

life. There is absolutely no doubt that no human living is possible without the minimum learning process of socialization. But when education is treated as a human right today, the reference is to some level of formal education (or learning beyond what is available in socialization) as a basic need of every human being. Hence today, education is accepted as a human need and finds place as one of the human rights in the United Nations Declaration of Human Rights (UNDHR) .⁹

Post-Independence India has accepted education as a human right, which is a basic need of every individual to live a human life. This is clear from the directive in Article 45 of the Constitution of India. Following this constitutional directive, the nation has been pursuing Universalization of elementary education as a national goal. ¹⁰

The constitution has enunciated the following Directive Principle of State Policy regarding Universalization of Elementary Education (UEE). “The state shall endeavour to provide within a period of 10 years from the Commencement of the Constitution for free and compulsory education for all constitution until they complete the age of 14 years.” (Art 45)

Universalization was to have been achieved by 1960. In 1990, we are still no where near the goal of Universalization of Elementary Education or for that matter even primary education (i.e., upto class fifth).

In contrast to the above elusive goal of the Constitution regarding (UEE), Universal Declaration of Human Rights (UDHR) declares that all individual, irrespective of sex, caste and economic status have the right to education. It is with the above famous declaration that India has come to recognize ‘ Right to Education’ as one of the fundamental rights of the Indian citizens for which necessary amendment to the Constitution may have to be made and more importantly,

conditions must be created in the society so that such right would become available for all children of India.¹¹

In 2002, an amendment to the Constitution of India has been effected in order to make elementary education a fundamental right of every child. The impact of making elementary education a fundamental right under the constitution is not likely to be any different from that of the compulsory education acts enacted by the different states in the Country in the past.¹²

Following the Directive Principle of the Constitution for providing free and compulsory education to all children upto the age of 14 years, the country have put efforts to achieve the goal of universalization of elementary education. The main focus is to provide access to primary education. This could be done through expansion of schools system so that no child is denied with the opportunity of primary education only on account of the absence of a school. The country have also put forward some initiative for raising the quality of primary education through various programmes for improving the infrastructure facilities of schools, providing additional teachers, enhancing the performance of teachers and providing teaching-learning materials.

Efforts have also been made to strengthen the teacher role in primary education by providing additional teachers in schools and by raising the performance level of the teachers. Despite of the country effort to provide additional teachers, single teachers schools continue to exist in the primary schools system in India. Similarly, in order to enrich their performance as far as schooling is concerned a major programme for improving teachers performance has been provided through training.

Ultimately primary education is expected to contribute to improvement in the quality of life of the individual in her/his socio-economic and political environment. This ultimate function of primary education is dependent on the success of the immediate goal of learner achievement in the expected knowledge and skills because it is their utilization in real-life situations that contributes to the quality of life of an individual.¹³ Therefore, achievement of children in learning should be the central concern of primary education.¹⁴

1.6 Problems of Primary Education in India

Despite the country's effort to achieve the goal of Universalization of Elementary Education. The country still faces with certain problems and one such problem is the illiteracy of the masses. In order to eradicate this evil, the Constitution has laid down that each state should spread education within its area through Five Year Plans. However it was found that the progress and the targets of the Country's could not be fulfilled and have not been attained so far due to certain problems. Some of these main problems are mentioned below.

1. Political problems: - After independence the Indian government became keen to spread primary education throughout the whole country. But due to political difficulties the efforts in this direction have been faulty. The policy followed by the government for the expansion of primary education has been impractical. Thus there is no co-ordination in the various government departments.¹⁵ Although the work of primary education has been entrusted to the local bodies like the municipal board, and district board, but most of the time these local bodies are suffering from paucity of funds, as well as not free from interference of politics. This is the reason which greatly affects the educational system.

2. Social problems: - One such problem which creates obstructions in the development of education is the prevailing of social evils in the country such as untouchability, caste differences, conservatism, communalism, illiteracy, nepotisms and jealousy.¹⁶ In the face of so many social problems the opening of an independent primary schools and running it smoothly is not an easy job.¹⁷ This has greatly hampered the growth of primary education.

3. Financial Problems: - The economic condition of a nation mostly depends on its national income. The distribution of national income in India cannot be called rational as a result, there are many families in the country whose members despite full day's hard labour, do not find it possible to make two ends meet. The other difficulty is the educational expenses. Although they are in a position to feed their children, but they are unable to pay for their education.¹⁸ As a result poor people do not send their children to schools. Such children do not get primary education.

4. Defective Administration of Education: - The responsibility of the primary education lies on the municipalities and the district boards. In most of the states of India, when the responsibility and the work of primary education was entrusted to these institutions it was hoped that these institutions will speed up the work of the expansion of primary education. In due course, however, it became clear that these institutions have not raised equal to the occasion. Ordinarily there is lack of working capacity, interest and money in this institutions.¹⁹

5. Problems of Teaching System: - The atmosphere of an ideal school should be so attractive and natural so that children may themselves like to spend much of their time there. Such an atmosphere can be available only when the teaching methods, devices and materials are organized on psychological lives. Primary schools do not

have suitable teachers and appropriate teaching materials, hence; they have failed to provide a suitable atmosphere for attracting young children.²⁰

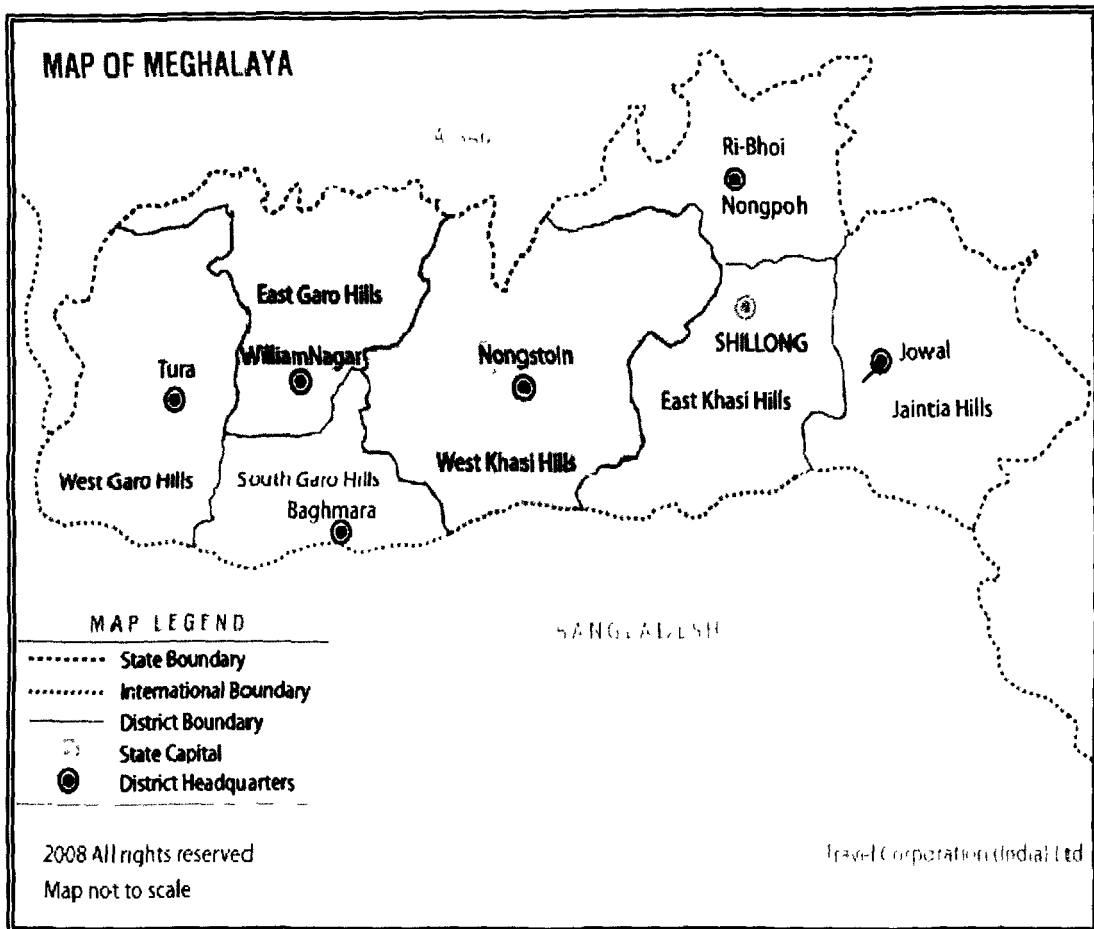
There is an acute problem regarding the availability of trained teachers. Educated men and women do not want to live in villages. This resulted to a shortage of trained teachers in the country. The existing number of untrained teachers who are not properly acquainted with teaching methods also resulted to lowering the standard of education as well as making the education uninteresting among the students. This has badly affected the academic performance of the students.

6. Problems of Dearth of Teachers: - In India suitable teachers for primary schools are not available in adequate number. Many primary schools are single-teacher schools. Therefore, such teacher cannot teach for more than two classes. This greatly creates problem among the teachers in providing knowledge to the students.

7. Problems of buildings: - There is a shortage of suitable buildings for primary schools. Rests of the schools are being run in houses, temples, buildings of rich persons, residences of teachers etc. These schools lack sufficient space for seating. Many schools are situated in a very busy locality and undesirable environment. These buildings adversely affect the health of the students because of inadequate supply and provision of the sun and the air.²¹ Such problems can be solved only by building new buildings and in such situation huge amount of money is required.

8. Narrow and unsuitable Curriculum: - The Curriculum of the primary schools is narrow and unsuitable to the local needs. In it emphasis is given on bookish knowledge. The principle of 'learning by work' to develop the constructive powers of the students is disregarded and ignored.²²

1.7 Profile of Meghalaya



Meghalaya state emerged as a full fledged state on the 21st of January 1972. The term Meghalaya literally means the above of clouds. It is situated in the North Eastern Corner of the country, a region sharing boundaries with at least three countries i.e. Bangladesh, Myanmar and China. The State of Meghalaya is divided into seven districts and 32 community development blocks. The names of these districts are East Khasi Hills, West Khasi Hills, Jaintia Hills, RI-Bhoi, East Garo Hills, West Garo Hills and South Garo Hills.²³

Meghalaya lies between 85° 49' and 92° 52' East longitude and between 20° 1' and 26° 5' North latitude. It is bounded on the east, north and north-west by Bangladesh. The area of the State is 22,489 square kms .The capital of the state is

Shillong, one of the loneliest all-time hill resorts in the east, often known the world over as the 'Scotland of the East'.²⁴

Meghalaya is a hilly state. Various experts like Geographers and Geomorphologic described Meghalaya as a plateau with hilly landforms and terrain. Being a hilly state, Meghalaya is characterized by gentle to steep hills, sudden steep slopes and deep gorges and some plain areas.

The Climate of the state ranges from cool in the regions of higher altitudes to very hot in the regions sloping towards Bangladesh in the South and towards Assam in the North. Rainfall is usually heavy throughout the state and due to diverse topography, climate and rainfall; Meghalaya is endowed with rich natural vegetation and mineral resources. At the same time, the adverse physical conditions of some areas of the state make transport and Communication difficult.²⁵

Social Set Up

Meghalaya is the home of the Khasi, Pnars and Garos. They are known as the major indigenous Communities of the State and regarded as tribal i.e. Scheduled Tribe by the Government. More than half of the population residing in Meghalaya have become Christian and though, overall development is still lacking, they are making rapid progress especially in the field of literacy and education.²⁶ In Meghalaya state the Khasi-Pnars and the Garos people follow a Matrilineal social order. In matrilineal society woman is accorded with better status. They enjoy better position and looked at with more respect. Their position in the society makes no difference from that of men. Even in the field of education women also get equal opportunity with that of men. Therefore there is no surprise that the literacy rate of females is not so variant from that of males. Even in property rights women also

play an important role in inheriting their ancestral property. This is seen from among the Khasi-Pnar community that the youngest daughter of the family usually regarded as the custodian of the parental property. This shows that women in the matrilineal play a vital role as well as enjoy important status within her society.

1.8 Education in Meghalaya

The foundation of modern education in Meghalaya was laid by the Christian Missionaries who took a leading role in the spread of education to backward and inaccessible areas of the state. The first Primary schools in the then United Khasi and Jaintia Hills District was set up by the Welsh Presbyterian Missionaries in 1841 and followed by the American Baptist Mission in Garo Hills areas in 1873.²⁷

In Meghalaya, following the local traditions, the Community takes an active part in sponsoring and maintaining schools and colleges. The state government plays a promotional role by assisting the managements with liberal grants. Almost all Primary and Middle schools are under Private management with financial assistance from the government. There has been substantial expansion of educational facilities after the attainment of statehood. There are 3692 Primary schools covering about 79% of the rural population within walking distance while middle schools education facilities are available to about 60% of the people in the rural areas.²⁸ To tackle the problem of illiteracy Adult Education Programmes were implemented to bring about improvement in Education. With this implementation there has been a widespread and mushroom growth of adult education centre in each district. Beside Adult Education Programme high priority has been provided through National Literacy Mission Programme for the purpose of complete eradication of illiteracy in the state.

From the above, we can say that the role of the Christian Missionaries in bringing about the foundation of education in Meghalaya will be ever remembered.

1.9 Primary Education in Meghalaya

With the attainment of independence schools were brought under the state management. It is seen that during the period 1947-52 there were only one government, 26 aided and 554 unaided primary schools in the Khasi and Jaintia Hills.²⁹ Government took effort to prepared schemes, plans for the development of the hill areas in particular. The most important event during this period was the establishment of the Primary Education Board at Shillong. The main function of this board is to look upon all primary schools which came under its jurisdiction.

With the establishment of Autonomous District Council in each District under the Sixth Schedule of the Constitution of India, the District Councils are empowered to establish, build or manage primary schools within their respective jurisdictions. It is with the provision contained in the Sixth Schedule that the District Council gain power in controlling primary schools within the concerned district.

The State government, in its white paper (1988) subsequent to the National Policy on Education (NPE) 1986 and its Programme of Action (P.O.A), put forward its policy decision and plan of action in this respect. On the issue of universalization of elementary education (UEE), the paper specifically stated that primary education would be carried out by the state government or the district councils or both, and that it would be handed over to the district councils which would be provided with financial assistance under the terms and conditions laid down by the government.³⁰



Base on the Constitutional Provision of India under Art 45 and to achieve the goal of Universalization of Elementary Education of the Country, the state of Meghalaya, have therefore set forth before the people of region with number of acts and rules related to education which are to be followed by the citizen residing within Meghalaya.

The establishing of the Meghalaya Education Commission in 1977, strongly recommended the enactment of such an act which would cover the establishment and recognition of schools along with the management and services conditions of the teachers.³¹

Some of the Acts of Meghalaya (primary Education) are of the following:-

1. The Meghalaya Board of Primary Education Act was passed in 1988 to develop primary education in the state. In Meghalaya provisions of sixth schedule to the constitution are applicable, the Para (1) schedule reads that district council may establish or manage primary education, make regulations and control thereof and in particular may prescribe the language and the manner in which primary education shall be imparted in the primary schools in the districts.³²

2. Meghalaya (Taking over of District Councils /lower primary schools) Act 1993 - Realizing the problem of long-term planning of primary education after the taking over of administration of primary education for six months at a time, from the district councils, this act was passed in 1993. Section 3(1) of the act contains the names of such schools which have been taken over by the government. All teachers in the notified school, as and from the appointed date-June, 1994 are deemed as government employees and are, therefore, governed by the state government rules and regulation.³³

With the widespread objectives of universalization of elementary education, there has been a mushroom growth of upper primary schools in Meghalaya. This was witnessed from the existence of 2259 upper primary schools which operate within the different district of Meghalaya whose function is to provide formal education to the young pupils.³⁴ In spite of the effort of the government to provide primary education to the citizens yet there arise a serious problem in the school system especially at the primary stage. The main reason for this problem is the high rate of wastage and stagnation as well as drop-out. The other problem faced by the primary schools in Meghalaya can be enumerated in the following:-

1. In accessibility of primary education – Out of 4583 inhabited villages, only 2792 have schools within their own habitat. The rest are at distance ranging from .05-2kms from the education centre (Primary schools). A part from the distance, the terrain of the land criss-crossed by hills and village, rivers and forests added to weather hazards, cause irregular or cessation of attendance by minor children. Thus the children learn little or nothing and gradually their interest wears out and they drop school altogether.
2. Single- teacher – In Meghalaya, out of a total 3445 primary schools, 2283 or 66.2% are single-teacher schools. Thus in such a situation, the quality of education will obviously suffer and coupled with the fact most of these teachers are under qualified.
3. Unattractive schools- The general conditions of primary schools in rural areas are far from satisfactory. The buildings are merely flimsy structures of bamboo and thatch with broken walls and leaky roofs, always exposed to wind and weather. About equipment there seems to be no proper thought given to the convenience of

children in matters of benches and desks. Generally there are no teaching aids and the very few schools that may have some, have untrained teachers who do not know how to use them. Under such condition, it is not surprising that the children find no joy in schools after all and leave.³⁵

Lastly, the problem of administration also greatly affects primary education. From the beginning the constitution has provided certain provision under the sixth schedule and empowered the District Councils to manage and control the primary education. However as the elected bodies are subject to subsequent change their main contention is because of inadequate of funds from the State, and due to this reason proper management and control of primary schools has not been possible. In this respects development of primary education as a whole has been suffered.

1.10 Profile of Jaintia Hills

The Jaintia Hills District is situated in the eastern most part of the state of Meghalaya. It is bounded by Karimganj and North Cachar District of Assam in the east, the Karbi Anglong District of Assam in the north, Bangladesh in the south and the East Khasi Hills District of Meghalaya in the west. After the partition of the country, few of the pockets of Jaintia inhabited areas have been transferred to the erstwhile East Pakistan. Similarly, after the creation of the Karbi Anglong, an area of about 300 square kilometers have been slashed out of the then Jaintia Hills sub-division and annexed to the then newly create Mikir Hill district. After all the above factors the area left is only 3819 square kilometers.³⁶ Thus Jaintia Hills District is regarded as one of the seven districts of Meghalaya lying between 25° 05' N to 25° 45' N latitudes and 91° 58' E to 92° 47' E longitudes.³⁷

The Jaintia Hills, as it is today, is inhabited mostly by the Jaintias or the Pnar, which are also at times called the Syntengs. Besides, Jaintia Hills sizeable numbers of the Pnars or the Jaintias are found all over Shillong and many of them have migrated to different parts of North Eastern region like the Jatinga in North Cachar Hills and Karimganj District of Assam in search of livelihood.³⁸

According to historian, the Jaintias are the stock of Mon-Khamer people of Mongoloid race and are Austric by their linguistic affiliation. They resemble with the Mon-Khamer people in some basic characteristics of language, festivals and in erecting stone monoliths etc. Therefore, it could be said that the Jaintias may have come from the South East first to the splendid valley of Assam and then the Meghalaya. People who inhabit in Jaintia Hills District are known as 'Syntengs'. The word 'Synteng' is derived from 'Sutnga' (Suteng), the ruling dynasty of the Jaintias or from the word 'Sohkynting' (Smynting or Synting) a village through which the Khasis came to the Jaintia Hills. The term 'Teng' means the ancient mother and therefore 'syntengs' means the children of the ancestral Mother. Thus Jaintias seem to have an organization and the original khasi word 'Synteng' (Zeinten) developed into Jaintia.³⁹

1.11 Contribution of the Missionaries towards Educational Development in Jaintia Hill Areas

The establishment of Imperial expansion was invariably followed by the advent of western Christian Missionaries who took upon themselves the task of educating the people and preaching the Gospel. Development of education in Jaintia hills was at a slow pace, the Welsh Presbyterian Mission established the primary school in 1854 at Jowai. This marked the beginning of educational development in Jaintia Hills. Another school was opened at Lamin in 1859 and later at Shangpung,

Nongbah and Nongtalang in 1864. But the progress was halted due to mass revolt in Jaintia Hills (1862-64) against the British Government. Initially, the people of Jaintia were strongly superstitious and it is due to their superstitious attitude that most of the parents of the students were against sending their children to such institution. In order to encourage education, teachers adopted various other measures and techniques such as giving incentives in the form of money or garment to the students.

For a time the missionaries were seriously handicapped by such opposition of the people, coupled by their own problems of non-availability of fund created a serious blow to their effort. But, on the whole outbreak of Jaintia Rebellion was indeed a direct challenge to the Imperial authority in the hills. But to the missionaries under such circumstances it was a time of trial and test to pursue their objective i.e., to preach the Gospel to all nations and tribesmen, to educate and develop the tribes.

Under such turbulent period, the Jaintia people start to realize and appreciated the benefits of the school. Even the British Government too appreciated the efforts of the missionaries by giving financial grant to the mission school. Such support and help enabled the Welsh Presbyterian Mission to gradually establish a school at least in all the important villages of Jaintia Hills.

From the above primary schools and later middle schools were set up at Jowai and Shangpung. The Presbyterian Middle English School was upgraded into a high school in 1941 in which the school had only 6 classes (class III to class VIII). As the enrolment of the students increased there is a need for the school to upgrade their classes. Thus classes in such school are upgraded each year upto matric standard leading towards building up of colleges in the area.

Similarly, besides the Welsh Presbyterian Mission, the Catholic Mission and Adventist Mission also established schools in Jowai. Thus we can say that the Missionaries effort and sacrifices led to the growth of education and modernization in the area. Had it not been their contribution toward education perhaps today we can say that the scenario of the Jaintia may be different and undeveloped.⁴⁰

In conclusion, we can say that the contribution of Christian Missionaries led to the growth and development of education in Jaintia Hills.

1.12 Primary Education in Jaintia Hills

Similarly, with the development of free and compulsory primary education a number of primary schools were established. Earlier in Meghalaya and particularly in Jaintia Hills the structures of primary schools were divided into lower primary schools (class I – IV) and upper primary schools (class V – VII). It was noticed that till date there are 308 upper primary schools which function as key foundation in providing education to the pupils of Jaintia Hills.⁴¹ Among these schools there are at present government, deficit, aided schools, adhoc, independent or private schools.

- (1) Government schools – These are recognized schools which are under the direct control and management of the government.
- (2) Deficit Aided schools – These are recognized schools receiving aid as per rules, but not on adhoc basis, for their general maintenance.
- (3) Adhoc schools – These are recognized schools receiving grant-in-aid under the adhoc system as per the rules.
- (4) Independent or Private Schools – These schools are recognized schools but not aided by the government under the existing rules. They are, however entitled to fix

re-imbusement grant and they shall change fees at rates approved by the Department of Education.

Even though the government had tried hard to achieve compulsory primary education, however the universal primary education is hampered by several numbers of constraints. The problems faced by upper primary schools will be similar to those problems of universalization of primary education. Some of the main problems faced by upper primary school are as follows:-

1. Infrastructure, finance and administration
2. Academic problems faced by the teachers and the students

Although primary education aims at preparing the students to enter into higher education but, still primary schools are confronted with the tremendous task of educating children whose parents are predominantly poor, semi-literate or illiterate. These parents are generally interested in seeing that their children at least acquire a working knowledge of the 3 R s. It is with the above problems the investigator undertook a study on the problem of upper primary schools in Jowai, Jaintia Hills to study indebt their main problems faced by different schools.

1.13 Justification of the Study

In the modern times due to explosion of knowledge and expectations the role of the schools has undergone tremendous transformation. In India we are still backward with regard to the conditions of our elementary schools. The present sociological conditions with high incidence of population, increase in the enrolment into schools, with provisions for the diversification of courses and with an overall demand for better educational facilities, it is imperative to re-organize and plan the material equipment for the elementary schools to guarantee the right type of education to the students.

The schools now aim not only at the mental development of the child, but also his physical, intellectual, social, moral, spiritual development so as to bring a balanced all-round development of the body, mind and spirit. The schools role is to prepare the child in these new areas of development. In view of this fact, there has to be an increase in the facilities and made available to the students.

Primary education is the foundation of all later development of child's personality and a basis for all material developments in a state. Therefore whosoever is to be engaged in teaching at the primary stage, need to have a clear concept of the general framework of primary education. There is a growing demand to sustain current reforms in primary education and improve the system so to meet the demand of the growing number of child population. There are major challenges which can be dealt by improving the access and efficiency enhancing learning achievement, improving school effectiveness, improving infra-structural facilities, improving teacher performance, building managerial, providing conducive school climate, improving the qualification of teacher and proper financing of elementary education.

The study is mainly carried out to find out the problem faced by the upper primary schools in Jowai Town, Jaintia Hills District, Meghalaya. With the widespread of education and especially with the ever growing number of upper primary schools in Jaintia Hills, quality education has been greatly affected within the district. Similarly, within Jowai Town there exists a mushroom growth of upper primary schools to cater to the needs of vast number of students. Being small in its areas, numbers of schools were found to be situated near the road and in congested places. Though the schools were set up with the purpose to accommodate students with proper knowledge yet, due to lack of qualified and limited trained teachers, the standard of teaching and methodology of teaching is not up to date. The increased

enrolment in various classes creates problem among the students which in turn affects their learning process. Further accommodation of huge number of students also serves as a burden toward the academic life of a teacher. The upper primary teachers were found to be in a pitiful condition compared to teachers at higher level in terms of finance, service condition etc. It was due to these reasons that upper primary schools teachers were at times forced to agitate, strike, demonstrate etc to meet their demands.

To know the in-depth of the above problems the researcher or investigator wants to conduct the study to know and find out about the problems faced by the upper primary schools in terms of administration, infrastructure, finance, and academic problem faced by the teachers and students. The primary purpose of this study is to reveal the problems of upper primary schools and to suggest measure for improvement.

1.14 Statement of the Problem

The statement of the problem is stated as follows:—

“Problems of Upper Primary Schools in Jowai, Jaintia Hills, Meghalaya.

1.15 Objectives of the Study

Specification of the objectives is one of the most important tasks of a researcher because no study can be conducted without objectives. Therefore the major objectives of the study are as follows:-

1. To study the problem faced by upper primary schools with special reference to
 - (a) Administration
 - (b) Infrastructure
 - (c) Finance
2. To study the various academic problems of teachers and students

3. To suggest measures for improvement

1.16 Definition of the Terms Used

Problems – According to the Oxford dictionary ‘Problems’ is a question of difficulty propounded for or things hard to understand or to do.

In the present study problem is conceived of as difficulty faced by the upper primary schools which hinders the schools to achieve their objectives.

Upper Primary Schools – *The Term Upper Primary Schools refers to those schools which cater to classes V, VI and VII.*

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Chapter II

Review and Related Literature

2.0 Introduction

To grasp the present problem in depth, it is necessary to have conceptual understanding of the problem which is quite impossible without reviewing the work done by researchers and the comment given by them in the past. The review of related literature is thus, an essential component of research work as it throws light on the whole problem.

Review of related literature helps the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. It also enables the researcher to define the limit of his field and brings him up to date on the work which others have done. It also helps the researcher to select those areas on which positive findings are likely to result and his endeavours are likely to add knowledge in a meaningful ways.

In education, the problem of upper primary schools is of paramount importance. It is apparent that the problem of upper primary schools is not the same everywhere even in the same country. Its incidence varies considerably from state to state, from community to community and even from school to school in the same district. It is in this background, that the review and related literatures to the problems of the principals and other problems of primary education is given below. No research however has been specifically conducted in Meghalaya on problems of upper primary schools.

2 . 1 Studies Conducted in India

1. Acharyya S.C. (1984) studied on “Pre primary and Primary Education in Tripura and Cachar development and problems”. The study was historical, analytical and comparative in nature. Some of the important problems of primary education in Tripura and Cachar were found to be inadequacy of teaching staff, problems of physical plants, problems of single teacher, lack of qualified and trained teachers, lack of incentives in the schools, problems of accommodation for teachers, weak supervision and administration of primary education. There was no uniformity in respect of period of schooling in the primary stage of education and universal primary education has remained a goal yet to be achieved.¹

2. Armugam and Narayana Swami (1970-71) conducted a study on “Educational facilities needed in Primary schools in Perianaickenpalayam Panchayat Union” and observed that almost all Primary schools require teaching aids and majority of them are poorly equipped with regard to sports and games materials .With regard to toilet facilities, it was found that primary schools provide inadequate toilets facilities to their students. Hence it was argue that better facilities should be provided in all primary schools especially the toilets as well as library with number of books.²

3. Batra, P in 1991 conducted "A Socio-Psychological study of children in Class I & II in Betul District of Madhya Pradesh". She reported poor state of school buildings, lack of teaching materials and aids was found in the Primary schools.³

4. Another in-depth study was carried out by Buch, M. B and Sudame G. R (1990) on the “Status of Primary education in selected urban areas in Gujarat”. Their finding revealed that a large number of Primary school, irrespective of their

management face shortage of space. Many of them did not have their own buildings and conducted classes in rented buildings. They were prone to heavy traffic and noise pollution. Further, the study revealed that some of these schools was situated in unhealthy surrounding with lacked of toilet facilities, libraries, laboratories and frequently affected by anti-social elements.⁴

5. Looking at the administration of Primary education there are various drawbacks and weaknesses. Problem is one such drawbacks prevailing within administration. In this respect Bora, M (1977) took an initiative and conducts a study on the “Administration Problem of Primary Education in Khasi Hills Meghalaya” and pointed out that the overall planning for primary education was done by the state government. Though planning needs surveying the whole situation or evaluating the different programmes, yet it was found that the programme which had been carried out so far had not been evaluated. The researcher further found that the state had no control over the management of primary education, but it indirectly controlled the education by giving grants to the District Councils. It was also noticed that the District Council did not have any statistical cell as such and therefore information about the different schools could not be maintained. Hence there was no uniformity among the inspecting official for such inspection.⁵

6. Dhall, Taruna. C and Sahni Madhu (2008) conducted a study on “Academic Performance of Elementary School Children of Working and Non-Working Mothers” and found that children’s of working mother’s and non-working mother’s receiving high cognitive stimulation have better academic performance as compared to those receiving low cognitive stimulation and to those moderate cognitive stimulation. Further, the study revealed that children of both working and non-working mother’s having similar intelligence, receiving high cognitive

stimulation were found to exhibit higher academic performance as compared to those receiving low cognitive stimulation.⁶

7. Ezekiel in 1966 made a study on the “Problem of Teachers Participation in School Administration” and observed that democratic school administration facilitated improved communication whereas; the authoritarian method violated the principle of science. It fostered initiative and creativity and broadened understanding on the part of all concerned. Participation is essentially an attitude of mind and not a form of organization.⁷

8. Ghatge (1973) in his study “The Progress of the City of Poona Education Department in the Development of Primary Education” found out that lack of proper school building, location of the school in busy and noisy locality, lack of proper seating arrangement, hygienic condition, scarcity of good drinking water, seriously hampered in imparting of education in Primary schools. Education being free in Municipal primary school was found to be over crowded with inadequate number of teachers, teaching materials, resources and libraries. Hence the researcher observed that there was a close relationship between the school and social stratification, i.e. those belonging to the lower socio-economic stratum were constrained to send their children where education was provided free. The finding further revealed that teachers working in the private schools were better trained, equipped better paid and more satisfied than the teachers working in municipal schools.⁸

9. Gonsalves, F. in (1989) conducted a study on the “Job Satisfaction of Primary Teachers of Vasai Taluka in Maharashtra”. The findings of the studies were that less than 50% of the teachers satisfied with their job. The reasons for dissatisfaction were transfer to remote places, assignment of tasks such as family planning, survey, preparation of electoral rolls. But, despite of these they were

interested in teaching, however it was found that lack of reference books, audio-visual aids etc, hampered their work.⁹

10. Hassan, A in 1992 studied the “Problems relating to the availability of Text books to Primary school children in the Districts covered under the Bihar Educational Project”. His findings were that availability of Textbooks differed from one district to another, greater number of children in rural areas used second-hand source of procuring textbooks as compared to urban areas. Therefore their parents were satisfied with different aspects of Textbooks but complained that the booksellers compelled them to buy ‘keys’ along with the textbooks.¹⁰

11. Kamalamuna in 1969 studied “The Problems of Primary education in Kerala” and found that playgrounds, sanitary arrangements, drinking water facilities in the schools were unsatisfactory.¹¹

12. Krishnamurthy S. in (1968) conducted a study on the “Reforms in educational administration in Andhra Pradesh” and found out that reform in Andhra Pradesh were flexible and capable of being expanded or amended. It aimed at bringing efficiency in administration, economy in finance, development and spread of education. It also served as progressive measures with the latest thinking in the field of educational administration. Although the Directorate were bifurcated it was found that there is no solution to the problems which were intended to be solved and the newly established special institutions were lacking in imposing impact on the quality of teaching.¹²

13. Lulla (1974) in his study “An investigation into the effects of Teacher’s behavior on Pupils Achievement” and revealed that “Pupils who were taught by teacher trained in using indirect behavior scored higher as compared to their counterparts studying under the teachers who were not provided any training. It was

also implied that indirect teacher behavior may raise the interaction potential of the classroom climate resulting in free-communication and open interaction between the teacher and the group of pupils. It was found that such an atmosphere not only stimulate the learners in learning but also provided a congenial climate to the teacher for conducting his teaching”.¹³

14. Mahajan, J.M in (1970) undertook a study on the “A study of the Supervisory role of the principals of Delhi schools” and found that government schools were better placed as a whole in respect of principal-teacher relations and academic leadership though the differences were not statistically significant. The principals in many cases preferred that teachers should confine themselves to the use of chalk and blackboard rather than be enthusiastic to use models, albums and other teaching aids. Staff meeting, individual conferences, orientation and induction serve as an instrument for teacher’s growth. The study further revealed that inability of the principals to become an effective leadership in academic field was due to lack of time and energy. They pay no attention in helping and guiding teachers in the area of subject content, teaching methodology and therefore lack of proper knowledge of concept of supervision and co-operation from the teachers were found to be the other contributory factors to such problem.¹⁴

15. Mandalia and Najumudden (1975) conducted a research on “School building, standard, economy, efficiency and environment”. The study revealed that the forms not only enhance the environment, add to the superior functional utilization, fulfill varied needs in the classroom for latest teaching methods but also had to economy in resources, for example, man, material and money. The study came out with a formula, namely forms, functions and feasibility, i.e. 3 Fs when

organized through 3 Ms, i.e. man, material and money will had a fulfill the demand of 3 Rs, i.e. reading, writing and arithmetic.¹⁵

16. In the study conducted by Panda (1975) on “Some Correlates and background factor of administrative behavior of headmaster in 168 schools of Rajasthan”. The findings were that headmaster in their administrative behavior were more self-oriented, authoritarian, academically, aspathetic and rejecting on the one hand and less effective in communication, less co-operative, less outcome-oriented and less permissive on the other. The study revealed that headmaster’s of boy’s were less authoritarian, less outcome-orientated, less permissive as compared to the head-mistress of girl’s schools. The finding further revealed that headmaster of effective school were more oriented, less authoritarian, less rejecting as well as headmasters of urban school were found to be more adaptable outcome, oriented and effective in communication and less rejecting.¹⁶

17. Passi in (1977) studied the “Effect of instructional materials and feedback upon the development of teaching skill of Set induction and closure” and found that teachers of different comparing groups did not differ significantly among each other on their attitude towards teaching.¹⁷

18. Pavanasam, R. in (1977) conducted a research study on “Teacher behavior and classroom dynamic” found that experimental group teachers talked less, more responsive to students, encouraged students participation than the control group. It was found that interaction pattern acquired during training were sustained for more than twenty weeks and students who were taught by trained teachers in using indirect behavior scored high in all tests as compared with the other students working under untrained teachers.¹⁸

19. Rabindranatha (1980-1981) studied the “Problems of rural and tribal school teachers” and his findings were that in rural areas primary school teachers face lots of problems, academic problems like physical facilities in schools. Women teachers were found to take part in so many roles in rural communities. Other problem faced by rural teachers is housing facilities with lack of water, lighting and other minimum facilities. The researcher further found that salaries provided to the rural teachers are not relating to the cost of living, their status and recruitment procedures are also unsatisfactory. The study further revealed that teachers were not provided with library facilities, medical facilities and recreation facilities.¹⁹

20. Sarma, H.N. et al (1991) studied “Primary education problems in Jorhat District of Assam” and observed that lack of physical facilities at school was a major problem. 81.0% of schools were found with no teaching aids. Further, the same team of researchers undertook a similar study to identify the problem of the upper primary stage i.e. classes VI to VIII and the major findings were that these schools were much better off than the primary schools with respect to physical facilities and teaching aids i.e. 74.0% had permanent buildings as well as blackboards, 57% had urinals, 44% had drinking water facility, 68% had teaching aids, 58% had playgrounds and 68% had a games teacher.²⁰

21. Sarma, N. (1992) studied the “Problem of the children of the tea garden labour community”. Her major findings about the physical facilities was that the overall conditions were far from satisfactory, for 80% had a single hall with no partition between the classes, 90% had no urinals or latrines and 60% had no provision of drinking water facility, few schools had an adequate number of desk and benches.²¹

22. SIE Gujarat (1965) conducted a research on “To study the problems of supervision and the view of supervisors of the primary schools about the present syllabus”. The findings of the study were that physical conditions of the schools, teaching aids used needed modification. Quota of supervision need to be lessened so that supervisors would be able to do justice regarding academic guidance to the teachers and headmasters. Hence it was found that fifty-six percent of the supervisors were ignorant of the new techniques of teaching and the current problems.²²

23. Singh (1974) in his study of “The relationship between verbal interaction of teacher’s in classroom and attitude towards teaching” and found out from his studies that various teaching behavior in a classroom should be significantly related to teacher’s attitude, attitude towards teaching and classroom verbal interaction of student teachers. He further found that restrictiveness, restrictive feedback and negative authority were negatively associated with attitude towards teaching.²³

2.2 Studies Conducted Abroad

24. Chapman and Lowther conducted a study in 1980 on “Teachers satisfaction with Teaching” found that women teachers indicated greater satisfaction with their career than men. Teachers who assigned more importance to their leadership activities as a basis for judging their own professional success were less satisfied with their career. This study again suggests that for those staging in teaching greater recognition by administrator was related to greater satisfaction of salary and other external rewards are largely pressed in teaching, the behavior of administrator may taken on greater importance as a correlate of teacher’s satisfaction. Career satisfaction is related to assigning little importance to activities

difficult to achieve, skills and abilities, while significantly related to job seeking factor. While the ability to speak efficiently and persuade others to accept one's ideas were related to satisfaction in a positive direction, writing effectively and supervising, leading were negatively related. Teachers deriving satisfaction from those sources presumably would have sought out administrative responsibilities and would not then, have been included this study. This study also indicates that if teachers are challenged by new ideas or do find ways of offering leadership, those accomplishment are strongly positive related to career satisfaction.²⁴

25. Connor's. O' (2001) conducted a research on "Classroom" and highlighted how one teacher, through purposeful listening, facilitated a group of students toward a mathematical solution. The finding further revealed that the students took varying positions towards the solution and attempted to support those positions with evidence.²⁵

26. Hallinan (1976) studied "60 Elementary classrooms" from open space and traditional classrooms and concluded that children's friendship pattern are affected by the structure of the classroom.²⁶

27. Hendry and Matheson (1979) studied "The social effects of open classes on primary children" and found a difference in their informal social interactions.²⁷

28. In order to find out adapting and modifying routine practice which requires professional reflecting in action, Hill, H. Rowan and Bale (2005) in the study of "Instructional improvement" found from their observations that reflecting in action involves a moment-by-moment, synthesis of actions thinking, theories and principles.²⁸

29. Moor and Hanley (1981-82) conducted "A study on identification of elementary teachers needs" and found that in elementary education, changes that

have been implemented have not met the actual needs of elementary teachers in America. Subsequently, the desired improvement in elementary schools learning has not been achieved. An examination of the elementary school teachers responses to the high loading items on each of the 13 identified factors needs indicated that the elementary school teachers had a high priority need. The teachers also suggest a desire in Counselling children and in-service training on techniques for increasing their classroom effectiveness. The investigators also found in elementary school teachers were concerned with discipline, problems within the classroom as well as outside the classroom. The finding of this study indicates that elementary school teachers perceived a more than moderate need for help in six need areas. These six need areas included –

1. Developing children to set up and achieve realistic goals.
 2. Locating materials and in-service support for more effective learning.
 3. Guiding children in effective in learning and a mastery of the basic skills.
 4. Establishing and maintaining discipline.
 5. Identifying and understanding readiness factors that affect learning.
 6. Motivating children to learn.²⁹
30. Nathan and Knuth (2003) studied "A teacher's year 1-2 classroom over a 2-year period" found that progressively, the teacher learnt to facilitate students participation in classroom interactions and to ensure that students shared their thinking and listened attentively to each other.³⁰
31. Poppleton, 1989, Singh and Billingsley, 1996, conducted a studies in "Schools" and revealed that there exists a strong relationships between supportive communication from the principal and teacher job satisfaction.³¹

32. Schwebel and Cherlin (1972) studied "The physical and social distancing in teacher-pupil relationship in 14 classroom ranging from kindergarten through grade 5". Their findings were that students who had been assigned seats in the front rows were more attentive and engaged in more on-task behavior than students situated in other parts of the room. During the experiment, teachers reassigned the students to new seats at random. Students who were moved forward showed the greatest mean increase in the amount of time engaged in work and the greatest mean decrease in the amount of time spent in inactivity and unassigned activity. It was also noted that teacher's ratings of student attentiveness and likeability also changed. Students moved forward in the classroom received more favorable ratings and students moved towards the back of the room received less favorable ratings.³²

33. In their study of "Teachers in urban elementary, middle and high schools". Taylor and Bogotch (1994) reported significant, but weak links between participation in decision making and teacher job satisfaction.³³

34. Timothy, Bono and Edvin (2000) conducted a study on "Job satisfaction" and found out that job characteristics and job complexity mediates the relationship between personality and job satisfaction.³⁴

35. Weinstein's (1977) study of "Second and third grade children demonstrated" found out that changes in behavior of children are related to furniture arrangement and room design. The range of behavior was broadened within certain room locations and the frequency of specific behavior was changed.³⁵

36. Lastly, Whaley and Hegstorm (1992) conducted a study of "Primary school teachers "and reported in their finding a weak, but significant relationship between a principal's communication of school and teacher job satisfaction.³⁶

2.3 Conclusion

This chapter had dealt with reviewing of some of the studies on the problems which related to primary schools conducted in India and abroad. The reviews of research on the problems of administration, infrastructure, academic, service condition of the teachers are mostly concerned with shortcomings. Furthermore, studies on the problems related to primary schools were also conducted by number of researchers and different investigators on different study in various parts of India. The findings of these studies revealed the weakness and shortcoming on the primary schools which greatly contributed towards problems. The major findings from these studies were, shortage of teaching staffs, lack of qualified and trained teachers, weak supervision, improper educational facilities for game and sports, libraries, latrine, etc., lack of teaching aids, improper school buildings, unsatisfactory playground, drinking water, inadequate fund, lack of proper knowledge of concept of supervision, unsatisfactory of the teacher's towards their job due to low socio-economic status.

The foreign studies revealed in this chapter were only few in numbers. The findings from these studies were related to uncongenial physical and social condition at schools, over loaded syllabus, uninteresting method of teachings and the most important factor that affects the students in the leaning process is the structure of the classroom and seating arrangement. Further, the finding also reported a significant but weak links between participation in decision making and teacher job satisfaction. The finding also revealed that the teacher not only provide knowledge but acts as a facilitators so as to ensure the student to participate in classroom interaction. Therefore, to overcome with these problems there is a need for

investigating into such problems so as to reduce the above mentioned inadequacy, weakness that creates problems within the primary schools. Based on the above review the investigator sincerely feels that the present study on the problems of upper primary schools will bring forth the problems faced by different schools at the upper primary stage and will help in bringing about constructive suggestion for its improvement.

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Chapter III

Methodology

3.0 Introduction

The primary aim of research methodology is the collection of facts in order to help the researcher to obtain scientific and well-ordered information. The present study intends to cover the problems of Upper Primary Schools. In this study, the required data were collected through questionnaire method distributed to the principals, the teachers and the students. Questionnaire consisting of the different questions frame by the investigator in relating to administration, infrastructure, finance, to elicit the opinion of the principals. Similarly, questions were also framed to find out the academic problems of the teachers and the students.

Each respondent was asked to give their opinion on the questionnaire provided to them. Two hundred and ten questionnaires were distributed among principals, teachers and students of various classes range from class V – class VII. Out of two hundred and ten only two hundred and six questionnaire were received duly filled in from ten (10) principals, forty six (46) teachers and hundred fifty (150) students.

This chapter also concerns with the method and procedures employed to achieve the objectives of the present study. The study is a descriptive piece of research and the details are presented below.

3.1 Population: - The population for the present study comprises of 26 Upper Primary Schools located in Jowai Town.

3.2 Sample: - The study is being conducted at the upper primary level from class V to class VII. Samples of 10 upper primary schools are drawn randomly which includes government schools, deficit schools, adhoc and private schools. In the

second instance a sample of five teachers from each school are drawn along with the principals of each school. Lastly a sample of fifteen students from class V to class VII from each school is drawn randomly.

3.3 Tools:- In this research, a questionnaire prepared by the investigator were distributed and administered on the principals, teachers and students of the selected schools located in different areas of Jowai, Jaintia Hills District ,Meghalaya. Primary and Secondary sources were also consulted to gathered information.

3.4 Mode of Data Collection:-

The investigator visited the selected Upper Primary Schools in order to administer the questionnaire to collect the information about the problems of Upper Primary Schools. The investigator also distributed questionnaire to the principals, the teachers and the selected students. A time limit of 2 weeks was given; the investigator then reported back and collected the Questionnaires from the respondents. Calculations and Conclusions about the problems of Upper primary Schools were made on the basis of the data collected from the questionnaires.

3.5 Analysis of Data:-

After the collection of data the investigator analysed the various elements, factors involved in the problems so that a detailed and systematic list of these problems may be formulated. The data collected from the Principals, Teachers and Students were tabulated separately for analysis inorder to get meaningful information. After tabulating the data, investigator analysed and interpreted the data by using percentage technique.

Chapter IV

Analysis and Interpretation of Data

This chapter deals with the analysis and interpretation of data which was collected by the investigator from 10 Upper Primary Schools in Jowai Town, Jaintia Hills District, Meghalaya.

4.1 GENERAL INFORMATION OF THE PRINCIPALS

Schools are regarded as a miniature society where lots of interaction, interests and events take place. There are certain goals set up in the schools and attempts are made to reach these goals. The main function of the schools is to help pupils grow through social and group interactions. They interact and learn from one another, sharing their experiences through participation in games, sports and other cultural functions apart from the typical classroom situation. Teaching is a part of teachers function. Teachers are just like the guardian and have the responsibility not only to create different learning situation to encourage the pupils to participate in various form of interaction but to improve the conduct of the growing pupils. Thus a good school is one which tries to maximize the interaction of the pupils at all level even though pupils are coming from various section of the society.

4.1.1 Type of Schools

There are different types of schools operating in Meghalaya and they are categorized into Government Schools, Deficit Schools, Private Schools, SSA Schools and Adhoc Schools.

1. Government Schools refer to those recognized schools which come under the Control and Management of the Government.
2. Deficit Schools concerned with those recognized schools receiving aid as per rules.
3. Adhoc Schools concerned with those recognized schools receiving grant-in-aid under the adhoc system.
4. Private Schools on the other hand referred to those recognized schools but not aided by the Government they are, however entitled to fix-re-imbursement grant and they shall charge fees at rates approved by the Department of Education.
5. SSA Schools are those schools which come under Centrally Sponsored Scheme of the Country's.

Table below represents the percentage of the respondents towards type of Schools.

TYPES OF SCHOOLS IN JOWAI

NAME OF SCHOOLS	TYPES	TOTAL	PERCENTAGE
Jowai Government Upper Primary School.	Government	1	10%
Jowai Presbyterian Upper Primary School.	Deficit System	1	20%
Seinraij Upper Primary School Jowai.	Deficit System	1	
H.K. Singh Memorial Upper Primary School Jowai.	Adhoc	1	30%
Jaintia Upper Primary School Jowai.	Adhoc	1	
Tpeppale Upper Primary School Jowai.	Adhoc	1	
Amwi English Upper Primary School Jowai.	Unaided	1	20%
Khimmusniang Upper Primary School Jowai.	Unaided	1	
Chutwakhu Upper Primary School Jowai.	SSA	1	20%
Panaliar Upper Primary School Jowai.	SSA	1	
		10	100%

Based on the Table above, it was found that there are different types of Upper Primary Schools, within Jowai Town. From the opinion of all the Principals it was found that 1 i.e. (10%) of the Schools fall under the Government Category. 2 i.e. (20%) of the Schools were found to be deficit schools i.e. they receive aid from the government. 3 i.e. (30%) of the schools were found to fall under adhoc system and such schools greatly depend on the government for grant-in-aid. 2 i.e. (20%) of

the schools were considered as recognized schools but not aided by the government; hence they are regarded as private unaided schools. Lastly, 2 i.e. (20%) of the Schools comes under the SSA sponsored scheme which are called as SSA schools. These schools exist to attain the aim of Universalization of Elementary Education (UEE) for providing education for all.

4.1.2 Qualification and Minimum qualification of teaching staff

More important than all the factors considered regarding the teacher is their academic ability. Owing to the fast pace with which knowledge is expanding in almost all fields a well qualified teacher who keeps themselves in touch with the latest development is imperative. It is of course difficult to measure precise the academic ability of a teacher but their academic qualification may serve as an indirect indicator in this regard.¹

Table below represents the percentage of the respondents in the qualification and minimum qualification of teaching staff.

Professional Qualification of the Principals	Total	Percentage
B.Ed	5	50%
Graduation	5	50%
	10	100%
Minimum Qualification of the Teachers	Total	Percentage
SSLC	1	10%
HSSLC	9	90%
	10	100%

Table above shows that (50%) of the principals were professionally qualified with a B.Ed degree while (50%) of them view that they are just graduation in different stream. Based on the data, it was found that failure of the Principals to

acquire their professional degree makes them to lack knowledge in their teaching methodology and in their pedagogic technique. This may be considered as the problem face by both teachers and the principals in their academic life. Therefore, to ignore their problem attempt should be made to enhance and promote the professional growth to both teachers and principals through various in- service training programme like for e.g. District Institute of Education & Training (DIET) and Basic Training Center (BTC).

Further more it was found that (10%) of the Principals agreed that the minimum qualification of the teaching staff is matriculate. These teachers face a lot of problem in their day to day academic lives. One such problem is the reason of being untrained. As their qualification is only matriculate they are not eligible for selection and hence they cannot upgrade themselves in their professional life. In such situation the teachers have to be satisfied with what they have. The study also revealed that majority i.e. (90%) of the principals agreed that the minimum qualification of their teaching staff is Higher Secondary School Leaving Certificate (HSSLC). Very few of them have passed their in-service training from the DIET and BTC. Whereas, majority of them remains as untrained teachers.

4.1.3 Workload

In running the administration of the schools the principals has to look upon financial, infrastructure and various academic activities of both the teachers and the students. Therefore, it must be a burden for each Principal to carry out their work throughout their academic year.

Table below represents the percentage of the respondents in the workload.

Workload	Total	Percentage
Heavy	1	10%
Light	-	-
Moderate	9	90%
	10	100%

Table above shows that (10%) of the Principals revealed that their workload was heavy. The main reason, in this regard is acute shortage of office staff and henceforth the Principals has to manage the office work with very few staffs. This poses to be a problem in administration. The study further revealed that majority i.e. (90%) of the Principals expressed that inspite of carrying out administrative work effectively they still have time to teach for at least 3 periods in a day. Based on their opinion it was assumed that their workload was moderate.

4.1.4 Supervision

Supervision in fact, means motivating and bringing about desirable changes in the behavior of teachers and all other involved in teaching- learning improvement directly or indirectly. The main purpose of supervision is the improvement of the learning programme. It is concerned as the whole in the teaching- learning situation, with provision for improvement. Such type of supervision provides democratic professional leadership to help the teachers to do their job better.

Table below represents the percentage of the respondents in regard to supervision.

Supervision	Total	Percentage
Daily	5	50%
Weekly	2	20%
Monthly	3	30%
	10	100%

Table above indicates that (50%) of the Principals supervise the teaching of the teachers daily. This helps the teachers to know their strength and weaknesses and provides scope for improving their profession.

It was found from the study that (20%) of the Principals supervise the teaching of the teachers weekly. Most of the teachers stated their problem that they are unable to realize their weakness and hence they fail to develop skills in identifying, selecting and organizing learning experiences for teaching as they do not get proper feedback. (30%) of the Principals was found to conduct and supervise the teaching of the teachers only at the end of the month. This creates problems among the teachers; especially those untrained who have no knowledge on the methodology and pedagogic technique. Such teachers remained as they are and follow the same traditional method of teaching. In such situations the Principals are unable to give guidance to the teachers due to insufficient time and non teaching staff. It is due to these reasons that supervision of the principals cannot be performed effectively.

4.1.5 Academic Problems of the Teacher

Teachers play an important role in schools and occupy a very high status in the society. They are regarded as the makers of future citizens. They occupy an important position in the schools in shaping the youth and provide foundation for them in the field of education. Therefore, the future of the citizens lies on the foundation and the types of education they receive from the schools. In spite of their efforts teachers in their teaching profession undergo certain academic problems like curriculum, test book etc.

Table below represents the percentage of the respondents in academic problems of the teachers.

Approach with Academic Problems	Total	Percentage
Always	-	-
Rarely	1	10%
Sometimes	9	90%
Never	-	-
	10	100%

Based on the table above, it was found that only (10%) of the principals revealed that their teachers had not approached them regarding their academic problems. The Principals also found that in spite of their problem related to their academic life they are still satisfied with the prevailing curriculum or changing of text books from time to time. Majority i.e. (90%) of the Principals expressed that their teachers do approach them for sometimes with their academic problem, especially when there is a change in the Policy of Education which greatly affects

the curriculum and syllabus of the students. Changing of the curriculum from time to time affects the learning process of the students.

4.2 Administration

Administration is the service rendered to the schools and society in the task of achieving the educational goals by co-ordinating the efforts of the many people engaged in the task. It is the process through which the functions of the schools are discharged. In every administration there must be an administrator who will look after the administration. As seen very often in the schools the Principals act as the administrator and perform his/her duties. The foremost duties of the Principals in the schools are to supervise the academic performance of the teachers. Based on the performance of the teachers, the Principals agreed that all teachers were regular in their duties. Therefore, the Principals do not face any problems in checking the regularity of the teachers.

4.2.1 Qualification of teaching staff in the subjects

It is very important to look at the skill, qualification of each teacher while making any appointment or selection to the post of teachers at different level of schooling. As quality of education depends on the knowledge imparted by the teachers therefore teachers should have an additional professional degree on a particular subject from any in-service training institution. A well qualified in-service training teacher is one who becomes familiar with the teaching methodology in various subjects whereas, a teacher who is not acquainted with either knowledge or pedagogic technique can do little to help the students, viz to acquire desirable knowledge, attitude, ability and skills in the learning process.

Table below represents the percentage of the respondents with regard the qualification of teaching staff in the subjects.

Qualified in the Subjects	Total	Percentage
Qualified	6	60%
Not Qualified	4	40%
	10	100%

Table above indicates that (60%) of the Principals viewed that their teachers were qualified in the subjects. Most of them have passed their graduation, some with honours in different subjects and very few have finished their in-service training programme from the District Institute of Education & Training (DIET). Further more it was found that (40%) of the principals agreed that their teachers were not qualified in the subjects they teach. Such teachers were found without any professional qualification from the DIET and BTC at the Primary level. It was due to these reasons that most of the students face problem in particular subjects. The other reasons that create problems among the students are that the schools do not have qualified Science, English and Hindi teachers. The Principals further expressed their grievances, that due to limited teachers, unqualified teachers were forced to take subjects whom they have no idea. This affects the academic life of the students.

4.2.2 In-service Training Programme

For an efficient education system more emphasis has to be laid on the in-service teachers training. In-service teacher's training keeps the teachers knowledge up-to-date and become aware of the latest educational researches, problems and

information. In the absence of in-service training, it is possible that an efficient teacher of to-day may become inefficient in future, because they may be unaware of the latest educational problems and may lack in the up-to-date knowledge prevailing in the educational sphere.

Table below represents the percentage of the respondents for in-service training programme.

Provide In-service Training	Total	Percentage
Provide	9	90%
Not Provide	1	10%
	10	100%
Problems		
Faced	4	40%
Not faced	6	60%
	10	100%
Affects the administration		
Affects	4	40%
Not Affects	6	60%
	10	100%

As seen from table above (90%) of the Principals provide their teachers with an opportunity to acquire their professional qualification from the in-service training institutions. They stated that sending of the teaching staff to in-service training greatly depends on the selection and when deputed by the government. However, very few with (10%) of the Principals expressed that they were unable to send their teaching staff to in-service training.

It was further seen from the data collected that (40%) of the Principals faced problems in sending the teachers to in-service training programme. They feel that if the teachers go to in-service training for many days or many time the students

suffer, which in turn affect their academic. (60%) of the Principals were found that they do not face problems in sending teachers to in-service training. They agreed that such training helps the teachers to upgrade themselves with knowledge, skill and pedagogy.

Further, the study revealed that (40%) of the principals feel that sending the teachers to in-service training do affects the administration. This resulted to shortage of teachers in which some classes are left without teachers. They expressed that substitution to those vacant post create problem in which temporary teachers are require and this again affects the academic performance of the students. (60%) of the Principals stated that sending the teachers to in-service training does not affect the administration for they can manage and adjust the situation.

4.2.3 Management

Management is a distinct process performed to determine and accomplish stated objectives by the use of human beings and other resources. Different from the activities, techniques and procedures, the process of management consists of such functions as planning, organizing, staffing, directing, co-ordinating, motivating and controlling.² According to Shelley Umans (1972) “Management implies an orderly way of thinking. It describes in operational terms what is to be done, how it is to be done, and how we know when we have done. Management is not an arcane mystique. It is a method of operation. Good management should result in an orderly integration of education and society”.³ As an administrator the principals has to manage and look upon the management of their schools in different sphere which they themselves has to function.

Based on the information from the data collected, it was found that all the Principals agreed that their teaching staff render their help and support to them in the management of the schools. In such a situation the study found out that the Principals did not face any problem in the management of the schools.

4.2.4 Instructional problem

Teaching is an interactive process which involves the teachers, students, learning process and learning situation. The teachers create the learning situation and thus play an important role in schools. To play his/her role competently, a teacher has to keep in mind the importance of who is to teach, whom to teach, why to teach, where to teach, what to teach, how to teach and when to teach. In spite of all these importance that the teachers had to remember during their teaching, the teachers very often find problems in relation to their instruction.

Table below represents the percentage of the respondents with regard to instructional problem.

Instructional Problem.	Total	Percentage
Approach	7	70%
Do not Approach	3	30%
	10	100%

Based on the table above, it was found that (70%) of the principals agreed that the teachers do approach them with their instructional problem. The finding of the study shows that the teachers find problems in their teaching. The principals expressed that the main problem that the teachers usually face in teaching is due to lack of knowledge on methodology to be applied and adopted during the teaching on

a particular subject or on particular topic. (30%) of the Principals stated that the teachers ignored the fact that they do not have any instructional problem.

4.2.5 Co-Curricular Activities

Co-Curricular activities are school sponsored activities which require administrative provision and Organizational involvement, somewhat different from a typical classroom.

Table below represents the percentage of the respondents in Co-Curricular activities.

Co-Curricular Activities	Total	Percentage
Problems	5	50%
No Problems	5	50%
	10	100%

From the table above (50%) of the Principals expressed that they do face problem in organizing co-curricular like Sports and games. These problems arise due to lack of fund and small playground. Whereas, (50%) of the Principals was found that they did not face problem in organizing co-curricular activities.

4.3 Infrastructure

Looking apart from administration and finance in the field of education, infrastructure is also one important aspects which needs to be taken into consideration with various factors like school buildings, seating arrangement, library, playground, drinking water and hygienic toilet facilities.

4.3.1 Schools Buildings

A school is a social institution which was set up with the purpose of aiding in the preparation of the young for well adjusted and efficient members of society. Schools should provide congenial and conducive environment to the Children. School buildings should be safe and attractive in over all design so as to enable the young ones to develop their inherent tendencies and capacities to the best of their efforts by their own initiative and creativity.

Table below represents the percentage of the respondents on school buildings.

Condition	Total	Percentage
Deplorable Condition	1	10%
Not In Deplorable Condition	9	90%
	10	100%
New Building and Extension		
Face Problems	6	60%
Does not Face Problems	4	40%
	10	100%
Improvement of School Building		
Proposed	4	40%
Does Not Proposed	6	60%
	10	100%

Based on the table above, it was found that (10%) of the Principals stated in their opinion that their school buildings are in deplorable condition. The main reason for this is the leakage of the roof during rainy seasons. This creates problem to such schools which in turn affects both the students and the teachers in the teaching and learning process. However majority i.e. (90%) of the Principals agreed that their school buildings are not in a deplorable condition.

The study was also found that (60%) of the Principals do face problems in the proposal of new buildings and extension. The main reason for such problems is financial crisis that arise within their respective schools. Since they greatly rely on the government grant and other sources therefore, their source of finance will depend on the sanction from the government. However only (40%) of the Principals were found that they do not face problem regarding proposal of new building and extension.

It was further found that (40%) of the Principals give their opinion that they often proposed for improvement of school buildings. The main reason for improvement is to avoid the deplorable condition of school buildings and to provide availability of extra room for libraries and common rooms. Hence, it was found that (60%) of the Principals does not make any proposal for the improvement of school buildings. The finding shows that the school does not require much improvement of the school buildings.

Lastly, based on the data collected, cent percent of the Principals viewed that their schools are situated in a favorable location therefore, enabling the students as well as the teachers to reach schools in time. This is evident from the fact and argument of the Principals that almost all their teacher is regular in their duty.

4.3.2 Classrooms

In any social institution the schools provides the students with proper classroom for effective learning Process. Classrooms serve as a seating place or rest place during which the students gather knowledge and information within a fixed period of time. Classrooms should not be small. Small sized classrooms are difficult to accommodate the students. It is often seen that when the students were

unable to sit properly they neither concentrate nor can the teacher feel at ease. Therefore, class size should be taken into consideration. It is the duty of the Principals to plan and make the classroom an effective place of seating. To conclude, class size should be in such a way so as to permit the teachers to give the pupils individual attention.

Table below represents the percentage of the respondents with regards to classrooms.

Classrooms.	Total	Percentage
Enough Classrooms	4	40%
Not Enough Classrooms	6	60%
	10	100%

Table above revealed that (40%) of the Principals provide their students with a good number of classrooms. However majority (60%) of the Principals expressed their problem on the unavailability of extra classrooms. The main reason was that the schools have only three (3) classrooms and that is for only one section for class V, class VI and class VII. Similarly, those schools which have two sections for each class were also found to face similar problem.

Lastly, the study also shows that cent percent i.e. (100%) of the classroom were found with proper ventilated.

4.3.3 Facilities

In every schools whether run by government or privately owned, facilities is very much important. Facilities provided within the schools environment such as drinking water, hygienic toilet should be conducive to meet the requirement of the

students. Provision should be made for plentiful supply of pure drinking water inside the school buildings. Hygienic toilet facilities are also required. The toilet must be kept neat and clean to bring about good health among the students. Therefore, cleaning and washing must be done daily.

Table below represents the percentage of the respondents into the facilities provided in schools.

Drinking Water	Total	Percentage
Provides Drinking water	8	80%
Does Not Provide Drinking water	2	20%
	10	100%
Hygienic Toilet		
Have Hygienic Toilet	10	100%
Does Not Have Hygienic Toilet	-	-
	10	100%

Based on the table above, it was found that (80%) of the Principals viewed that their schools provide safe drinking water facilities to the students. Only (20%) of the Principals argued that their schools fail to provide drinking water supply. It was further found from their opinion that since the schools greatly depend on the Managing Committee therefore construction of water tank for providing drinking water will be decided by the Committee itself. It was due to this reason that some schools were unable to provide drinking water facilities to their students. The Principals also stressed that the main reason for not providing drinking water was that their school buildings was still under-construction for extension purpose. Therefore, due to these reason principals faced problems in providing drinking water to their students.

Looking at the hygienic toilet facilities cent percent i.e. (100%) of the Principals agree that their schools do provide hygienic toilet facilities to their students but, only very few schools were found that they can managed to provide separate toilet to boys and girls.

4.3.4 Playground

Apart from effective classroom learning, availability of playground should be provided in each and every school so that the students can entertain themselves in co-curricular activities. Playground should not be too small but should be constructed in such a way so as to meet the sufficient need of a huge number of students.

Table below represents the Percentage of the respondents in Playground.

Play ground	Total	Percentage
Have Play ground	9	90%
Does Not Have Playground	1	10%
	10	100%

Table above revealed that (90%) of the principals agreed that they have playground. Among the (90%) of the principals, (50%) of them argued that their playground is small in size while only (30%) of the principals viewed that their playground is sufficient to accommodate huge number of students. The study further revealed that only (10%) of the principals argued that their schools were unable to provide playground to their students. This creates a problem where the students have to play outside the school's campus, on the road and even inside the classrooms. Furthermore among those who provide playground to their students most of the

Principals argued that since their playgrounds are small in size, children were forced to play even in the verandah. However, among those schools that possess sufficient playground were found that they do not face any problem in organizing games and sports since they have a public field attached to their schools.

4.4 Finance

Finance is the backbone of the Country's economy. Looking from every aspects of the country economy, finance began to exert influence in various field of educational administration .It is regarded as an important area which includes problems of income and expenditure and their accounting and auditing. Finance also refers to the receipt and disbursement of money invested in the activities of the organization. Therefore educational administration is also concerned with receiving and spending money necessary for the operation and activities of the educational machinery. In this respect finance are mostly spend in teachers salaries as well as the necessary requirement for the educational and management of the schools.

4.4.1 Salaries

Salary provides teachers with the means to ensure a reasonable standard for themselves and their families. But it was often found that salaries and conditions of service serve to be as one of the chief problems face by the teachers. It was further found that one of the chief causes of the poor standards in the educational institution is the low scale of salaries paid to teachers and the highly unsatisfactory condition of their service.

Table below represents the percentage of the respondents in regard to salary.

Principals	Total	Percentage
Getting on time	9	90%
Not getting on time	1	10%
	10	100%
Principals		
Satisfied	6	60%
Not Satisfied	4	40%
	10	100%
Principals		
Sufficient	3	30%
Not Sufficient	7	70%
	10	100%
Teachers		
Satisfied	5	50%
Not Satisfied	5	50%
	10	100%

Table above shows that majority (90%) of the Principals viewed that they themselves and their teaching staff get salaries on time. (10%) of the Principals argued that they did not get their salaries on time. The main reason for not getting their salaries on time was their schools depend on the sanction of the government. Therefore non sanction made by the government for the salary consider as the main problem faced by both the principals and the teachers.

The finding revealed that (60%) of the principals were satisfied with their present emoluments. (40%) of them was found to be not satisfied with their salary. Among these, are those principals who serve in the private, adhoc and aided schools. The main reason for not being satisfied is because of low salary given to them.

The finding of the study further revealed that even though (60%) of the principals are satisfied with their salary, (30%) of them felt that their salary are sufficient to meet their requirement. However majority (70%) of the principals still pointed out that their salary were not sufficient to meet their daily requirement. This creates problems in their day to day activities as teachers.

Besides, the principals it was found that (50%) of the teachers were satisfied with their present salary while, (50%) of them pointed out their problem that they receives very less pay and therefore they are not satisfied with their salary. Inorder to bring about improvement in the existing educational system and to overcome the problems face by the teachers it is necessary that every state government should examine the position of teachers and within the limits of their resources, endeavours to raise the scales of pay.

4.4.2 Sources of Finance

As pointed earlier that finance refer to the receipt and disbursement of money invested in the activities of the organization. Therefore in every educational administration there is a need for the sources to make the administration successful administration .There are different sources from which the schools can acquire them.

Based on the data collected, it was found that (90%) of the principals find no problems in acquiring the sources. Based on their opinion one may find that most of them acquire their source of their schools finance contributed from the government grant and school fees. Moreover, it was found that only (10%)of the principals expressed their feeling that they find problems in acquiring the sources of their school finance, since they only rely on the fees given by their students. Therefore, it creates problems to such schools especially when the students do not

pay their fees on time. This is one such problem that the schools often face and this greatly affects the administration.

4.4.3 Financial Aid

Financial aids are those aids given to any institutions for running the administration. Almost every institution largely depends on government fund which are to be distributed in the form of grant- in- aid. Such grant- in -aid will be given for improvement of school buildings, salaries of the teachers and others. The working of the centrally sponsored scheme SSA i.e. Sarva Shiksha Abhiyan which is the principal programme for universalization of elementary education (UEE) has brought primary education to the doorstep of millions of children. The financial aid provided by such scheme were sanction of money for construction of new school buildings, additional classrooms, opening up new primary schools and up gradation of primary schools. Beside infrastructure, financial aid were also given to the salaries of teachers and mid day meal scheme (MDMS) to enhance enrolment, retention and participation of children in primary schools.

Table below represents the percentage of the respondents with respect to financial aid.

Financial Aid	Total	Percentage
Get financial aid	4	40%
Does not get financial aid	6	60%
	10	100%

Table above shows that (40%) of the principals argued that their schools do get financial aids and other assistance from the sources on time.(60%)of the principals are of the opinion that their schools were not provided with financial aid

and other assistance from the source on time. The finding of the study revealed that (60%) of the schools did not get government grant and school fees on time, even though they were considered as the sources of their schools finance. Yet, due to failure of the government to provide sanction on time as well as inability of the students to pay and clear their fees on time does create problems to the respective schools concerned.

4.4.4 Funds

Besides financing education funds are also required for every educational administration. Fund includes the amount of money received from the central government, state government and other government agencies. Often funds can be redistributed into other categories. There is also a growing need for schools to secure funds. Therefore, financial planning includes knowledge of funding categories, selection criteria; private sources and a goal based budget are required. Apart from the central and state government, funds can also be obtained from donation and other endowments. Therefore, availability of funds helps the principals to run the administration.

Table below represents the percentage of the respondents on the availability of funds.

Funds	Total	Percentage
Availability of funds	6	60%
Non availability of funds	4	40%
	10	100%

Reference, to the table above shows that (60%) of the principal's viewed that their schools have their own fund at their disposal to take up urgent repairing work. (40%) of the principals expressed that their schools have no fund for taking up

urgent repairing work. The problem for not taking up urgent repairing work arise because the principals and the schools concerned does not have any fund at their disposal. In such a situation and to overcome their problem the principals argue that their schools acquire their resources from the managing committee. Such schools render help and supports in running the administration from the managing committee.

4.4.5 Grant

Grant is the contribution provided by the government in the form of money or material goods to assist in the support of education. Grant is generally called as a financial contribution made by the government to an agency or individual by way of assistance to a specific purpose. There are different type of grants given to the institution such as deficit grants, salary grants and capitation grants.⁴ Based on such type of grants there are schools which falls under this deficit grants and are called as deficit schools. Somehow it was also found from the study conducted most of the teachers largely and greatly depends their salary on the grants given to their schools.

Table below represents the percentage of the respondents with regard to grants given to them.

Grants	Total	Percentage
Satisfied with grant	5	50%
Does not satisfied with grant	5	50%
	10	100%
Get grant	4	40%
Does not get grant	6	60%
	10	100%

Based on the table above, it was found that (50%) of the principals were satisfied with the grants given to their schools. (50%) of the principals on the other hand view that they were not satisfied. The main reason was that they do not get any grants with regard the salaries of the teachers. This affects the service and condition of the teachers and compelled the principals not to satisfy with the grants given to their schools.

The study further found that (40%) of the principals agreed that their schools do receive grants with regard the salaries of the teachers. Majority (60%) of the principals give their opinion that their schools do not get any grants in regard to the salaries of the teachers. Therefore payment of salaries to the teachers was met from the school expense. This was the reason why the principals are not satisfied with the grants given to their schools.

4.4.6 Authorities

From overall data collected one can also expressed from the study that authorities can also play a key role in enhancing the salary of the teaching staff.

Table below represents the percentage of the respondents in regard to the authorities in enhancing the salary.

A authorities	Total	Percentage
Attempt to enhance	6	60%
Does not attempt to enhance	4	40%
	10	100%

Table above represents that (60%) of the principals expressed that their authorities do struggle hard to enhance the salary of the teachers. While, (40%) of the principals felt that their authorities does not make any attempt to enhance the

salary of the teachers. These were the reason why most of the upper primary teachers face problem regards their salaries which are not satisfied with their requirement.

Analysis of the Data Collected from the Teachers

4.5 Infrastructure

School is a social institution and it functions as an integrative mechanism for the society. It is also referred to as a mean of socializing among the youth in the transmission of culture, values, norms and modes of living. Schools environment have been regarded as a powerful force and plays a pivotal role in the all round development of the students. Therefore, poor school buildings, classroom management, seating arrangement all have an effect on the mind of the child.

4.5.1 Classroom

One of the most vital factors in successful teaching is classroom management. Good classroom management establishes favorable working conditions and effective procedures by which the activities may be carried out economically and efficiently. There are various factors that a teacher should consider in planning the classroom such as ventilation, attendance, seating, lighting and handling of instructional material and equipments. Therefore, every teachers needs to be fully acquainted with all the aspects of classroom management so as to enable them to cope effectively with their classroom situations.

Table below represents the percentage of the respondents in classroom.

Classroom	Total	Percentage
Problem	22	48.00%
No Problem	24	52.17%
	46	100%

Based on the table above, it was found that (48%) of the teachers faced problems regarding classroom. This is evident from the fact that most of them feel that limited classroom, seating arrangement, deplorable condition of school with improper window affect the learning process of the students. These problems are often facing by a number of schools. The other problems faces by the teachers are inadequate furniture and other equipment and this makes the students to suffer a lot throughout the year. However, majority (52.17%) of the teachers do not face any problem regarding classroom as the size of the classroom is sufficiently big for a huge number of students and it is well equipped with furniture's.

4.5.2 Seating arrangement

As teachers play an important role in classroom management. Therefore, the teachers should know that the condition of classrooms should be satisfactory to meet the requirements of the students. In this respects, seats and seating arrangement should be adjusted to the needs of the pupils and as far as possible should be arranged in orderly, efficient and attractive way so as to give the best possible lighting for each individual pupils and for the observation of the blackboard.

Table below represents the percentage of the respondents in regard to seating arrangement.

Seating arrangement	Total	Percentage
Affects	25	54.3%
Not Affects	21	46%
	46	100%

From the table above (54.3%) of the teachers feels that seating arrangement affects teaching. Inadequate classroom is one such problem which in turn affects the teaching. It was found that, when there are many students in the classrooms with limited seating arrangement, students have to adjust and manage to occupy the space. This creates congestion among the students in the classroom. Due to these reasons most of the students lack concentration and attention from the teacher's .Therefore; we can say that lack of suitable seating arrangement creates a problem. Furthermore it was found that (46%) of the teachers do not feel that seating arrangement affects teaching.

4.5.3 Condition of building

School buildings are one of the foremost aspects which greatly affect the learning process of the students. Good school buildings provide the students with better facilities, better environment, and better education. Therefore, school buildings should be properly ventilated, clean and attractive in order to draw a good number of students.

Table below represents the percentage of the respondents towards condition of school buildings.

Condition of school buildings	Total	Percentage
Deplorable	20	43.4%
Not Deplorable	26	57%
	46	100%

Based on the table above, (43.4%) of the teachers feel that deplorable condition of school buildings affects the teaching of the teachers. Leakage of the roof during rainy season, broken window Paines, inadequate sunlight and congestion affects the teaching and this has weaken the teaching ability of the teachers as well as affects the learning process of the students. However, it was further found that majority (57%) of the teachers do not feel that deplorable conditions affects their teaching but are able to cope with the situation.

4.5.4 Library

Library is a reading room and function as a source of information for providing wider knowledge to develop curiosity among the students. A school without library is just like a body without a soul. The library should be well-stocked with latest and suitable books for students. It should have a seating capacity with an adjoining reading room.

Table below represents the percentage of the respondents in library.

Library	Total	Percentage
Available	15	33%
Not Available	31	67.3%
	46	100%
Benefit	6	13.04%
Not Benefit	40	87%
	46	100%
Problem	39	85%
No Problem	7	15.2%
	46	100%

Based on the table above, (33%) of the teachers agreed that their schools do have libraries whereas, majority i.e., (67.3%) of the teachers viewed that they do not have libraries within their respective schools. Moreover, the finding of the study revealed that only (6.52%) of the school libraries were well equipped with furniture and books. Whereas, (26.08%) of the schools was found that they do not have proper furniture and books. There are no separate reading rooms for the teachers therefore; the teachers have to share the small reading room with their students.

Furthermore, since (67.3%) of the schools do not have libraries, the problems arises among the students as they have to rely only on the text books prescribed by the board. It is also seen that majority (87%) of the teachers argued that their students does not get any benefit from the libraries since their schools does not provide them with want. Similarly, even those schools that provide the students with library facilities may face problems due to unavailability of books in the library. However, a small group i.e. (13.04%) of the teachers viewed that their students do benefit from the libraries.

Above all, it was found that majority (85%) of the teachers argued that they have some problems regarding library. The main problems is that the room was small, very congested and sometime the library remains closed due to unavailability of the librarian. However, only (15.2%) of the teachers agreed that they do not face any problem regarding library and hence they are satisfied and are able to cope with prevailing library in their schools.

4.5.5 Staffroom

A staffroom is regarded as a relax place for the teachers during their free period. A staffroom is a place where the teachers can prepare their lesson and do corrections work. It should be well equipped with furniture, shelves for every teacher to place their registers, books which they require in their daily teaching. Therefore, a staffroom is required and a must for every schools.

Table below represents the percentage of the respondents in staffroom.

Staffroom	Total	Percentage
Enough	24	52.17%
Not Enough	22	48%
	46	100%
Equipped	23	50%
Not Equipped	23	50%
	46	100%

Based on the table above, it was found that (52.17%) of the teachers argued that they have enough space to sit in the staffroom. (48%) of the teachers viewed that their schools does not provide them with enough space. They argued that their staffroom is small in size and not suitable to accommodate the teachers. Further, the finding of the study revealed that (50%) of the teachers were of their

opinion that their staffrooms are well equipped with furniture and bathroom. While the other (50%) of the teachers expressed that they do not have proper equipments.

Lastly, the study showed that (54.3%) of the teachers feel that location of school buildings near the road affects the teaching as well as learning process. The main problem faced by these schools situated near the road was the result of noise pollution produced by the automobiles which greatly affects the level of concentration and disturbs the teaching of the teachers. In this situation both teachers and the students were greatly affected. (46%) of the teachers feel that location of the school buildings near the road does not affect the teaching learning process. Since most of the schools are situated in a favorable location. In such situation the teachers are of their opinion that their teaching is not affected.

4.6 Academic Problems

Teachers are the key persons for providing quality education and in bringing about educational reforms. While speaking of teachers it includes the principals, full time teachers of formal education, instructors of non formal etc. As far as the teachers in educational institutions are concerned, teachers have to undergo with certain academic problems relating with curriculum, prescribed syllabus, the performance of the pupils, examination and even with their own academic profession.

4.6.1 Training Programme

For improving the performance of the teachers in the class, various methods are adopted, depending on individual requirement and demands. The teachers are encouraged to improve their educational and professional qualification.

Therefore, training programmes, orientation programmes and workshops are conducted to help the teachers perform better in the classroom and improve their transaction of the teaching- learning process.⁵

The term training has very limited scope as compared to education. In the glossary of training terms published in 1971 in London by the Department of employment, training has been defined as “Systematic development of attitude , knowledge, skill, behavior patterns required by an individual in order to perform adequately a given job or task”.⁶

Training is necessary for efficient work in a particular job. Training is needed for teachers in order to enable them to perform their job successfully and effectively. Therefore, training is very helpful for the teachers in their teaching profession.

Based on the data collected, cent percent of the teachers i.e., both trained and untrained teachers feel that in- service training is necessary and very helpful for the teachers in their teaching profession. From the opinion of trained teachers they argued that in -service training helps them to develop their skill and favorable attitudes toward themselves, their job and their students. Such teachers agreed that they get a lot of benefit from such institutions whereas, from the opinion of untrained teachers they expressed that they do not get benefit from the training but feels that if they are eligible for selection to such programme they would greatly benefit. They also feel that training should be provided for the teachers from time to time to improve their teaching abilities and to raise the standards of teaching at the school level.

4.6.2 Trained Teacher

Trained teacher are those teachers which undergo training in various in-service training programmes. Trained Teachers can do much more than untrained teachers. A teacher who has been serving for a long time is provided with in-service training programme, to get them acquainted with the latest trends in teaching. Such teachers are called trained teachers as they are able to develop skills in identifying, selecting and organizing learning experiences for teaching.

Table below represents the percentage of the respondents in trained and untrained teachers.

Trained / Untrained	Total	Percentage
Trained	18	39.1%
Un-Trained	28	61%
	46	100%

Table above revealed that only (39.1%) of the teachers received their professional qualification from in-service training like DIET, BTC and even from the College of Teacher Education (CTE). However, it was further found that majority (61%) of the teachers remained untrained due to the fact that most of them are not deputed by the government, some of them face problem as their schools lack financial resources and therefore, some teachers acquire professional qualifications at their own expense. Thus, it becomes a burden for teachers with a very low salary. Few teachers argued that because of their qualification they were not eligible for selection to such in-service training. The reason was that they were only Secondary School Leaving Certificate (SSLC) qualified and hence they remain untrained for many years.

4.6.3 Curriculum

Curriculum is the sum total of the schools efforts to influence learning whether in the classroom, on the playground or out of school.⁷ According to C.K Nolan and W.Cook Watter in Encyclopedia of Educational Research (1960) regards curriculum as “All the Educational experiences that a learner has under the guidance of a teacher.”⁸

Curriculum includes all the subjects, activities and experiences for the development of the child. They are offered in the schools, inside the classroom, in the workshop or in the playground. Curriculum development is very much important and necessary for designing and planning the curriculum. The syllabus, content of the prescribed text books should be well planned and prepared so that it will not affect the academic life of the students. Therefore, Curriculum should be in accordance with the age, ability and aptitude of the students.

Table below represents the percentage of the respondents in curriculum.

Curriculum	Total	Percentage
Suitable	38	83%
Not Suitable	8	17.39%
	46	100%
Content		
Difficult to teach	22	48%
Not Difficult to teach	24	52.17%
	46	100%
Course		
Difficult to complete	11	24%
Not Difficult to complete	35	76.08%
	46	100%

From the table above (83%) of the teachers feel that the curriculum is suitable to the students whereas, only (17.39%) of the teachers feel that the

curriculum is not suitable. The main problems faced by both teachers and the students are the frequent change of text books from time to time, Curriculum does not include Vocational course, improper link of lessons and it stresses more on theoretical aspect of learning than practical activities. Due to these reasons, the teachers feel that the curriculum is not suited for the students.

It was further found that (48%) of the Upper Primary School teachers find difficulty in teaching the contents of the text books due to lack of instructional material especially in terms of teaching aids. It was further revealed by the teachers that inability of the government to distribute text books to the students in time, makes it difficult for the teachers to teach their students and this creates problem not only to the teachers but also to the students. Thus schools which still depend on the government for aid of text books face problems. However, (52.17%) revealed that the teachers were satisfied with the prescribed text books implemented by the government. Such teachers did not face any problem in teaching the content of the text books.

Further, it was noticed from the study i.e., (24%) of the upper primary teachers find difficulties in completing the course in time. The main reason for such problem and difficulties was due to lengthy syllabus. The teachers also revealed that sometimes, the syllabus prepared by the board was not relevant to the age and ability of the students. This creates problems among the teachers to find ways and means to create interest in the pupils in order to facilitate them to learn. Due to these reasons the teachers faced problem in completing the course in time. However, the study showed that (76.08%) of the teachers find no difficulty in completing the course in time. Even though, the syllabus is too lengthy, the teachers had to rush with the course to complete the topic to be included in the examination. Since majority of

them are able to complete the course in time, it was felt that they do not face problems regarding completion of the course.

4.6.4 Students

Schools are the only place where the students interact with the teachers. Schools are the second home for the students. Besides home, students receive education from the schools. In schools the teachers act as an instructor, a guide and helper for providing knowledge to the students whereby the students have to obey the rule and guidelines provide by the teachers. Students have to undergo study throughout their academic year. This relates to the fact that education is a lifelong process. Therefore, students acquire knowledge as long as they study. Throughout their academic year students have to undergo with various test, examination as well as co – curricular activities. Therefore, the performance and achievement of the students could be witnessed only through evaluation made by the teachers.

Table below represents the percentage of the respondents with regard to the students.

Students	Total	Percentage
Examination		
Study during examination	29	63.04%
Not Study during examination	17	37%
	46	100%
Performance		
Upto expectation	17	37%
Not Upto expectation	29	63.04%
	46	100%
Academic Problem		
Approach with problem	14	30.43%
Not Approach with problem	32	70%
	46	100%

From the table above the study revealed that (63.04%) of the teachers agreed that the students generally study only during the examination. The main

reason behind this is generally to pass and be promoted to the next class. Since the students spend very limited time for study, many of them faces problems during examinations. The main problems faced by the students are they lack preparation, difficulty in understanding the questions, time management and cannot produces what they have studied. Similarly, (37%) of the teachers revealed that the students do study throughout the year. This is witnessed from the students who take ample effort to study the lengthy syllabus without wasting their time throughout the year. Such students have good academic records and do well in examinations.

It was also seen that (37%) of the teachers were satisfied with the performance of their students and feels that their performance is upto their expectation. (63.04%) of the teachers argued that the performance of the students was not upto their expectation since they study just to pass their examination and not to gain knowledge. Therefore, the teachers suggested that to know the students performances, the students should be provided with weekly test, monthly test, class test, unit test and even home assignment. Teachers - parents meeting should be encouraged and organized very often to know how far the achievement of their children are met according to their expectations.

The study further revealed that (30.43%) of the teachers viewed that their students approached towards them with their academic problem relating to the topic taught inside the classrooms. The students often approached their teachers when they faced problems in understanding the terms, meaning and pronunciation of words written in the text books. The other academic problems faced by the students according to the teachers are lengthy syllabus, combined papers etc, which becomes a burden for them during the examinations. This is the reason why students usually fail in particular subjects. Therefore, the main purpose of the students to approach

their teachers is to clear their doubt regarding the syllabus and teaching in order to improve their learning. (70%) of the teachers argued that their students do not face any academic problem as they were able to understand the meaning, language used in the text books. This can be witnessed from the fact that most of them come from urban areas and therefore they have background knowledge on English as compared to those who come from rural areas. Thus to overcome this difficulty, medium of instruction should be provided as an effective tools in bringing about growth in the students. Therefore, English should be used as medium of instruction in shaping the young students not only in urban but also in the rural area.

4.6.5 Extra Coaching Class

Although the teachers play an important role in shaping the youth for tomorrow yet, they find out ways and means to solve the academic problem of the students. Beside the regular classes, the teachers also provide extra coaching classes to their students.

Table below represents the percentage of the respondents in providing extra coaching class.

Extra Coaching Class	Total	Percentage
Provide	14	30.43%
Does not Provide	32	70%
	46	100%

Table above represents that (30.43%) of the teachers provides extra coaching class to their students by taking extra class in non working days or when the schools remain closed during holidays. Teachers usually provides extra classes when they are unable to complete their course and sometimes for revision of the

topic before examinations. Therefore, extra classes should be provided very often to help the students in their academic progress. (70%) of the teachers argue that they do not provide extra class since they are able to complete their course in time and the revision of the topic is done inside the class period itself. Therefore, it saves time for both the teachers as well as the students.

4.6.6 Innovative ideas and Practices

The study revealed that all i.e., (100%) of the teachers strive hard to use innovative ideas and practices to make the students understand better. It seems that both trained and untrained teachers agree that innovative practices promote teaching-learning in students.

4.7 Finance

No one in this world can live without food. Therefore, everyone require income and salary for every job. So also teachers in their profession of teaching require salary. Salary is the backbone for each and every teacher's right from the lower level of education upto the higher level. Therefore, financing for education should be made by the government for the improvement of the institution as well as to help teachers to survive in life. In order to meet the requirement of the teachers, teachers should receive sufficient amount of salary. Salary should be given within specific time and there should not be any stagnation of pay which will affect their work. Effort should also be made to increase their pay and allowances through annual increment. Only when the above mentioned conditions are fulfilled then only the teachers can be satisfied with their salary and work and have a stable life.

Table below represents the percentage of the respondents in regard to salary.

Salary	Total	Percentage
Receive	37	80.43%
Does not Receive	9	20%
	46	100%
Satisfied	22	48%
Does not satisfied	24	52.17%
	46	100%
Increment		
Enjoy	22	48%
Does not enjoy	24	52.17%
	46	100%
Pay / Allowances		
Get	18	39.13%
Does not get	28	61%
	46	100%
Problem		
Face Problem	20	43.47%
Does not face Problem	26	57%
	46	100%

Table above represents that (80.43%) of the upper primary teachers do get their salary on time, whereas (20%) of the teachers agreed that they do not get their salary on time as their schools depends on the sanction to be made by the government and hence due to this reason some of them receive their salary after a gap of 3 months. Similarly, few of them also argued that since they are appointed on contract basis their salary greatly depends on the government and hence in such

situation teachers who are working under contract basis faces a lot of problems because of insufficient salary to meet their expenditure on time.

Looking at the opinion of the teachers (48%) of the upper primary teachers are satisfied with their salary as they feel that their salary are sufficient to meet their requirement, whereas (52.17%) of the teachers feel that their salaries are not sufficient to meet their needs.

Further, the study revealed that (48%) of the upper primary teachers enjoy annual increment in their salary. This increment is mostly applicable to those who are serving under the government and deficit schools for a long tenure of their services. (52.17%) of the teachers do not enjoy any increment at all. Such teachers work in the private schools and they enjoy only the pay with no facilities, even if they work for many years.

Regarding allowances given to the teachers it was found, that only (39.13%) of the upper primary teachers get pay with allowances and other benefits as per government approved rate, while majority i.e., (61%) of the upper primary teachers argued that even though they are serving in the government and deficit schools they do not get pay with allowances. It was noticed that even though they get annual increment they feel that their pay and allowances vary from others teachers in regards to their service and qualification. In such situations teachers with number of degrees and qualification get better salary than those who serve for number of years without high qualification. Therefore, there is disparity in regards to salary between teachers.

Problem was also stressed by (43.47%) of the upper primary teachers especially those who were serving in the private schools or on contract basis. They argued that they do not get any other benefit or facilities from their schools even if

they serve for a long time. Therefore, they have to satisfy with the small amount pay given to them at the end of the month. (57%) of the teachers argued that they do not have any problem regarding their salary and hence they are satisfied with the present emolument given to them.

Analysis of the Data collected from the Students

4.8 Academic Problems

Schools function as a social institution where teachers, principals and students co-operate, interact as well as interlink with one another. Students join schools at a very young age. They consider schools as their second home. Art 29 of the Indian Constitution stated that no citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.⁹ This Article greatly encourages the young children of different religions, race, caste, language, sex or place of birth to mix themselves one another in schools and therefore the process of socialization generates right from their early life of schooling. It is seen that students vary in their intellectual ability to grasp and produce something in their academic career. It is with this variation that there exist individual differences among students. To cope with this situation teachers play an active role in looking to the needs of the students.

Based on the data collected, it was found that all the students do like coming to schools as well as like to study. It was also found from the argument of the students that very few of them felt that the class period is too long for them. Whereas a majority of the students are satisfied with the times allotted for the class period and are able to cope with the time table. The finding further revealed that majority of their parents felt that the importance of education is necessary for their children and this insist the parents to encourage their children to study hard.

4.8.1 Homework

Homework or home assignment is part and parcel of learning process besides classroom learning. Homework is often provided to the students in order to enable them to recognize, recall of what is being taught inside the classroom. It helps the teachers in evaluating the students and knows their performance, ability, capability in learning process.

Table below represents the percentage of the respondent in regarding homework.

Homework	Total	Percentage
Like	148	99%
Does not like	2	1.3%
	150	100%
Give Enough	105	70%
Does not give Enough	45	30%
	150	100%
Too much	128	85%
Not too much	22	15%
	150	100%

Based on the table above, it was found that (99%) of the students like homework. (70%) of the students agreed that their teachers provide them with enough homework which is not a burden for them. (30%) of the students felt that their homework is not enough and hence they are not satisfied with the homework given by the teachers. Furthermore (85%) of the students felt that their homework is too much for them and it becomes a burden for them which in turn creates problem in their academic. However only 22 students with (15%) argued that their homework is not too much and felt that homework helps them in their studies.

4.8.2 Class Test

Class test is one of the techniques and means of knowing students performance. Class test helps the students to prepare themselves throughout the year. It was found that class test not only helps the students to know their strength and weaknesses in their learning ability but also enable the teachers to recognize how far the performance, achievement and progress of each student is upto their expectation. Therefore, class test helps both teachers and students.

Table below represents the percentage of the respondents in regard to class test.

Class Test	Total	Percentage
Very often	100	67%
Not very often	50	33%
	150	100%
Able to answer	31	21%
Not able to answer	119	79%
	150	100%

Based on the table above, it was found that (67%) of the students commented that their schools provide them very often with class test. However (33%) of the students was of the opinion that they did not get class test very often and hence they appeared directly in the examination conducted by the schools. (21%) of the students agreed that they were able to answer the questions given in the question paper during examination. Whereas majority i.e., (79%) of the students faced problems and find difficulty in answering the questions. Such problem in turn affects the academic performance of the students.

4.8.3 Understand

In the learning process the child requires to understand, grasp ideas and then acquire knowledge. Understanding is very much important for every human being. It is necessary to inculcate in the students the method, strategies which will help them to understand. For such instances the teachers play a key role and acts as a guardian in guiding and shaping the students. It is often seen that a child who understands well produces well as compared to their counterparts. Therefore, the process of learning will become effective only when the child understands, is capable and learns at his / her own ability.

Table below represents the percentage of the respondents in understanding of the students.

Understanding	Total	Percentage
Understand in class	90	60%
Does not understand	60	40%
	150	100%
Understanding words or phrase		
Face problems	110	73%
Does not face problems	40	27%
	150	100%

Based on the table above, it was found that (60%) of the students understand well in the class. (40%) of the students do express that they faced problem and find difficulty in understanding everything on what the teachers taught in the classroom. Majority i.e.(73%) of the students agreed that they do face problem in understanding words or phrase written in the text books and the result of such problem were that students fail to realize, recognize the meaning of words or phrase.

However, (27%) of the students were found that they do not face such problems and hence they argued that they can easily understand the given word, phrase and meaning written in the text books.

4.8.4 Classroom

Classrooms are of utmost importance in a school. The classrooms should present a pleasant and inviting look. It needs a plenty of area, lighting, ventilation and furniture. Besides basic requirement, classrooms should have adequate space for using maps, charts, models, crafts materials and the like. Therefore classrooms are regarded as an instructional room in which the teachers provide knowledge to the students.

Table below represents the percentage of the respondents in regard to classrooms.

Classroom	Total	Percentage
Disturbed by noise	99	66%
Not disturbed	51	34%
	150	100%
Overcrowded classroom	115	77%
Not over crowded	35	23%
	150	100%
Seating arrangement		
Suitable	80	53%
Not suitable	70	47%
	150	100%

Based on the table above, it was found that (66%) of the students argued that they were disturbed by the outside noise. Such schools were found to be situated

near the road and this creates problems to the students. (34%) of the students agreed that their schools were not affected by outside noise and therefore they were able to grasp very well inside the classrooms. (77%) of the students viewed that their classrooms were overcrowded, due to limited space and large number of students. In such a situation students have to adjust among themselves in acquiring knowledge. (23%) of the students expressed that their schools provided them with adequate and proper equipments as well as with suitable class size for number of students and due to this reason 35 students i.e.(23%) argued that their classrooms is not over crowded. Further, it was found that (53%) of the students felt that their schools provided them with suitable seating arrangement even though they have to share among them with the available chair and desk in the classrooms. However, (47%) of the students felt that they lack seating arrangement and improper furniture. This affects the learning process of the students of which the outcomes of this problem lead the students to lack concentration, attention in the classrooms.

4.8.5 Teachers

Teachers are the makers of the nation. According to Dr.S. Radhakrishnan, “The teacher’s place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.”¹⁰ A teacher must be a master of his subject. He must have broad based knowledge with various branches of learning. He should be able to select and organize subject-matter for instructional purposes. Therefore teacher is regarded as one of the pivot which provides knowledge to the students for all times.

From the data collected, it was seen from the student's view that their teachers taught and explained the lessons clearly and properly. It was further found that cent percent of the students agreed that their teachers make use of both English and their mother tongue as the medium of instruction. The students also expressed that their teachers not only provided them knowledge through teaching but at the same time encouraged them to study.

4.8.6 Subjects

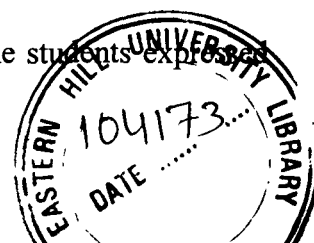
Students through their learning process have to undergo study in various subjects. These subjects help the students to acquire and gain knowledge in the field of education. To make students acquire wider knowledge learning on various subjects like Mathematics, English, Science, Social Studies should be infused in the student's right from the initial stage. This will help them to become aware of the latest information, events, invention, calculation which will greatly add to their knowledge.

Table below represents the percentage of the respondents in subjects.

English Grammar	Total	Percentage
Like grammar	90	60%
Does not like	60	40%
	150	100%
Converse in English	63	42%
Does not converse	87	58%
	150	100%
Make spelling mistake	60	40%
Does not make	90	60%
	150	100%

language difficulty	Total	Percentage
Have language difficulty	105	70%
Does not have	45	30%
	150	100%
Face problem in pronouncing English	96	64%
Does not face problem	54	36%
	150	100%

Based on the data collected, it was found that all the students have their own likes and dislikes in selecting subjects of their choice. (60%) of the students agreed that they like English Grammar and find interest in the subject. (40%) of the students expressed that they do not like English Grammar. The reasons that compelled the students to dislike English Grammar were that they find difficulties in learning such subjects. (42%) of the students expressed that they communicate with their friends through the medium of English language whereas majority i.e., (58%) was found to have problem in conversing with their friend as they lack knowledge in English language. (40%) of the students agreed that they do commit mistakes in writing and the reason for this is the lack of knowledge in grammar, pronunciation of words, terms and meaning. However (60%) of the students argued that they do not make any spelling mistake in writing. Further the study revealed that (70%) of the students take the initiative to express that they do have language difficulty. The reason is that they do not get good foundation as well as they have to learn the subject such as Hindi which is not a regional language. (30%) of the students do express that they do not have any language difficulty except in Hindi. Such students were able to cope with the medium of instruction taught in the classroom even though it is not their mother tongue. Majority i.e. (64%) of the students expressed



that they faced problems in pronouncing English language. This greatly affects their learning process as well as their ability to grasp knowledge from their teachers. However only 54 students (36%) argued that they do not face any problems in pronouncing English language.

Lastly, from the respondents' view point it was found that cent percent of the students take active participation in extra-curricular activities viz. games and sports.

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Chapter V

Findings and Suggestions

5.0 Introduction

The finding of the study is based on the analysis and interpretation of data, which has been presented in the previous chapter. Based on the objectives of the study, the investigator has found out the various problems faced by Upper Primary schools in Jowai Town Jaintia Hills District Meghalaya. The study was based on the following objectives -

- (1) To study the problem faced by upper primary Schools with special references to (a) Administration (b) Infrastructure and (c) Finance.
- (2) To study the various academic problems of teachers and students.
- (3) To suggest measures for improvement.

The investigator has distributed three types of questionnaire separately to the principals, the teachers and the students.

Therefore in this present chapter an attempt is made to depict the major findings of the study.

5.1 On the basis of the first objective - (1) To study the problem faced by upper primary Schools with special references to (a) Administration (b) Infrastructure and (c) Finance. The findings of the study showed the following problems faced by the principals and teachers.

5.1.1 Administration

Principals

(1) Qualification of the teachers in the subject

The findings of the study revealed that majority of teachers have passed their graduation with honours paper. Very few of them were found to have finished their in-service training from the District Institute of Education & Training (DIET) as well as from recognized College of Teacher Education. The reasons were that teachers depend on the government for selection and deputation. Secondly, schools which are privately owned cannot afford to provide teachers with an opportunity for such training since they lack financial assistance. Thirdly, since there is only one District Institute of Education & Training (DIET) for teachers training in Thadlaskein, near Jowai. It cannot accommodate a large number of teacher's trainees due to limited number of seat. Due to this reason teachers remain untrained.

From the study the investigator also found that some teachers were not qualified in the subject they taught. The reason for this was that teachers did not receive professional qualification from in-service training institution. Since, there are very limited numbers of teachers who are qualified and trained sometimes untrained teachers were forced to teach subjects which they are not acquainted with and this poses to be a problem for the students as a result students were often found to fail and stagnate in the same classes.

(2) In-service Training Programme

Since, in-service training programme serve as the guiding principle for the professional life of the teachers. Yet, it was found that though the principals

provides the teachers with an opportunity for such in-service training, it was seen that very few teachers were professionally qualified and sometimes it greatly depends on the government for selection. It was also seen that sometimes due to lack of teaching staff; teachers fail to join such training programme on deputation. Though principals provide opportunity for the teachers for improvement and up gradation of their profession and academic life. Yet, (40%) of the principals face problems in sending the teachers to such training programmes. Another drawback is that the schools have to incur expenditure for the vacant post for substitution of teachers. Due to this reason schools have to spend double charges of payment which in turn affect the financial position of the schools. However, majority (60%) of the principals does not face problem in sending their teachers to such programme but it was found from the study that even though they did not face problems majority of teachers were found to remain untrained and as a result suffer in their professional life.

(3) Management

Although the principals has to look into schools management in providing the material equipment such as building, furniture, library, playground, conducting supervision of school work, evaluation of pupils achievement and financing and budgeting. Principals were found to manage the schools administration well. Though teachers render their help toward the principals yet it was found that most of the teachers and students still face certain problems related to school buildings, its condition and location of the schools near the road, improper seating arrangement with unsuitable furniture's, lack of suitable playground for organizing co-curricular activities. All these in turn affect the students as well as the teachers in teaching –

learning process. It was further found that principals also face problem in spite of the help given by the teachers. The main problems that the principals face were the shortage of funds and for this they are unable to manage well with regard to finance and budgeting.

(4) Instructional Problems

With regard to teaching learning, teachers play a vital role in providing knowledge to the students. Despite their career and profession in teaching it was found that (70%) of the principals agree that teachers expressed their grievances and approached the principals with instructional problems. The main reason was that they lack methodology in teaching. Secondly, due to unavailability of teaching aids both audio and visual aids in the classroom teachers find it difficult to draw the attention of the students, to create interest in them and motivate them to learn. Thirdly, it was found from the study that most of the teachers fail to update themselves with the latest trends of teaching and hence they follow the old or traditional method of teaching. Only few principals express that teachers did not have any instructional problems

(5) Co-curricular activities

Organizing co-curricular activities is one such activity which encourages the students towards participation in games and sports. In organizing co-curricular activities playground, articles and fund are required. However the finding of the study revealed that (50%) of the principals face problems in organizing games and sports due to lack of fund and limited sizeable playground which cannot accommodate large number of students. Secondly, principals also face problem in

providing games and sports materials since they did not have fund at their disposal for such purposes. Thus, students have to play without safeguarding themselves with well equipped material which protects them from injuries. This is the reason why students get injured while playing games and sports. It was further found that from remaining (50%) of the principal's view that they do not face problem and hence they can manage and conduct co-curricular activities successfully.

On the whole, the finding shows that principals do find difficulties and problems in running the administration effectively.

5.1.2 Infrastructural problems

Principals

(1) School Buildings

Based on the analysis of data, the findings indicate that few principals face problem with their schools buildings due to leakage of roof during rainy season and poor condition of school buildings. Majority i.e. (60%) of the principals faced problems with financial assistance. The reason was that schools do not receive aid from the government or other sources within the fixed period of time. This problem greatly affects the role and function of the principals in the administrations, Organization and management of schools. Some schools were found to pool out resources from their own school fund for maintenance and to carry out repair work whenever required. However, (40%) of the principals faced problem to carry out work effectively due to unavailability of school funds. The main reasons of such problems were that they lack support and contribution from the government, lack of support from higher authorities and lack of recognition in the society. Further, from

the sample of the study it was found that half of the principals (50%) were not satisfied with the grant and felt that the grant given by the government was inadequate to meet the overall requirement of the schools. Since many schools lack financial assistance, the principals cannot propose for further extension and construction of new buildings. Due to this reason many upper primary schools were found to remain inadequate and unsatisfactory, and this prevents these schools to reach to its climax. Other reasons which were commonly pointed out by the principals were the ignorance of the government to take proper initiative in providing assistance for improvement. It was found that despite short financial position some principals have worked hard for the improvement of school buildings to do away with the deplorable condition and poor school buildings.

(2) Classroom

It was noticed from the study that most upper primary schools were found to have limited classrooms i.e., 3 classrooms and one for each class V, VI, and VII. The increased enrolments of students at times with limited classrooms made the classrooms over-crowded and this in turn affects the teachers as well the student's academic life.

(3) Facilities

In providing efficient facilities in terms of drinking water and hygienic toilet, most of the upper primary schools are well placed, few schools were unable to provide sufficient drinking water as they did not have water tank for storing water, and need the support from the managing committee for construction such water tank. Many schools provided hygienic toilet facilities, but were unable to provide separate

toilet for girls. Hence, from the study it was found that majority of the upper primary schools still lack behind in providing suitable infrastructure.

(4) Playground

Further, it was seen from the study, that many upper primary schools had small playgrounds, some do not have playgrounds within their respective schools and this forces the students to play inside the classrooms, verandah and even in the road. The basic reason which confronted the schools to face such problem, were that they lack financial support and unavailability of land.

Due to above reason many upper primary schools within Jowai Town were unable to provide good quality education for the overall well-being of the students and upliftment of primary education.

Infrastructural problems

Teachers

(1) Classroom

Based on the data, the findings of the study showed that most of the teachers do not face problems regarding classrooms. But, some teachers complained to have problems with regard to limited classrooms.

(2) Seating arrangement

The findings revealed that majority of the teachers complained, that inadequate classrooms with limited seating arrangements creates congestion which in turn affects the concentration and attention of the students.

(3) Deplorable condition

It was found that deplorable and poor condition of the school buildings do affect the teaching of the teachers and indirectly affects the learning process of the students.

(4) Library

Realizing the importance of library the study revealed that majority (67.3%) of the teachers expressed that library was not available in their schools. Therefore, majority of the teachers viewed that their students do not get any benefit from the library since the schools do not provide them with library and hence they have to rely on the text books prescribed by the board. It was also found that schools that have library were provided with inadequate furniture, unsuitable room and shortage of books. But, the most important problems faced by both teachers and the students were, the size of rooms, congestion, lack of reference book and other sources and mostly when the library remain closed due to unavailability of the librarian.

(5) Staffroom

From the opinion of the teachers the study also shows that many schools do not have enough staffrooms where they can accommodate number of teachers. Such schools were found to lack equipments and staffrooms.

(6) Location of school buildings

The study revealed that majority of the teachers expressed that location of school buildings near the road affected not only their teachings but at the same time the level of concentration and learning process of the students.

5.1.3 Financial problems

Principals

(1) Salaries

The findings from the data collected showed that principals are not satisfied with their emoluments. They felt that the salary given to them does not meet their daily requirements and cost of living. These problems were greatly affected by those principals serving in the private, adhoc and aided schools.

(2) Sources of Finance

According to Private schools, the principals expressed that they do face problem in acquiring the source which contribute to their schools finance. The reason for this is that the cost for education fee is too high for the poor students and therefore, inability of the students to clear their fees on time affects the schools administration.

(3) Financial Aid

The findings also showed that some principals did not face any financial problems as they were rendered support and help from the contribution of the government, donation and collection from schools fees. Though schools had their

own resources they still depend on the government for financial aid. However, it was found that majority i.e., (60%) of the principals faced problem in organizing and planning the administration due to irregular and delay of sanction made by the government for providing financial assistance in the form of grant-in-aid to the schools.

(4) Fund

The study showed that, some principals (40%) were unable to carry out immediate work within their schools perspective due to limited and shortage of funds. These schools depend heavily on higher authorities for attaining funds.

(5) Grants

It was also seen that, (50%) of the principals were not satisfied with the grant provided by the government. The reasons were the late receipt of the grant from the department, which prevented the schools from making regular payment to teachers. However, it was found that (60%) of the principals argued that they did not receive grant with regard to salaries. Such schools were privately owned and unaided. Since these schools does not receive grant for the payment of salaries they felt that grant – in – aid did not fulfill the requirement of the overall management of the schools.

Lastly, it was found from the opinion of principals that authorities do make an attempt to enhance the salary of the teachers to overcome their day to day problems.

Financial problems

Teachers

(1) Salary

Regarding the service condition of the teachers it was found that few teachers do not get their salary on time. The reason for this is that they depend on the government for sanction and therefore they receive pay after a gap of 3 months. Majority (52.17%) of the teachers are not satisfied with their salaries for it does not meet their needs. The teachers who enjoy annual increment are those who are serving in the government and deficit schools. Whereas, those who are serving in Private schools do not enjoy any increment except the pay given to them. Further, it was found that only few teachers enjoy pay plus allowances and other benefit as per government approved rates. Whereas majority (61%) of the teachers even though they are serving in the government and deficit do not enjoy pay plus allowances. Therefore from the study it was found that teachers pay and allowances vary in regards to their service and qualifications. The study also showed that private schools teachers especially those working on temporary basis face problems as they do not get any other benefit or allowances except their salary. Hence, the teacher's financial positions are in a real pitiful condition, which needs to be improved.

5.2 Based on the second objective of the study- To study the various academic problems of both teachers and the students, the investigator found out the following academic problems.

Academic problems

Teachers

(1) Training Programme

Regarding to academic aspects, the finding revealed that both trained and untrained teachers felt that in- service training is necessary for the teachers in their teaching profession.

(2) Trained / Untrained Teachers

The finding also indicated that very few numbers of teachers were trained, however majority, (61%) was found to remain untrained. The reason, were that they were not deputed by the government, schools lack financial resources and sometime teachers were not eligible for the selection.

(3) Curriculum

In relation to the curriculum, few teachers were found to argue that curriculum was not suitable for the students. The only reason behind this was, frequent change of text books, curriculum does not include vocational course and it stress more on theoretical aspects. Some teachers were found to face difficulties in teaching the content of text books. The reason for such difficulties is lack of instructional material, failure of government to distribute text books to the students on time. The study also showed that some teachers face problems in completing the course on time due to lengthy syllabus which sometimes is not in accordance with the age, ability of the students. Teachers should find ways and means so as to create an interest in students which will in turn facilitate them to learn.

(4) Students

From the opinion of the teachers, it was found that many students generally study only during examinations and therefore their performance is not upto their expectation. However, such students were found to face problem during examination as they lack time management, difficulty in understanding the questions and cannot produce what they have studied. The reason for such problem is that students study just to get through in the examination.

(5) Academic Problem

In relation to the academic life of the students, very few teachers expressed that their students do approach them when they find difficulty in understanding the terms, meaning and pronunciation of words, written in the text books. Sometime students also approach their teachers when they face problem with the syllabus prepared by the board. Students were also found to lack background knowledge in English. Therefore, they face such problems in learning.

(6) Extra Coaching Class

It was found from the study that (70%) of the teachers does not provide the students with extra coaching classes. However, only some teachers take the responsibility to do so before the examinations.

(7) Innovative Practices

Though teachers find problems in carrying out their teaching work effectively yet, all of them take the initiative to use innovative practices in their teaching to improve themselves in dealing with the students.

Academic problems

Students

From the study it was found that all the students like to come to schools. Few of them felt that their class periods are too long. Such students were found to be disturbed, lacked concentration and felt boring to sit in the class. Due to this reason students were unable to adapt with the time table.

(1) Homework

Even though students liked homework it was noticed by (30%) of the students that they were not satisfied with the home assignments given to them and stated that limited homework does not encourage them to learn theoretically as well as practically in their daily studies. Further majority (85%) of the students found difficulty in carrying out heavy burden of homework. This problem was mostly affected by the weak and slow learner students who spent more time in accomplishing their homework. This problem affects not only the performance but the academic career of the students.

(2) Class Test

To know the students cognitive abilities, the teachers lay great emphasis in providing them with class tests. However it was found that some schools were unable to provide class test to their students as it was not included in the academic calendar, and therefore teachers have to obey the rules and procedures laid down by the schools. This problem was found to affects not only the teachers for their inability to know students achievement and performance but, also the students for their inability to realize, recognized their strength and weakness in their learning

process. (79%) of the students were not able to answer all the questions during examination. Students who faced this problem are those who lack time management, unable to reproduce quickly of what they have learnt and inability to understand the questions properly.

(3) Understanding

Despite of the facts that teachers have strived hard to select ways and means to motivate the students, it was found that (40%) of the students did not understand well during the teachers explanations. This created problems in majority of the students to understand the words, terms, meaning and were unable to cope with written textbooks. The reason behind this is that students do not get good foundation right from the lower level, in speaking, pronouncing and framing sentences. Students were found to lack knowledge in English. These were the main reason that created problems in students which needs to be looked into.

(4) Classroom

The finding also showed that (66%) of the students found difficulties to cope with the teaching- learning due to the disturbances that contributed from the noise of the vehicles. This is evident from most of the schools which were situated near the road. It was also seen that most of the upper primary schools have very limited classroom which created difficulties among students to adjust. The result was that schools have very small sizes classrooms with unsuitable and improper equipment. It was also noticed that sitting arrangements inside the classroom were not properly arranged which in turn affect the movement of both teachers and students in the classroom.

(5) Teachers

From the opinion of the students it was found that teachers at the upper primary level took initiatives to shape the young child for their future career .Both English and Mother tongue were used as medium of instruction at this level.

(6) Subjects

Though teachers strived hard to bring broadened knowledge to the students for their day to day life. Yet, students were found to suffer from certain academic problems. One of the reason that affect the academic life of the students was that they have inadequate knowledge on grammar and this compelled the students to commit grammatical mistakes in writing which in turn led students to dislike grammar .Further, it was found that failure of the students to converse and communicate in English in the class also made them to lack knowledge in English. This showed that the students still prefer the old traditional method of communication through vernacular or mother tongue. The study further found that majority (70%) of the students has language difficulty example pronunciation, intonation, accent etc. The main reasons were that students did not get good quality education. Secondly; they did not have well qualified English teachers who would teach them better English. Therefore, it was seen that the students were facing various problems in different aspects which needs to be seriously rectified.

5.3 Based on the third objective-To suggest measures for improvement. The following suggestions were given for the improvement of upper primary schools in Jowai.

1. To bring about quality education, the procedure of recruitment should be strictly followed free from political interference. Adhoc and temporary appointments for filling up the vacant post should be reduced and well qualified candidate should be appointed.
2. The government should remove the backlog of untrained teachers .Untrained teachers should be provided with an opportunity to join in-service programme to enlarge and improved their knowledge and educational capacities in all field of their work.
3. Inorder to enhance teachers with the latest trend of teaching, professional training of teachers should be made available in elementary schools. Number of District Institute of Education & Training (DIET) should be set up to draw number of teacher's trainees.
4. To improve the quality of teaching staff, number of teachers to be deputed to undergo professional training should be increased.
5. To overcome the problem faced by the under qualified teachers who are not eligible for selection to such training programmes, integrated condensed course should be organized effectively for up gradation of educational qualification. There is also a need to encourage the teachers to complete their minimum qualification by joining regular course or part time correspondence courses.
6. To enable the principals to devote more time towards the administration appointment of number of non- teaching staff should be made available.

7. Proper supervision and inspection should be conducted periodically by the principals so as to enable the teachers to know their strength and weakness as well as to acquaint them with the methods and pedagogy in identifying, selecting and organizing learning experiences for teaching.
8. To ensure good pay package for the teachers so as to improve the standard of living and service condition. The government should keep note that the pay scales of the teachers should be revised and linked to the cost of living.
9. To enrich the sense of team spirit in the mind of the students and to promote physical development every school should essentially have a due provision for the playgrounds needed for all types of physical activities. Enough area should be provided for the playground to afford maximum number of games to the students .The study also suggest that schools should also have sufficient games and sports material to protect the students from injuries.
10. To avoid congestion and overcrowded classrooms, classrooms should be ideal and workable according to the present needs. Classrooms should provide sitting arrangement to accommodate students with adequate space and teachers to sit, stand, and move freely. To meet the needs of the students every classrooms should have essential equipment like desk and chair for pupils, blackboard, globe, map, chair and table for the teachers.
11. To provide suitable sitting arrangement for the students, there should be as far as possible single desks with slight slope towards the seat. The seats should be supported by a back and arrangement of the desks should be make in such a way so as to meet the need of the students.
12. To overcome with inadequate staffroom, the schools should take in consideration to provide the teachers with spacious staffroom to accommodate the

whole teaching staff of the schools. To fulfill the requirement of the teachers, the staffroom should be situated at a place where least disturbance comes from the classes and not far from the principal's office. Secondly, it should be provided with well equipped furniture like cupboards, study tables and comfortable easy chairs. Thirdly, there should be adequate arrangement of drinking water and toilet facilities for the teachers.

13. To improve student's academic life there is a need for every upper primary school to have a library and reading room. Every school buildings should have a separate wing for library and reading room. Each school should have a library with a full time librarian to stimulate learning. The library should be well equipped with furniture, bookshelves, tables, chairs, reading desks, selected books and literature and should be easily approachable and accessible to one and all.

14. Inorder to remove the non-interesting and unsuitable curriculum for the schools functioning, some useful vocational training or handicraft according to local demands should be introduced in the curriculum. The curriculum should be flexible according to the needs, ability and age of the students and should be made attractive, interesting and purposeful. Thus introduction of a suitable handicraft is essential for the development of the student's creative and constructive instincts

15. Considering the dearth of English Language it will be worth-wide to retain English as medium of instruction right from the lower primary stage. For teaching English languages, the teachers should have sufficient knowledge of the language and should be trained for a fixed period inorder to increase their knowledge of English languages.

16. Time-Table should be flexible enough to suit the changing needs and requirements of the pupil's environment, other internal schools circumstances and

latest trend of education. There should be periods for recreation i.e. play and games and other activities intervening between periods of serious study. Duration of period should be arranged to suit the age of the pupils and for sustaining the student's interest.

17. In order to relieve teachers from anxieties about their own and their dependents future which will affect the efficiency of their work, the need for improving the salaries of the upper primary schools teachers has become urgent for the improvement of education and cost of living. Intensive and continuous efforts are necessary to raise the economic, social and professional status of teachers.

18. Adequate financial grants from government should be made available to the schools for maintenance of buildings, repair work, purchasing of equipments, teaching aids, library books etc.

19. To cater the needs of the students of the present generation .Text books should be written for each subject not by one or two persons only, but by a panel of highly qualified and experienced persons in the field of education especially for primary education.

Suggestion for further research

The following problems may also be taken up for future research.

1. An investigation into the job –satisfaction of upper primary schools teachers of Jowai, Jaintia Hills District of Meghalaya.
2. A study on the problems faced by the teachers of primary schools in Jowai.
3. A study on the problems of heads of primary schools in Jaintia Hills District Meghalaya.

4. A study on the status and service condition of the teachers of upper primary schools in Jaintia Hills District Meghalaya.
5. A study on the institutional administration of primary schools in Jowai, Jaintia Hills District Meghalaya.

Chapter V1

Summary and Conclusion

Introduction

Education is an important human activity. The boundaries of education are wide and varied. In general education has been classified into different stages; they are Primary Education, Secondary Education and Colleges or Higher Education. The nature and aims of education are conditioned by its social needs, ideals and aspirations, but the main purpose of education is to prepare a citizen for life. Primary stage is one of the aspects of education. It is through primary stage that the foundation of the students is based and they can successfully prepare themselves for higher education.

Education of the child is one such right that has found a prominent place in the Indian Constitution. Art 45 of the constitution of India however, makes it obligatory on the part of the state to provide free and compulsory/elementary education for all children upto the age of 14 years. Universalization of Elementary Education (UEE) or Primary Education is the foundation stone to all progress and is the most crucial stage of education spanning the first eight years of schooling (6-14 years) Following the Directive Principle of the Constitution for providing free and compulsory education to all children upto the age of 14 years, the country have put efforts to achieve the goal of universalization of elementary education. Thus to achieve the target of the Constitution under the Directive Principles of State Policy, the Constitution introduced the 93rd Amendment Bill in the Parliament to make free and compulsory elementary education for the children of the age group of 6 -14 years a fundamental rights.

After the Independence, India has accepted education as a human right, which is a basic need of every individual to live a human life. This is clear from the directive in Article 45 of the Constitution of India. Despite the country's effort to achieve the goal of Universalization of Elementary Education. The country still faces with certain problems. Some of these main problems are Political problems, Social problems, Financial Problems, Defective Administration of Education, Problems of Teaching System, Problems of Dearth of Teachers, Problems of buildings, Narrow and unsuitable Curriculum

Though the foundation of modern education in Meghalaya was laid by the Christian Missionaries in spreading education. It was found that the local traditions and the Community also take an active part in sponsoring and maintaining schools and colleges. This can be witnessed after the attainment of independence with the mushroom growth of primary education in Meghalaya to cater the needs of the young pupils of the region. In Meghalaya and particularly in Jaintia Hills the structure of primary schools was divided into lower primary schools (class I – IV) and upper primary schools (class V – VII). Based on the structure it was noticed that till date there are number and different types of upper primary schools operating within Jowai Town which provide primary education to the students of the area.

In the modern times due to explosion of knowledge and expectations the role of the schools has undergone tremendous transformation. There is a growing demand to sustain current reforms in primary education and improve the system so as to meet the demand of the growing number of child population. The study is mainly carried out to find out the problem faced by the upper primary schools in Jowai Town, Jaintia Hills District, Meghalaya. Within Jowai Town there exists a mushroom growth of upper primary schools to cater to the needs of vast number of

students. Being small in its areas, numbers of schools were found to be situated near the road and in congested places. Though the schools were set up with the purpose to accommodate students with proper knowledge yet, due to lack of qualified and limited trained teachers, the standard of teaching and methodology of teaching is not up to date. The increased enrolment in various classes creates problem among the students which in turn affects their learning process. The upper primary schools teachers were found to be in a pitiful condition compared to teachers at higher level in terms of finance, service condition etc. . Due to these reason the researcher or investigator wants to conduct the study to know and find out about the problems faced by the upper primary schools in terms of infrastructure, finance, administration and academic problem faced by the teachers and students. The primary purpose of this study is to reveal the problems of upper primary schools and to suggest measure for improvement. This compelled the investigator to put forward the statement of the problem - **"Problems of Upper Primary Schools in Jowai, Jaintia Hills, Meghalaya."** However to study the problems the investigator have set forth the following objectives -

1. To study the problem faced by upper primary schools with special reference to
 - (1) Administration
 - (2) Infrastructure
 - (3) Finance
2. To study the various academic problems of teachers and students.
3. To suggest measures for improvement.

In the second chapter, the investigator has consulted the review of related literature from various studies of various researchers which was conducted in India

and abroad .On the basis of the review the investigator become acquaint with the current knowledge in the field or area of his/her study .It also enables the researcher to define the limit of his field and brings him up to date on the work which others have done. Based on the different review, the investigator select those areas on which positive findings are likely to result and his endeavours are likely to add knowledge in a meaningful way.

In the third chapter, the study intends to cover the problems of Upper Primary Schools. Since the study is mainly a descriptive piece, required data were collected through questionnaire method distributed to the principals, the teachers and the students of the selected schools located in different areas of Jowai, Jaintia Hills District Meghalaya. Primary and Secondary sources were also consulted to gathered information. A time limit was given for the respondents for filling up the questionnaires .Based on the questionnaires from the respondent's calculations and conclusions about the problems of Upper primary Schools were made on the basis of the data collected.

In the fourth chapter, the study was mainly based on the analysis and interpretation of data .After the collection of data the investigator analysed the various elements, factors involved in the problems so that a detailed and systematic list of these problems may be formulated. The data collected from the Principals, Teachers and Students were tabulated separately for analysis inorder to get meaningful information. After tabulating the data, investigator analysed and interpreted the data by using percentage technique.

In the fifth chapter, the study concerned with the finding obtained from the analysis and interpretation of data .Based on the objectives, the investigator analysed and interprets the data which ultimately shows the finding of the study. The

findings also help the investigator to know the impact of the study and the problems prevailing in the upper primary schools.

In the sixth chapter, summary was made.

Conclusion

Though the main focus of the country is to provide access to primary education through expansion of schools system so that no child is denied with the opportunity of primary education only on account of the absence of a school. The country has also put forward some initiative for raising the quality and improvement of primary education throughout the country. In Meghalaya and also in Jowai the contribution of upper primary schools also played a significant role in the development of education in Jowai Jaintia Hills District .The study on the problem of upper primary schools has been designed to meet the following criteria such as administration, infrastructure, finance and academic problem of both teachers and the students. The study was conducted to know the problems faced by the Principals, teachers and the students.

From this study it is evident to know that problems of the upper primary schools is one such problem often faced by the primary schools which in turn affect the primary education .The finding of the study shows that principals do find difficulties and problems in running the administration effectively. Similarly the finding also revealed that principals and teachers do find problem with regards to infrastructure and due to this reason many upper primary schools within Jowai Town were unable to provide good quality education for the improvement of the students and upliftment of primary education. Further the study

also showed that both principals and teachers were facing problems with their financial assistant which in turn affect their profession , socio –economic and service condition as the teachers .Lastly ,it was further found that not only the students were facing academic problem but based on the finding it shows that teachers do faced academic problem especially with the curriculum and syllabus which in turn need to be rectified. Therefore, the only solution to this problem lies upon the government to take the responsibility to come up with the strategic plan to meet this challenge so as to bring about qualitative improvement in the primary education .

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Appendix I

Questionnaires for the Head

General Information

Name of the Head -

Name of the School –

1. -Type of School-

2. -Educational Qualification-

Professional Qualification-

Put tick mark

3. What is the minimum qualification of your present teaching staff?

a. Under matric (b) matriculate (c) Puc

4. What is your opinion regarding your work load?

a. Heavy (b) light (c) moderate

5. How often do you supervise the teaching of your teachers?

a. Daily (b) Weekly (c) Monthly (d) Never

6. Do the teachers of your school come to you with their academic problems?

a. Always (b) rarely (c) sometime (d) never

Administration

1. Are the teachers regular in their duty? Yes /NO

If No Please give reason.

2. Are all your teaching staff qualified in the subject they are teaching?

Yes /No

If not, then are the students facing any problem Yes /No .If No what are the Problem.

3. Do you provide your teaching staff to in service training programme?

Yes /No

4. Do you face problems in sending the teacher to in service programme?

Yes /No If yes .Please mention the problems

5. Do you feel that sending the teacher to in-service training affect the administration of your school? Yes /No .If yes how does it affects the administration.

6. Does your teaching staff help you in the management of the school?

Yes /No .If not give reason.

7. Do the teachers come to you with instructional problems? Please specify in detail?

8. Do you face problems in organizing co-curricular activities? Please state the problem.

Infrastructure

1. Is your school building in a deplorable condition? Yes /No

2. Are you facing problems regarding proposal of new building and extension? Yes / No. If yes please mention the problem.

3. Have you ever proposed for improvement of school building? Yes /No .If yes. Give reason.

4. Is the school building located in a favorable location / Yes /No

5. Are there enough classrooms for your students in the school? Yes /No

6. Are the seating arrangement suited the need of the student? Yes /No

7. Are the classroom properly ventilated? Yes /No. If not then how are the teacher and students coping with such a situation.
8. Do you provide drinking water facility to students? Yes /No. If not, do you have any problem in doing so?
9. Do you have hygienic toilet facilities for your students? Yes /No .Do you face any problems.
10. Do you have playground in your school? Yes/No. If yes, is it big or small? Please mention. If not, then please state your problems.

Finance

1. Do you and your teaching staffs get salaries on time? Yes /No .If No, what are the reason.
2. Are you satisfied with your present emoluments? Yes /No .If No. why? Please mention
3. Is your salary sufficient to meet your requirement? Yes/No
4. Are your teaching staffs satisfied with the present salary? Yes /No. If not please give reason
5. Do you have any problems in acquiring them? Yes /No. If yes what are the problems.
6. Do you get financial aid and other assistance from the source in time?
Yes /No
7. Do you have any fund provision at your disposal to take up urgent repairing work immediately? Yes /No .If No then how you acquire the resources.
8. Are you satisfied with the grants given to your school? Yes /No .If not then how do you cope.

9. Do you get any grant with regard to the salaries of the teacher? Yes /No .If Yes then are the teacher satisfied with the salary .If No why.
10. Is there any attempt on part of the authorities concerned to enhance the salary of the staff? Yes /No.

Appendix II

Questionnaires for the Teachers

General Information

Name of the Teacher

Name of the School

Educational Qualification

Infrastructure

1. Do you face problem regarding classroom ?Yes/No
2. Do you feel that the seating arrangement affects teaching? Yes /No .If yes in what way it affects teaching.
3. Do you feel that deplorable condition of school building also affect the teaching of the teacher? Yes/No If yes. Please identify the problems related to it.
4. Do you have library in your school/Yes/No.?
5. Is the library well equipped? Yes /No.
6. Do the students benefit from the library? Yes /No
7. Do you have any problems regarding library? Yes /No. If yes please state the problems.
8. Do you have enough space to sit in the staffroom? Yes /No.
9. Is your staffroom well equipped with furniture? Yes/No
10. Do you feel that location of the school building near the road affect the Teaching learning process? Yes/No. If yes please states your problems.

Academic

1. Do you feel it is necessary to go for such training programme? Yes/No
2. Are you a trained teacher? Yes /No
3. Do you think the curriculum is suitable to the students? Yes/No
4. Do you find any difficulties in teaching the contents of the textbook to the students? Yes /No. If yes please mention those difficulties
5. Do you find difficulties in completing the course in time? Yes/No. If yes what are your difficulties.
6. Do you think that the students generally study only for the examination? Yes/No. If yes give reason.
7. Is the performance of the student's upto your expectation? Yes /No. If not then please suggest certain measures.
8. Does your student come to you with their academic problem? Yes /No. If yes what are their problem.
9. Are you providing extra coaching class for them? Yes/No.If yes in what way? Please specify.
10. Do you try out any innovative ideas/practices in your teaching?
Yes/No

Finance

1. Do you receive your salary on time? Yes/No. If no why.
2. Are you satisfied with your salary? Yes /No.
3. Do you enjoy any annual increment with regard to your salary?
Yes/No

4. Do you get pay, allowances and other benefits as per government approved rate? Yes/No
5. Do you face problems regarding your salary? Yes/No

Appendix III

Questionnaires for the Students

Name of the Student

Name of the School

Name of the class

Sex

1. Do you like coming to school? Yes /No .If not give reason.
2. Do you like to study? Yes/No.
3. Is the class period too long? Yes/No.
4. Does your parent encourage you to study hard? Yes /No.
5. Do you like homework? Yes /No .If no why.
6. Does your teacher give you enough homework? Yes/No
7. Is your homework too much? Yes /No
8. Does your teacher correct your homework regularly? Yes/No
9. Can you solve the homework given by the teachers? Yes/No. If not, please state the problems.
10. Do you have class test very often? Yes/No'
11. Are you able to answer the entire question given in the question paper? Yes/No. If not, then please state your problem.
12. Do the class tests help you in your final examination? Yes/No. If not, why?
13. Can you understand everything in class? Yes/No. If no states your problem.

14. Do you face problem in understanding the words or phrase given in the textbooks. Yes/No.
15. Is your classroom disturbed by outside noise? Yes/No
16. Is your classroom overcrowded? Yes/No.
17. Does your school provide suitable seating arrangement? Yes/No. If not, then how do you adjust?
18. Do the teachers teach properly? Yes/No.
19. Does your teacher take classes in English or Mother Tongue? Please mention
20. Does your teacher encourage you to study? Yes/No
21. What is your favorite subject?
22. Do you like English Grammar? Yes/No
23. Do you converse in English while in the company of friends? Yes /No
24. Do you make many spelling mistakes in your written work in school?
Yes/No .If yes. Why.
25. Do you have any language difficulty? Yes/No .If yes. Why.
26. Do you find problem in pronouncing English? Yes/No
27. Do you take part in extra-curricular activities like
(a) Games (b) sports (c) NCC (d) Fete (e) concerts etc.

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