

# **The Economics of Private School Industry**

## **A Study Of Shillong**

**Dissertation**

**SUBMITTED**

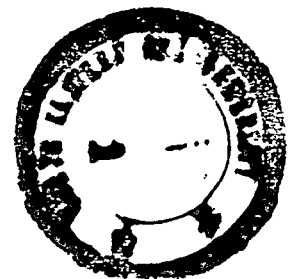
**IN**

**PARTIAL - FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF**

**MASTER OF PHILOSOPHY**

**IN**

**ECONOMICS**



**SUPERVISED BY**

**Dr. S K. Mishra**

**SUBMITTED BY**

**Miss. Lhingkhokim Kipgen**

**TO**



**The North Eastern Hill University**

**SHILLONG**

**1988**

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I Dedicate this Humble Work to my  
Beloved Brother  
in Affectionate Remembrance of Him



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## SUPERVISOR'S CERTIFICATE

Certified that the subject matter of this dissertation is the record of work done by Miss Lhingkhokim Kipgen, under my supervision, that the content of this dissertation did not form a basis of the award of any previous degree to her, or, to the best of my knowledge, to anybody else and that the dissertation has not been submitted for any degree of any other university.

She has been duly registered and the dissertation presented is worthy of being considered for the award of the M.Phil degree. In habit and character, she is a fit and proper person for the degree of Master of Philosophy.

Shillong, the  
30th May, 1988

  
(S.K. Mishra)

*Certified that the dissertation submitted for the degree of M. Phil in Economics by Miss Lhingkhokim Kipgen has been evaluated by me. On the basis of evaluation I hereby award Grade A to the examinee, and recommend that M. Phil degree be awarded to Miss*

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*Dated 22nd Sept 1988.*

*Jameswar Jha*  
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the 25th May, 1988

*Kim Kipgen*  
Lhingkhokim Kipgen

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Chapter-I

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Introduction, Objectives, Methodology and  
Organisation

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## Introduction

This study is undertaken as a modest attempt to analyse the "Economics of Private School Industry" and the overall structure and development of pre-college educational institutions in the hill town of Shillong.

The subject matter of this study may sound unfamiliar to us. But it will be testified by anyone well aware with school education in Shillong that at almost every nook and corner one finds a private school running and a large number of students of various origins studying in these schools.

Such an observation is not particular to Shillong only. In fact, since the last one decade or two, many towns in India have experienced the flourishing of private schools of various types, some imparting English medium education in the areas of vernacular languages, some others imparting preparatory coaching education for competitive entry into certain reputed and prestigious schools, still others claiming to impart better education than the local government schools do. Those who know these schools rather closely, may have only a mixed type of feelings about the standard of these schools. But they

may almost unanimously agree on considering them ~~an~~ enterprise, like any other enterprise, mainly undertaken to earn income and profit. They employ teachers at a very low salary, charge substantial amount as registration and tuition fees, often provide for residential facilities to enhance profitability in enterprise, remain unmindful to providing enough facilities to students and so on. A scrutiny of facts may subscribe to these feelings in some towns, but in some others, the situation may be different. Nothing, therefore, may hastily be generalized.

Nevertheless, private school enterprise has formed an industry in the towns of India. Like any other industry its motives are to make profit from capital investment by catering to the demand in the market. Like any other industry a large sum of capital is invested and a large number of people are employed in private school industry too, and entrepreneurs expect to get a profitable net return from their investment in this industry.

#### The Grist to the Private School Industry's Mill

Every parent now wants to educate his children. Education has progressively become the key to success in winning employment and earning livelihood. It was not so

a few decades ago when urbanisation of the Indian population was meagre and the major source of livelihood to the people was restricted to agriculture and allied activities in rural areas and manual labour in the urban-industrial areas. Since last four decades or so, especially after the beginning of the era of planned development in India, industrialisation and urbanisation, have experienced an accelerated growth. There has been sizeable growth of public sector. On the whole, the proportion of people engaged and wanted in non-primary sector has increased substantially. Government policies have awakened people to value education as a means of commanding opportunities for employment. Education has also been a means to command social prestige.

Thus the demand for education is growing at an accelerated rate. But it seems that the Government provisions of schools have remained either deficient in quantity or in quality or in both. May be, parents do not want their children to be educated on the stuff or by the method the government schools are at present educating the school-going children. Or it may be so that a section of people do not want their children to be educated in the manner the government schools are ready to impart education and they generate the demand for a different type of

education which is imparted by the private schools.

Is it so that the government schools do not take special care of the individual students and the parents of these students expect private schools to do the needful? Or is it that the government schools charge so small an amount of fee (if any at all) that it does not satisfy the cost-value illusion of the parents? (Psychologically speaking, if people become habituated of securing better things at higher costs, they revert the relationship and start feeling that costlier things alone can be better. This reversal is subconsciously done. As a result, people start assigning lesser value to the provisions that they get at lesser cost. This psychological phenomenon may be termed as the cost-value illusion). Or is it so that government schools do not provide for the satisfaction of the snob sentiments of the parents? Or are government schools not enough in number to absorb the ever-increasing demand for admission into them?

Whatever the reasons might be, the fact is open and above board that there is a great demand for services of the private school industry. The private school industry thrives on this ever-increasing demand.

The educated unemployed youths form another type of grist to the mill of the private school industry. Some of these unemployed youths take up to teaching in these private schools for they want to reside in urban areas (and not revert back to be at home in their rural place of residence) and search for the opportunities to be better placed. Some others, whose parents are there in the same town, are driven by the desire to minimise the burden on their parents. Some others take up to teaching in these schools to finance their higher education. Many others have nothing else to depend on than to serve in these schools.

Educated housewives form another type of folk who work in these schools. Some supplement their husband's income. For some others, it is a fun and pastime to teach in these schools, and the remuneration is an added advantage.

### The Economics of Private School Industry

Whatever might be the reasons for the observed demand for private schools and whoever be working in them on whatever terms, the following points qualify the private school industry to be an object of economic analysis:

- 1) It imparts education to a large number of students and thus adds to the augmentation of human capital that <sup>has</sup> its own role with regard to the economic development of the region and the nation as a whole.
- 2) It generates employment opportunities and helps to solve the problem of general educated unemployment to some extent. It saves a good number of educated man time from being unutilised and wasted.
- 3) It generates income flow that in turn generates demand for many other services and commodities and further income and employment in turn.
- 4) It helps to materialise entrepreneurial and managerial abilities in many youths; and helps to found the "achieving society" in the words of D.C. Maclelland.
- 5) It promotes development - movement upward of the whole social system - in which literacy plays a great role.

It is obvious from the points noted above that by the term "Economics of private school industry" we do not denote the financial accounting of the private school industry. But, since the nature of private industry is not immune to financial accounting, we cannot overlook it either. Hence our attempt in this study would be to analyse "economics" in both senses.

### Why the Study is Conducted in Shillong

The area of Shillong though small has the distinction of having at least four times the number of educational institutions per square km. compared to any other cities in India. There are more than fifty private schools in Shillong. These schools are of every variety. There are schools in Shillong which can compare with the best schools in India.

During the last decade, Shillong grew into an important and predominant educational centre of the region and the existing schools could no longer absorb all the admission seekers which induced enterprising and responsible people to set up more and more private schools to meet the ever increasing need. Thus in recent years there has been a veritable establishment of many new schools in Shillong. As a matter of fact private schools have started forming a kind of private industries in the town.

### Objectives of the Study

The main objective of this study is to evaluate the economic aspects as well as the structure and management of private schools in Shillong. We have attempted to

find the following:

- i) Net return accrued from the capital invested to establish a school enterprise.
- ii) Amount of income generated by these schools in the town.
- iii) Employment opportunities (both part time and full time) created by these schools.
- iv) Types of teachers and other employees of the schools and salary paid to them.
- v) Student population and the expenses they incurred for their schooling.
- vi) Classroom conditions and other physical assets of the schools.
- vii) Facilities provided and extra-curricular activities being organized in these schools.
- viii) Patrons of private schools in Shillong.
- ix) Background and places where the students come from.

#### Methodology and Coverage of the Study

The study covers Shillong urban agglomeration, an area of 21.27 square kilometres with an estimated population of 2,05,875 in 1987. In all more than 50 schools

were approached for information but we managed to acquire the same from 31 schools only.

### Sources of Data

Data for this study are collected through a set of questionnaires and by interviewing principals of 31 schools. And other informations required are obtained from the Records and Documents of D.P.I., Shillong, Directorate of Country and Town Planning, Meghalaya Central Census Office, and Statistical Handbook of Meghalaya, etc.

For the study, we have adopted questionnaire and interview method. The questionnaire was constructed in a closed form in which only short responses and figures are required. Items included in the questionnaire are based on many aspects of the school such as location and year of establishment of schools; types of school and classes taught, economic background of students and places they come from amount invested to establish the school, number of students and their monthly tuition and boarding fees. Total number, qualification, salary, sex ratio of teachers and other employees, physical assets, extra-curricular activities, etc. The final form of constructed questionnaire is given in appendix.

The researcher personally visited all the schools that had already been located at the preliminary survey which numbered about 55 schools. The researcher first established a rapport with the principals of these schools and discussed the questionnaire and purpose of research before making any move to acquire information. It was not very easy to convince and assure them that nowhere in the dissertation identity of the school would be revealed. In spite of much effort and assurances we managed to gain the required favour and cooperation from 31 schools only. Some schools bluntly refused to part with any information about their schools, few others agreed to fill in the questionnaire but later returned them blank saying it interferes in the integrity and affairs of their business. But on the other hand some principals were very open and cooperative, they even added information that are helpful more than the questionnaire requires. Some of them have given satisfactory responses which make it easy to analyse the data. A few extended instant response and the rest were given ample time as long as they required. Hence it took pretty long time to get the questionnaires filled in. In average about three visits were given to each school.

### Analysis and Interpretation of Data

Each item of the collected data from 31 schools has been tabulated, processed and analysed systematically by applying appropriate statistical tools and diagrams. The interpretation of the data is mainly dealt in Chapter IV and V.

### Organization of the Work

In the first chapter we have introduced the subject matter of the study and justified the need to conduct this study. We also stated the objectives, methodology and coverage of the study. The chapter is concluded by giving a brief account of the organisation of reports.

Chapter II gives a brief account of the geographical, economic and social setting of Shillong town.

Chapter III is devoted to the study of history of the development of educational organisations in Shillong.

In Chapter IV we make a study on the structure of private schools in Shillong. In this chapter we present a detailed account of the structure of private schools such as population to school ratio, location, nature and types of schools, teachers employed etc.

In Chapter V, we have attempted to analyse the economic aspects of private schools. Evaluation of income, employment and resource generating performance of these schools is given in this chapter.

In the last chapter we give summary and conclusion of the study.

#### Relevance and Limitations of the Study

We are not aware of any research work, dissertation, research paper, project report, seminar article or anything of the like that studies the economics of private school industry in any town of India. If really such is the case, our attempt is the first one to conduct such a research and break the ice.

From time to time a growing economy manifests in innovation by introducing a new type of economic activity that caters to the emergent demand and forms a sub-system. It grows in size and opens new dimensions. Economic studies adapt themselves to this innovation and a new chapter is added to the body of applied economics. In recent times such innovations have been many in number. Public economics, the economics of environment, grants economics, the economics of software industry, the economics of shortage are some of the examples of the chapters added

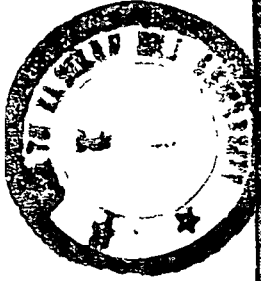
to the applied and the theoretical economics in the last few decades.

Every such chapter added to the body of economic literature has a pre-requisite to it that a study be made on the nature and significance of the new economic activity. The first study of its own kind finds nothing much to refer to. Not many hypotheses to be tested. But, nevertheless, it opens the chapter and puts before us the stuff we may use further to proceed upon. In our opinion, this study is of the same nature.

This study has several limitations that must be confessed. First, we have been able to gather data on 31 schools only. Had we received the information from all 55 schools, our study would have been more conclusive. Secondly, except on the number of students and teachers, we have obtained data for only one point of time. This limitation exerts on our study. Thirdly, we tried to gather data on the financial aspects of the schools. In general, school principals felt it to be a more sensitive type of question than we thought they would have felt. Had we obtained data on the details of the financial aspects, our study would have been more substantive.

Our study would have been quite rich provided that we could probe into the details of the background of the students, teachers, and entrepreneurs of these schools. But time constraint and budget constraint operated upon this possibility. We must confess that due to lack of much information on these aspects, our study has been sketchy on some vital points that are worth analysing.

With all the limitations noted above and many others that go without being noted, we, nevertheless feel that we have completed the first iteration of the study on the economics of private school industry.



स्कूली रिक्वे को ठेलना मजबूरी है तथाकथित पब्लिक स्कूलों में पढ़ने वाले बच्चों की

राजधानी के एक हजार के करीब छोटे-बड़े पब्लिक स्कूलों में अध्ययनरत पचास हजार से अधिक कम उम्र के बच्चे मानसिक उत्पीड़न के शिकार हैं। दूसरी ओर इन विद्यालयों के प्रबंधनों द्वारा बच्चों को अच्छी शिक्षा उपलब्ध कराने एवं अन्य सुविधाएं मुहैया कराने के नाम पर इनके अभिभावकों का खुलकर आर्थिक दोहन किया जा रहा है तथा दोहन के नित्य नये-नये तरीके इजाद किये जा रहे हैं।

पटना नगर, दानापुर और पटना सिटी के छिन्न क्षेत्रों में पिछले कई वर्षों में अंग्रेजी माध्यम से शिक्षा उपलब्ध कराने के नाम पर ऐसे विद्यालयों की बाढ़-सी आ गयी है, जिनका मूल उद्देश्य बच्चों को अच्छी शिक्षा उपलब्ध करना नहीं, अपितु अच्छी शिक्षा उपलब्ध कराने के खोखले दावे पर अच्छा व्यवसाय करना है।

किराये के दो से तीन कमरों में चलने वाले ऐसे अधिकतर विद्यालयों में अध्ययनरत छात्रों के अभिभावकों ने बताया कि इन विद्यालयों के प्रबंधनों द्वारा पैसा कमाने के हर नैतिक-अनैतिक तरीके काम में लाये जाते हैं। शुल्क तो यह पूरा वसूलते ही हैं, यह भी प्रयत्न करते हैं कि बच्चों को उनसे दायर पढ़ाया जाय।

ऐसे विद्यालयों की सख्या मात्र दस से पन्द्रह के बीच है, जहां छात्रों को लाने और पहुंचाने के लिए बस की सुविधा प्रति माह प्रति शिक्षार्थी पन्द्रह से पचास रुपये की दर से उपलब्ध है। शेष अधिकतर विद्यालयों द्वारा छात्रों को लाने और ले जाने के लिए रिक्वे या रिक्वे की भांति ही छह से आठ छात्रों की बैठने की क्षमता वाले वाहन की व्यवस्था की गयी है, किन्तु महान में हर रोज इनके वाहन नहीं आने से अभिभावक छात्रों को अन्य वाहन से विद्यालय भेजने के लिए विवश होते हैं, जिससे उन्हें दूना पैसा व्यय करना पड़ता है।

अधिकतर वाहनों पर छह से आठ छात्रों के बैठने की क्षमता के विरुद्ध पचास से तीस छात्रों को बैठ-बकरियों की तरह लाद लिया

जाता है तथा सम्बन्धित मुहल्ले से निकल जाने के बाद वाहन-चालक कुछ बच्चों को वाहन से उतार, उनसे वाहन 'ठेलने' का कार्य

लेता है, जिससे अभिभावकों और छात्रों का तो दुःख शोषण होता ही है, दुर्घटना की आशंका भी बनी रहती है। स्कूली वाहनों से सड़क पर उतार दिये जाने के बाद वाहनों के

का अभाव तथा थोथी प्रतिष्ठा की रक्षा की वजह से विद्यालय प्रबंधनों की हर नज़ायज मांग को स्वीकारने की विवशता जलात हुए अभिभावकों ने बताया कि ऐसे नम्ब प्रतिशत विद्यालयों में पढ़ाई का हाल यह है कि अगर छात्रों की शैक्षणिक गतिविधि घर में नहीं सुधारी जाए तो उनकी प्रारम्भिक शिक्षा चौपट होकर रह जायेगी। माध्यमिक तथा इंटर स्तर तक की शिक्षा प्राप्त और जीवन की हर सभावनाओं से निराशा इन विद्यालयों के शिक्षकों को 'होमवर्क' भी कायदे से सुधारना नहीं आता। फलस्वरूप अनिर्गिनत गतिविधियां रह जाती हैं तथा शिकायत प्राप्त होने पर खेद प्रकट कर औपचारिकता के निर्वाह की खानापुरी कर ली जाती है।

अध्ययनरत ज्यादातर छात्रों एवं उनके अभिभावकों ने बताया कि विद्यालयों में पढ़ाई नाममात्र होती है तथा इतना अधिक 'होमवर्क' दिया जाता है कि दिन भर किताबों में उलझे रहने के सिवाय छात्रों के समक्ष कोई दूसरा विकल्प नहीं रहता। बताया गया कि 'होमवर्क' पूरा नहीं होने की स्थिति में छात्रों को चपेट में आ जाते हैं।

कंकड़वाग, पटनासिटी तथा दानापुर के विभिन्न क्षेत्रों के कई अभिभावकों ने इन विद्यालयों द्वारा प्रति वर्ष शिक्षण-शुल्क बढ़ाने की शिकायत करते हुए बताया कि पुस्तक तो पुस्तक, कराज एवं कॉपी भी छात्रों को विद्यालय से ही खरीदने की विवशता है, जिसकी प्रबंधन द्वारा भरपूर कीमत वसूलो जाती है। प्रति वर्ष पुस्तक बदल दी जाती है, जिससे पिछले साल की पुस्तकें इस साल

अभिभावकों को प्रबंधन की ओर से थोड़ा देने का हर सभ्य प्रयास किया जाता है। प्रतिष्ठित विद्यालयों के मिलते जुलते नाम से थोड़ा खाकर जहां अभिभावक ऐसे ही विद्यालयों में अपने बच्चों के नामांकन के लिए उतावले रहते हैं, वहीं इन विद्यालयों में कार्यरत शिक्षक प्रबंधन के भय से अभिभावकों को और अधिक आकर्षित करने के प्रयास में लगे रहते हैं।

इन विद्यालयों में कार्यरत शिक्षकों को न्यूनतम सौ रुपये और अधिकतम तीन सौ रुपये ही प्रति माह देय है। पिछले पांच से आठ वर्षों से ऐसी विद्यालयों में कार्यरत दर्जनों शिक्षकों ने स्वीकार किया कि उन्हें प्रबंधन की ओर से 'नियुक्ति-पर' नहीं दिया गया है तथा 'नियुक्ति-पर' की मांग करने पर विद्यालय से 'छुट्टी' कर देने की धमकी दी जाती है। प्रातः नौ से साय पांच बजे तक विद्यालय में माथापच्ची करने के बाद इन्हें घर में भी छात्रों के 'होमवर्क' की 'कॉपी' ग्राहनी पड़ती है, जिसमें दो से तीन घंटे लग जाते हैं।

मुहल्ला स्तर के ऐसे अधिकतर विद्यालयों की शिक्षकों ने बताया कि बच्चों का घर से 'रिमीड' कर उन्हें विद्यालय लाने और फिर विद्यालय से घर पहुंचाने की जिम्मेदारी भी उनकी ही है। उधे 'टिफिन' में भी फर्मा नहीं दी जाती और अगर कॉपी-कपरा बच्चे पैट में मल-मूत्र स्याग रहे तो उसकी सफाई की जिम्मेदारी भी उनकी ही है। एक आंकड़े के अनुसार दानापुर से पटना सिटी के विद्यालयों में कार्यरत ऐसे

## शोषण का रिकार्ड बना रहे हैं शिक्षा के व्यापारी

लेता है, जिससे अभिभावकों और छात्रों का तो दुःख शोषण होता ही है, दुर्घटना की आशंका भी बनी रहती है। स्कूली वाहनों से सड़क पर उतार दिये जाने के बाद वाहनों के

को मानसिक यंत्रणा दी जाती है तथा अन्य छात्रों द्वारा उनका बहिष्कार करवाया जाता है। पचासी प्रतिशत ऐसे विद्यालयों की स्थिति अत्यन्त खराब है। एक से दो या

शिक्षक-शिक्षकओं को सख्या पांच हजार से भी अधिक है, जिनकी जिन्दगी बचपन मजदूरों से भी बदतर है।

दूसरी ओर ऐसे विद्यालयों के प्रबंधनों ने छात्रों के सर्वांगीण विकास का दावा ठेकते हुए प्रति वर्ष शिक्षण-शुल्क बढ़ाये जाने की अभिभावकों की शिकायत को स्वीकारते हुए बताया कि प्रति वर्ष मकान मालिकों द्वारा किराया बढ़ा दिये जाने की वजह से ही उन्हें शुल्क बढ़ाना पड़ता है।

कई प्रबंधनों ने कार्यरत शिक्षकों को न्यूनतम वेतन देना स्वीकारते हुए बताया कि विद्यालय की आमदनी के अनुरूप ही वे शिक्षकों को वेतन दिया करते हैं। ऐसे प्रबंधनों ने वैसा विद्यालय प्रबंधनों पर उंगली उठाये जाने की आवश्यकता जतायी, जिनकी आमदनी तो लाखों में है, किन्तु शिक्षकों को उस अनुपात में वेतन नहीं देते।

शिक्षा विभाग के एक प्रवक्ता ने इन विद्यालयों को अपने नियंत्रण से बाहर बताया तथा स्वीकार किया कि ऐसे कुछ विद्यालयों को समय-समय पर वित्तीय सहायता भी उपलब्ध करायी जाती है। दूसरी ओर शिक्षकमंत्रों के हवाले से मिली खबर के अनुसार ऐसे विद्यालयों को सही दिशा-निर्देश प्रदान करने के उद्देश्य से एक बोर्ड के गठन की प्रक्रिया अगले छह महीने के अन्दर पूरी कर ली जायेगी।

लक्ष्मीकांत 'सजल'

**आर्थिक दोहन का नया तरीका**  
 पटना सिटी के टेढ़ीघाट स्थित एक विद्यालय के प्रबंधन ने अभिभावकों के आर्थिक दोहन का एक नया तरीका ईजाद किया है, जिसके तहत अब दो वर्षों की बजाय बच्चे तीन साल में नर्सरी से प्रथम कक्षा में जायेंगे और अभिभावकों को एक वर्ष का शिक्षण-शुल्क और वहन करना पड़ेगा। अभिभावक शशांक शोहर रसौगी ने बताया कि प्रबंधन के उक्त रवैये से क्षुब्ध होकर उन्होंने उक्त विद्यालय से अपने बच्चों का नाम कटा लिया है तथा ऐसे विद्यालयों के खिलाफ कानूनी कार्रवाई करने पर गंभीरता से विचार कर रहे हैं।

ज्ञातव्य है कि पहले बच्चा नर्सरी से के. जी. और फिर पहली कक्षास में जाता था, किन्तु नयी व्यवस्था के तहत के. जी. को 'के. जी.-१' और 'के. जी.-२' में दो वर्षों में विभाजित कर दिया गया है।

पीछे दौड़ते बच्चे कई दफा अन्य वाहनों की काम में नहीं आ सके। बड़े भाई की पुस्तक न तो छोटे भाई-वहन के काम आयेगी और न ही किसी गरीब बच्चे का। अभिभावक का हर बच्चे के लिए हर साल अलग-अलग किताब खरीदनी पड़ती है। बताया जाता है कि आठ-दस ऐसे विद्यालयों को छोड़ शेष विद्यालयों को कहीं से भी मान्यता नहीं मिली हुई है, अतः छात्रों के लिए पुस्तकों के चयन में 'कमीशन' को प्रमुखता दी जाती है। सरकारी विद्यालयों में शैक्षणिक माहौल

अधिकतम तीन कमरे होने की वजह से छात्र कक्षा में जानवरों की भांति दूस दिये जाते हैं। पेयजल, शौचालय एवं अन्य आवश्यकताओं के अभाव में जड़त छात्रों को पुस्तकालय तथा खेल-कूद के मैदान का अभाव भी कफा खटकता है, किन्तु विरोध की मानसिकता विवर्धित नहीं होने की वजह से वे अभिभावकों को इन समस्याओं से अवगत कर पाने में समर्थ नहीं हैं। इन विद्यालयों का तापड़ाम और इनमें नामांकन का प्रक्रिया से आकर्षित

Gist of the Article in Hindi Paper

There has been a veritable establishment of English medium Private Schools in many parts of Patna city and Danapur. In Patna city there are about one thousand private schools of different types with an attendance of about 50 thousand small children. They professed to impart a standard education to these children but instead are profit-making business establishments.

The schools are being run in 2 or 3 hired rooms with no provision of drinking water, lavatory, library, playground to the children. Only 15 to 20 schools provide school bus for conveyance of the children, charging Rs. 15-50 each per student. The picture in the paper reflects in what a sorry state the school going children are put to. The Rickshaws stuffed them like animals where some of them have to push the overloaded rickshaws and vehicles to get to their school. They not only cause traffic nuisance but are also indulged in risking accidents. Books prescribed for a class change every year so that the same book cannot be used by any others. All the stationery goods, etc. are to be bought compulsorily from the school where a higher price is being charged.

Students are over-burdened with homework. And many mistakes of their work remain uncorrected even after being

corrected by the teachers. But for this kind of education provided they not only charged tuition fees but also tutoring fees. The fees are being raised every year on the pretext of providing better facilities and some other good excuses which are never fulfilled in letter and spirit.

No teacher is given any official appointment letter. If asked for they are threaten to be thrown out of job. The teachers have to work from 9 a.m. to 5 p.m. in the school. And go back home with a lot of corrections to be done which takes at least 3 hours a day. Apart from heavy burden of teaching, the lady teachers are to receive and reach back the small kids. And all the unpleasant works of looking after the small children during school hour are assigned to them too. But for these much work load, they are compelled to remain satisfied with a monthly salary of Rs. 100-300 only.

In spite of all these, parents and guardians remain dazzled and attracted by the fake name and prestige they carry, since most of them take the name of reputed schools.

In short, on the pretext of providing standard education and facilities, these schools are hoarding money by exploiting the parent/guardians and teachers in every possible way.

Hence, it is strongly felt that the foundation of Education would soon collapse if necessary measures and interference are not enforced by the government with initiative from the guardians.

QUESTIONNAIRE USED FOR THE STUDY

1. a) Name of the school \_\_\_\_\_
- b) Name of its location \_\_\_\_\_
- c) Whether its at the roadside or not \_\_\_\_\_
- d) Year of establishment \_\_\_\_\_
- e) Medium of Instruction \_\_\_\_\_
- f) Classes taught in the school \_\_\_\_\_
- g) Residential/Non-Residential \_\_\_\_\_
- h) Boys only/Girls only/Both \_\_\_\_\_
- i) Amount invested to establish the school \_\_\_\_\_
2. a) Are all the students from Shillong? \_\_\_\_\_
- b) If not, which places they come from? \_\_\_\_\_
- c) Are all the students from the same background? \_\_\_\_\_
3. Monthly fees of the students:
  - a) Boarders \_\_\_\_\_
  - b) Day scholars \_\_\_\_\_

## 4. Particulars of the teachers

No.of male	female	Part time	Full time	Matricu- lates	Graduates	Post- Graduates
Monthly salaries						

## 5. Particulars of Non-Teaching Staff:

No. of male	Female	Illiterates	Middle Class	Matriculates	Graduates
Monthly salaries					

## 6. Physical assets of the school

- a) No. of class rooms \_\_\_\_\_
- b) If the school has:
- a) Library \_\_\_\_\_
  - b) Playground \_\_\_\_\_
  - c) Gymnasium \_\_\_\_\_
  - d) Television \_\_\_\_\_
  - e) Swimming Pool \_\_\_\_\_
  - f) Musical Instruments \_\_\_\_\_
    - i) \_\_\_\_\_
    - ii) \_\_\_\_\_
    - iii) \_\_\_\_\_

## 7. Extra-curricular activities taken up in the school, e.g.

- N.C.C. programmes:
- a) \_\_\_\_\_ b) \_\_\_\_\_
  - c) \_\_\_\_\_ d) \_\_\_\_\_

## 8. Academic Record of the School:

Year	No. of students admitted	No. of students promoted to the next class	Dropped out
1983			
1984			
1985			
1986			
1987			

Chapter-II

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GEOGRAPHICAL AND SOCIO-ECONOMIC SETTING  
OF SHILLONG

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The locale of the study, Shillong, the capital town of the state and district headquarters, is situated in the East Khasi Hills District of Meghalaya, at a distance of 104 kilometres from Guwahati, the gateway of the North-Eastern Region. The town is located at an altitude of 4906 feet above mean sea level.

It is not clear as to how Shillong got its name. A traditional version believed and considered is that a man or a deity of yore named 'SHYLLONG' once dwelt on the present Shillong Peak and from his niece the kings (SYIEM) clans originated. Hence SHYLLONG has since been known as Shillong for over a century.

The growth of Shillong has largely been a result of the British administration. As a result a sleepy village with about 1363 inhabitants in 1872 has grown to Shillong of nearly two lakh inhabitants today. The town began to grow in 1864 when the district headquarters was shifted from Cherrapunjee. Ten years later the British government made Shillong as the capital of the then Assam Province. This is the period when the small village of Shillong began to grow into a fast developing town and celebrated its first century in 1974. Even after the bifurcation of Assam and the birth of Meghalaya state on

the 21st January, 1972, Shillong remains as the capital town of the state.

Historically, the town always assumed an important position in the region. Besides being the capital, Shillong is a district headquarters and a centre of regional importance. Numerous state level as well as central government offices and institutions of regional importance like the Central University (NEHU), North-Eastern Council (NEC) and the Army and Airforce headquarters are located in Shillong. Apart from these we find a government-owned Dairy Farm, Fruit Garden, Silk Worm Plantation, Growing Research Station as well as Pasteur Institute, Medical Research Institute, Polytechnic Institute are located within the town. Shillong is the headquarters of all the state political parties too.

The National Highway No.40 that links the town to Guwahati in the north, at a distance of 104 kms. and National Highway No.44 to Jowai at a distance of 67 kms. to the east are the life lines of this hill station. At a distance of about 51 and 53 kms. from Shillong lie Cherrapunjee and Mawsynram the wettest place in the world.

Shillong has a breath-taking scenic beauty with a bracing climate. It is cool and pleasant with a widespread rainfall round the year, with a record of 1995 millimeters

in a year. It has recorded a minimum temperature of 6.9 in winter and maximum temperature of 26 centigrade in summer. One needs an umbrella and warm clothes together almost throughout the year.

The pleasant environment and hospitable atmosphere added to its beautiful landscape makes Shillong a place of tourist attraction. It is one of the most beautiful hill stations of India, where nature breathes romance. It has been pertinently described as the 'Scotland of the East'.

The Umiam Lake (Barapani) along the Guwahati-Shillong road gives a fascinating view of the distant blue hills across the sparkling lustre of green water, serve as a delightful place for recreation lovers and tourists.

Shillong Peak known as the abode of the gods according to the local legends, located at a distance of 10 kms. from the town, provides a complete view of the distant snow-clad Himalayan Peak and the town below on any bright sunny day.

There are a good number of beautiful and fascinating waterfalls in and around Shillong. The popularly known among these are, the Sweet falls, Elephant Falls, Bishop Falls, Beadon Falls, Spread-Eagle Falls, and Crinoline Falls.

Shillong golf-course has a class of its own. It is one of the bests in the country. There is a club which manages the 18 hole golf-course. The green ground at the spur of the majestic forest filled with pine trees serves as a centre of attraction for sports and picnic lovers.

Inside the town itself there are a lot of tourist attractions. The Ward Lake in the heart of the town offers an ideal place for recreation since it provides enjoyable boating facilities. This place serves as a refreshing resort in the afternoons after a day or week-long hard work and studies.

Lady Hydari Park with its mini Zoo where some species of birds, pheasants and animals are kept, draws a good crowd especially on holidays and sundays.

The Crinoline Swimming Pool is another recreation resort offered to the public in the town.

Apart from all these Bara Bazar, perhaps the biggest market in the North-Eastern Region where a larger share of the business is carried out by the village women folks, draws a large attraction.

Shillong has its own airport at Umroi at a distance of 32 kms. from the town. Vayudoot operates regular air

services from this airport to Calcutta via Guwahati extending connections to the seven North-Eastern Sister states and all other major airports of the country. Besides the regular bus services provided by Meghalaya Transport Corporations and Assam State Transports, the Meghalaya Tourism Development Corporation provides daily Delux Coach Services to and from Borjhar Airport (Guwahati). In addition there are a number of private delux buses and taxis extending services to and from both Guwahati and Umroi airport.

### The People

The Khasis and the Jaintias are the main tribes that form the population of the town. Besides, there are other sizeable communities of Garos, Mizos, Nagas, Assamese, Bengalis, Manipuris, etc. The people from the rest of the country form a minority of the town.

### The Khasis

The local people of the town, the Khasis, believe that they inhabited these hills since time immemorial. Many people to date believe that they belong to the 'HYNNIEW TREP-HYNNIEW SKUM' meaning 'Seven Huts' who were separated from their heavenly brethren at a certain point of time. The legend says that there was a bridge at the 'SOHPET BNENG PEAK'

which connected heaven and earth in ancient times. There were then 16 huts (households) in all. Nine of these inhabited the heavens and the remaining seven inhabited the earth from whom whence came the Khasi phrase 'Nine Above and Seven Below'. The bridge served as a means of communication between the 'Nine Above' and the 'Seven Below'. There was a regular communication between the inhabitants of Heaven and Earth. However, that happy state of relation broke owing to the sins committed by the 'Seven Below'. This legend appears irrational and absurd to modern mind but it helps stress and trace the fact of the Khasis belief of being descendants of ancestors who had inhabited these hills since man's advent on earth.

Many scholars including Dr. Hamlet Bareh believe that the Khasis are descendants of immigrants from countries in South-East Asia. They are identified in their origin with the groups Mon Khmer speaking people whose abode is in Vietnam, Cambodia, Indo-China, Malay Peninsula and Burma. The Mon-Khmer language belongs to the Austric family. The ancient Khasis spreaded over a large portion of the Brahmaputra Valley and the neighbouring hill areas before they came to their present abode.

The people are mostly short and robust and their complexion varies from fair to dark brown. They are

sociable, cheerful, hardworking, lovers of music and beauty. The Khasi women of Shillong are highly admired and appreciated for their sense of aesthetics in maintaining their household. But unlike other tribal women they don't wear their own woven clothes. Though westernized in many ways they still take pride in wearing their traditional costumes the 'Jainsem' and 'Dhara'. The former is worn as regular daily use but the later is worn only on special and formal occasions like festivals and wedding ceremonies, etc. But the Khasi men have mostly discarded their own traditional dress and have taken to western ways of dressing.

#### Matrilineal System of Inheritance

The Khasi society is established on matrilineal descent in which the family lineage is reckoned from the mother's side. The word Khasi according to tradition means the children of the ancestral mother KASI, symbolising the matrilineal organisation of the tribe. Thus women enjoy a respectable place in the Khasi society. According to the matrilineal system practised here the maternal uncle is the head of the family especially in the performance of religious and social ceremonies. But the mother carries the name of the clan to the next generation. The authority in the family is the mother by virtue of her rights and duties as custodian

of household rites. This place is taken by her youngest daughter known as 'Khat-duh'. The ancestral mother's house emerged as the place of worship of her kith and kin, where, on certain occasions, household sacrifices are performed.

Family property is inherited by all the daughters. But the ancestral mother's house is looked after by the youngest daughter of the family. She cannot dispose it off without the consent of the family elders who in fact are her counsellors exercising moral restrains upon her. Towards Shella (in the South) both males and females are eligible to inherit family property but the custodian of household usage is a woman. The youngest daughter is entrusted with extra responsibility in caring for her unmarried brothers and sisters and particularly her old parents. Her sisters when married either go to establish a separate dwellings or remain with parents. Marriages are normally performed or celebrated according to the faith and religion of the couple. In traditional marriage the groom leaves his house to live in the bride's house.

The youngest daughter is to assist her maternal uncle and other matrilineal relatives when they are hard-pressed. The father has little influence in the affairs which relate to his wife's house but he exerts greater authority at his mother's house as a maternal uncle. In Jaintia Hills

a married man has little paternal responsibilities since he does not support his wife' and children. All his earnings are transferred to his sisters for the maintenance of their children. Males except in the Khasi War (southern) area are excluded from inheriting family property.

But these systems and institutions of Khasi families belonged to days of yore. With the emergence of education, the trend is changing gradually in which the male children tend to inherit some property by means of some adjustments.

It would also be wrong to say that the Khasis have a matriarchal system of society. Women of this tribe do not rule or dominate in the family. Nor do they take active part in the state affairs. On the other hand it was considered taboo for a Khasi woman to take part in politics or to speak in the village Durbar although this trend is changing now under the influence of social changes as well as other forces. For instance in the history of Meghalaya Legislative Assembly a lady MLA Mrs. Myshallin War has been inducted as a first lady cabinet Minister in the house in the current assembly.

### Language

English is the official language of the state for all purposes. Next to English are the Khasi and Garo

languages. Both are recognised as medium of instruction upto middle classes only but as second language at degree level. The Khasi literature is ahead of the Garos; it has been <sup>taught</sup> at a post-graduate level since some years back. A post-graduate course in the Khasi languages is run by the North-Eastern Hill University. Other languages used upto High School Leaving Certificate are Assamese, Hindi and Bengali languages.

But the Khasis and Garos do not have a script of their own. Hence culture was transmitted from one generation to another in the form of riddles taught by the elders. Education in general was done verbally. Khasi literature is of very recent origin. It was in 1841 that Khasi was put down in the Roman script by the Welsh Presbyterian Missionaries.

#### Religious and Cultural Heritage

Dr. Hamlet Bareh describes Khasi religion as both theistic and animistic. Prominent features of religious rituals are fertility rites, glorification of the dead, appeasement of good and evil spirit, Observance of obsequies and megalithic erections. Insistence is placed on the worship of U BLEI (supreme God) with special votaries. Investitures of chieftains and cremation of the head of the state with elaborate and pompous ceremonies are important events in Khasi religious life.

Nature worship is widespread among the Khasis. Different means of exercising evil spirits are followed, various devices of divinations, such as the breaking of eggs and examining of animal entrails are practised. Goat sacrifices form a part of state ceremonies. Egg, betelnut, rice liquor and rice have special significance in the performance of the traditional Khasi rituals and ceremonies. The people believe that they are of divine origin. The cock is regarded as their liberator by the Khasis. So through the sacrifice of fowls, it is possible for the people to propitiate the Deity. However, with their conversion into Christianity the people eventually discarded these traditional beliefs.

A significant number of churches and cathedrals in all parts of the town shows the widespread of Christianity among the people.

### Khasi Festivals

#### Nongkrem Dance

The Nongkrem Dance is one of the most popular festivals of the Khasis held every year in November at Smit village which is 11 kms. away from Shillong. Maidens dressed in traditional fineries participate in the festival, and thousands of people attend this annual colourful and attractive dance festival.

Shad-Suk Mynsiem

'Shad-Suk Mynsiem' or dance of the Joyfull Hearts is another important dance festival celebrated annually in the month of April and held at Mawlai, the outskirts of Shillong.

Games and Sports

A wide variety of feats of strength and skill, fishing and hunting are the popular forms of outdoor recreation. Archery, a game of chance and luck, has always been and still is the most fascinating local traditional game which has been a community competition and a pastime. The betting is legalised and results declared publicly. It is organised by a committee selected among the participating clubs. It is organised on a league system being played daily except on Sundays and national holidays. It is interesting to watch the shooting and proceedings of the game which is held daily at 3.00 to 4.30 P.M. at the Polo Ground. Young and old, man, woman alike, take a very keen interest in this game of chance. The return against every rupee is in the ratio of 1:80 against a particular number.

Food

The common food of the people is rice with pork, beef and fish. The only condiments being used in their food preparation are chillies, pepper and salt. The 'Tungrymbai'

made from fermented beans crushed with dry fish and mint leaf is a favourite local chutney. The local pullao-rice cooked in pork fat 'Jadoh' and 'Dohkhlieh' are a popular delicacy of the Khasis.

The Khasis are great chewers of unripe betelnut (Kwai) with finely cut dried tobacco (Sada), lime (chuna) with pan leaves. Betelnut plays an important function in the lives of the local people. It is considered auspicious to distribute it in a house warming parties and marriage ceremonies. It is also used in conveying invitations and is offered to guests as a sign of affection and respect. Even the non-locals get into the habit of chewing in due course of time.

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Chapter-III

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HISTORY OF THE DEVELOPMENT OF EDUCATIONAL INSTITUTIONS  
IN SHILLONG

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In order to trace and have a better insight of the history of the educational organization in Shillong, we shall state a brief account of the educational development in the country as a prelude to it. Though development of education in Shillong is not identical to that in the country as a whole, but such an account will be helpful.

#### Ancient System of Education in India

Ancient Indian education was based and structured on certain fundamentals. It had been evolved strictly on the foundations of epistemological and cultural traditions. The idea of ephemerality of life and the world, the concept of ultimate death and the futility of mundane pleasures have provided them with a special angle of vision. As a matter of fact, the entire Indian ancient educational tradition originated on these principle. A student would comprehend all the problems of life through listening, meditation and intellection. He was made to lead an unsophisticated and chaste life. He would not remain contented with mere bookish learning but acquire fairly practical knowledge of the world and society through his close contact with people. Ancient Indian education system was wedded to the practical ends of life. Thus ancient education system was developed in terms of the needs of an individual and those of the society

as well. Its roots were implanted in the depth of the society, with a definite ideal and mission. The educational centres were situated amidst the beauties of nature. And the teachers evolved a special form of education whereby harmony was established between materialism and spiritualism. Human life, thus, headed towards greater perfection.

#### Education During the Pre-British Days

Before the coming of the British into the educational scene of India there existed a fairly noteworthy indigenous system of education in the country. There were two types of educational institutions - the Elementary School and School for Higher Learning.

The indigenous educational system of India had many favourable points. But due to non-availability of books and printed materials the development of literacy was highly limited.

#### Education Under the British Rule

The western type of education gained ground in the country because many believed that education through English was the best. They were amazed by the western civilization and attraction to the government services. By the turn of the nineteenth century, the British rule imposed a new system of western education to displace the indigenous system of Indian

education. In spite of the high standard and inculcation of discipline, self-reliance, cleanliness, personality, leadership in every sphere of life, the western type of education cannot be taken as a substitute for our traditional indigenous system.

Education under the British rule is very important from the historical development point of view. In the beginning the East India Company did not take any keen interest to educate the Indians, for it was primarily a business concern. But after 1813, the Company accepted the responsibility to venture out in this field, apart from its trade and commerce. The Company had faced many controversies as to what the contents should be and the medium of instruction in between the Anglicists and the Orientalists.

The Woods' Despatch made a turning point in the history of education in India as it led to the establishment of Departments of Education and Universities in the country.

The report of the Education Commission was another landmark in the educational history of India, which made a notable recommendations. Though Lord Curzon had been criticised on many accounts, his contribution to the development of different aspects of education like establishments of Intermediate Course, Board of Secondary Education etc. may be note-worthy. The Act of 1935 paved the way for nationalisation of educational development plan which came at the close

of the British rule.

### Education After Independence

Educational development in the post-independence era has been rapid and phenomenal. Educational expenditure has been on the rise. The following are some important objectives of the national policy of education since independence:

i) Provision of free and compulsory primary education at the earliest possible opportunity as engraved in the Directive Principles of State Policy.

ii) Raising the standard of education at different levels and adoption of basic education as the national pattern at the primary stage.

A new era of education was ushered in with the attainment of Independence in 1947. Great hopes were aroused and the people felt that the resolution in education for which the leaders of the country were pleading for years under the British rule would not be introduced within a short time, unless it has been planned systematically.

The central government, on the attainment of Independence set out on the urgent task of tackling the question of expansion and re-organization of the educational system in the country. The All-India Educational Conference convened by the first Education Minister of free India, the

late Maulana Abdul Kalam Azad in 1948, directed that the pace of educational development including its transformation should be accelerated and the task completed in a period of 16 years. This was further modified and a provision under article 45 of the Constitution has incorporated that the state shall endeavour to provide within a period of 10 years from the commencement of the Constitution, free and compulsory elementary education to all children till they attain the age of 14 years.

However, efforts to fulfill this objective were greatly hampered in the first few years by the influx and unending stream of refugees from across the border and the different position of resources both financial and human.

#### Educational Development in Meghalaya

Before the advent of the British, there was no formal education in any of the areas now comprised within the state of Meghalaya, although indigenous education in its wider sense was prevalent among the people of the State. To the Christian missionaries must go the credit for major contribution to the spread of education in Meghalaya, though the first mission failed to succeed in promoting the cause of education in these hills. The people of these hills had come into contact with Christianity as early as 1813, yet the missionaries of those days did not make any attempt to establish any school. It was only after the

coming of the Welsh Mission Calvinistic Missionaries that the seed of education was sown in these hills.

Second only to conversion, and in fact as a prelude to it, education ranks the most important contribution of the Christian missionaries in the Khasi Hills. Even though the initial object of imparting education was to further conversions, the process has resulted in opening a wide horizons of knowledge through literacy and education to the secluded hill tribes of this region. The many problems confronting the missionaries in the field of education at the initial stage were met and overcome with patience, tact and perseverance.

As per oral traditions, the Khasis had a script which was lost in the flood. Only in 1841, with the advent of the Welsh Mission, adaptation of a script for the Khasi language was completed by the introduction of the Roman alphabet which fitted well with its simple, uniform and legible order.

With the birth of a script to the language, the foundation for education of the Khasis was laid. The process of education of the Khasis was thus a direct contribution of the missionaries.

The first among the Welsh missionaries to arrive in the Khasi Hills were Mr. and Mrs. Thomas Jones who walked up

to Cherrapunjee in 1841. As soon as they arrived, they began to learn the Khasi language and within eight months time they were able to devise a script in which to write Khasi using the Roman Alphabets. In 1842 they opened three schools at Mawmluh, Mawsmai and Sohra. Hence they are rightly to be considered the father of Khasi education.

According to the official report of the government, on education in the Khasi and Jaintia Hills in 1864-65, the schools were under the management and control of the Welsh Presbyterian Mission which had established about fifty schools, with a total strength of 1398 pupils and 130 teachers. Only 3.9% of the students were girls, however it was recorded that 3.4% of the women of these hills were educated whereas female literacy in the province of Assam was only 0.4%.

In 1867, the government sanctioned the establishment of a Normal Training Schools in the Khasi and Jaintia Hills which was placed under Hugh Roberts as Principal. In 1891 this school was shifted to Shillong and was jointly associated with the Government Boys' High School and the Mission Girls' High School, but it was kept under the same Principal.

Towards the end of 1826, the British government started a school in Singmari in Garo Hills but the project failed. In the sixties of the last century a new influence

on education was brought to the Garo Hills by the American Baptist Missionaries whose centre of operation was at Goalpara (Report of Education Commission, Meghalaya, 1977).

Following the Welsh Presbyterian Mission and the Baptist Missionaries, almost every other mission that started work in the Khasi Hills, began educational work.

In 1890 the Roman Catholic Church started its social and educational enterprises in these hills. After many years of labour of setting up lower primary, middle and high English schools at many places the mission is now reaping the fruits of its work. Though they came later than other missions, today, we find them having a larger control over educational institutions, than any other missions. In 1900 there were as many as 355 educational institutions in the district with a total attendance of 6555 students.

By the late twenties of the present century, the Ramkrishna Mission also had begun to spread education in this state. They opened three middle English schools at Cherrapunjee market which were upgraded later to High School level.

Hence a change had taken place in the field of education with the coming of the foreign missionaries. With the introduction of modern education, an urge for equal opportunity of education began to take its roots in the minds

of the people of the state, and even elsewhere in India, which was not drawn in the olden days where everybody of the section of the population felt that they were equal with each other. By educating the people the missionaries broke the economic and social barriers in the society by means of literacy and medical help accompanied by benevolence and understanding.

It may be noted here that before the birth of Meghalaya, the administration of all the present three districts, Khasi Hills, Jaintia Hills and Garo Hills fell under the government of Assam though the main headquarters were located at Shillong. Therefore till the year 1970 education was the concern of Assam government.

Indian government policy as a whole was to encourage democratisation of education and correction of educational imbalance in the country. Regarding these hills, the incentive given to the backward people has made the people of this region educationally conscious and given them opportunity to educate themselves. As a result many educational establishments came up.

According to the constitutional provision education upto the university level is the subject of the state government. This has been administered by the government of Meghalaya from 1970 onwards. The declared policy of the

government was to wage a war against ignorance.

After the emergence of the Meghalaya state, the North-Eastern Hill University (NEHU) was established in 1973 by an act of parliament. Its primary objective is to serve the educational needs of the hill people of north eastern region of the country, namely the states of Meghalaya, Nagaland and Mizoram with English as a medium of instruction.

Besides the general education, the state manages and controls one technical institute, The Shillong Polytechnic College, affiliated to Guwahati University, is also located within the town of Shillong.

#### DEVELOPMENT OF EDUCATIONAL INSTITUTIONS IN SHILLONG

Right from the middle of the 19th Century, Shillong has been known even overseas for the beauty of its countryside, the cheerful kindness of its people and the bravery of its sons in the battle. But unfortunately education on anything approaching international standard was conspicuously lacking, not indeed for the want of talent and enthusiasm but for someone to give that pioneering impetus so indispensable to initiate such an important task.

The far-sighted missionaries must have foreseen the renaissance which the undertaking would inspire and guide in the years to come. The credit of the educational standard

attained today goes to the Christian Missionaries for having recognised the needs and negotiating the first steps inspite of the many constraints faced by them.

The history of the development of educational institutions in Shillong may be traced along with Christianization of the Khasis by the Christian missionaries from different nations. Though they educate them mainly for the purpose of conversion they made a great contribution towards the development of education in Shillong as well as the whole region.

A knowledge of reading and writing is very important in a christian life since they have to sing hymns and read the Bible in their worships and devotions. To serve this need, the missionaries introduced primary and middle schools not only in Shillong but also in the interior parts of the district. The Roman Catholic missionaries have specialised in public schools and college management as their mission to christianise the heathens. As a result the people of Shillong and its neighbourhood have achieved a good degree of literacy and many of them have come up in literary world and other fields of education.

However, it may be unfair to merely say that the reputation of Shillong as an important educational centre of the region is the impact of the missionaries motive to convert the people. Their impressive convincing devotion and zeal to serve the people with love and affection deserve a high

appreciation. Today everyone has an inherent admiration for the excellent and selfless work of the devoted missionaries. They never showed any attitude of being superior but rather had undertaken their work with great humility and patience. Their techniques were essentially psychological; approaching the minds of the people in slow stages avoiding any undue pressure that might evoke any adverse reactions. Institutions established by them in the field of education, medical treatment, etc. are centres of excellence all over the country. The quality of education, discipline, orderliness, a spirit of enthusiasm and enquiry they impart and inculcate are highly valued by everyone. The beacon has shown over a hundred years with an ever increasing lustre that the great missionary-run schools have become the premier schools of the region.

This writing would have been incomplete and one-sided if we attribute the contributions of the Christian missionaries towards the development of education in Shillong as their mission to christianise only. There must have been many other favouring factors that strengthen the missionaries. To mention a few, we may start with its conducive climate, special scenic beauty and tranquility of its countryside that fascinated and attracted the Britishers to establish their headquarters in this hill station.

Shillong, being the capital town of the then undivided Assam province and Meghalaya of today, has advanced more than any other parts of the region in its infrastructure set up and the like which are so indispensable to build up a modern education system.

These factors served as an important and strong foundation pillars on which the missionaries have built their educational institutions followed up by private entrepreneurs.

In the preceding paragraphs we have noted that education in Shillong practically began with the British rule. Western education was introduced to the Khasi Hills in 1841-42 by the Welsh Presbyterian Mission. And from 1890 onwards the Catholic Missions intensified their educational enterprises opening technical centres and colleges as well as schools.

The first private school in Shillong was established in 1892 by the Welsh Presbyterian Mission which made a good start. And after about a decade, at the dawn of the twentieth century, the Catholic Mission too started establishing schools gradually, the first being St. Anthony's School (as per oral information obtained).

Till 1947, the missionaries were the only organization imparting education which was mostly due to the absence

of any other competent body or individuals. At that time there was no school run by private individuals; all the existing schools were established and maintained by the Presbyterian and Catholic missions only.

#### After Independence Till 1972

Even after the country's independence when the British government handed over the administration of the country, the missionaries never lost hope and heart to pursue with their mission and continued to work tirelessly to achieve the high goal they had visioned and set to achieve. As they went on with the earlier established schools, different branches of both the missions and All Saints' Diocesan had added a few more schools during this time.

The selfless work of the missionaries in this field soon brought forth its first fruits. In course of time we find that a few local people whose educational foundations had been established in the missionary-run schools and colleges had come forward to set up private English schools. The Seven Set School at Malki is (most probably) the first private school in Shillong established and run by a local (Khasi) entrepreneur.

In spite of the expansion of number of schools over the years, there still was a room to establish more number of schools to meet the ever increasing demand for them. This

drew attention of not only the local individuals but also attracted many outsiders, including private foreign nationals. Hence unlike the pre-independence days, the Christian missionaries no longer had an absolute control over the educational management of Shillong.

### After 1972

As Meghalaya became a full-fledged state in 1972 a lot of changes took place in Shillong. Many new institutions have been and are being set up which bring in more and more people. Apart from this, its favourable climate and the well-reputed institutions established by the missionaries attract students from all over north-eastern region and other parts of the country too.

In due course of time Shillong has become a predominantly important educational centre. But unfortunately the missionaries did not expand their institutions in proportion to the ever increasing need for it. It has been realised that the existing schools could no longer absorb all the admission seekers which induced enterprising and responsible people to set up more and more private schools as required. Within this short span of time there has been a veritable establishment of new private schools in Shillong.

Though a few more missions like Seventh Day Adventist and Church of Jesus Christ etc. have opened new schools, most of the private schools that are coming up in recent time are established and run by private entrepreneurs from all over the country. And a good majority of these schools are owned and managed by non-locals from different socio-cultural background and parts of the country.

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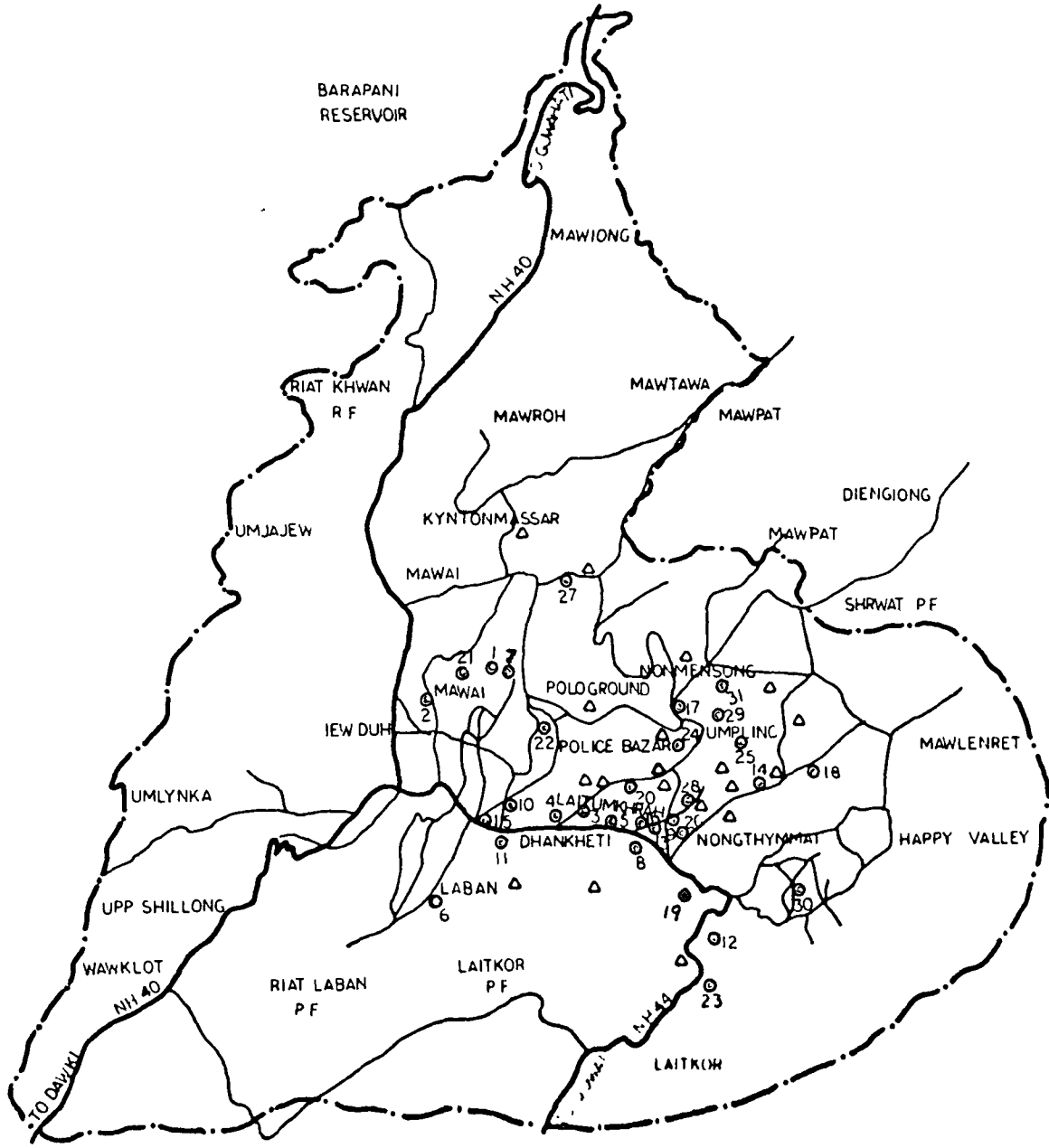
Chapter-IV

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THE STRUCTURE OF PRIVATE SCHOOLS IN SHILLONG

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# SHILLONG LOCATION OF PRIVATE SCHOOLS



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### INDEX

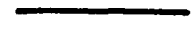
NATIONAL HIGHWAY

OTHER ROADS

MASTER PLAN BOUNDARY

SAMPLE SCHOOLS

OTHER SCHOOLS



In this chapter we are mainly concerned with an analysis of the structure of private schools in Shillong. By the term, "Structure of Private Schools", we mean the proportionality relations among various constituents of the school, viz. number of students, number of teachers, non-teaching staff, physical assets of the school, etc.

In order to show a clear picture of the structure of the private schools, we present a map of Shillong, indicating location of 55 private schools all over the town. It is significantly phenomenal to find a good number of private schools in an area of 21.27 sq. km. with a population of 1,74,703 (in 1981). Hence we think it imperative to study the growth of population in the study area in juxtaposition to growth in the number of schools.

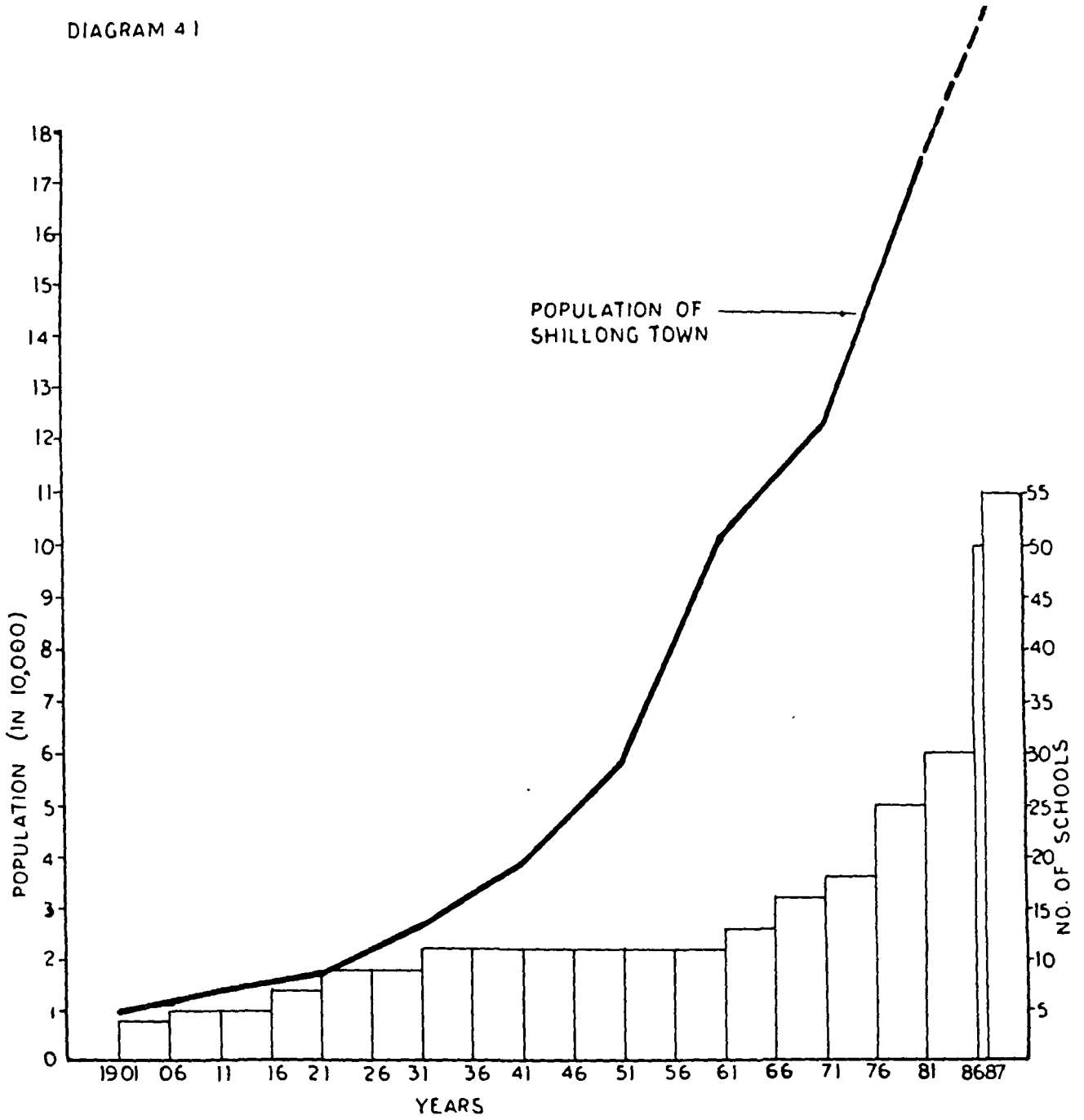
The structure of schools in any area responds to changes in demand for educational facilities which in turn depends on population in relation to schools and teachers available to meet the demand. In other words, population is one of the most important determinants of the structure of private schools in any township, while it generates demand for school facilities, it supplies teachers and non-teaching staff to the schools. If, in a particular area the ratio of population to school increases beyond

Table 4.1Growth of Population Vis-a-Vis Growth of Schools

Year	Population*	No. of Schools	Ratio of Population to Schools
1901	9621	4	2405
1906	11630	5	2326
1911	13639	5	2728
1916	15421	7	2203
1921	17203	9	1911
1926	21870	9	2430
1931	26536	11	2412
1936	32364	11	2942
1941	38192	11	3472
1946	48352	11	4396
1951	58512	11	5319
1956	80455	11	7314
1961	102398	13	7877
1966	112575	16	7036
1971	122752	18	6820
1976	148728	25	5949
1981	174703	30	5823
1986	200680	50	4014
1987	205875	55	3743

Source : \*Meghalaya Census, 1981.

DIAGRAM 41



proportions, the existing schools become stressed and pave a way for establishment of new schools. But when the ratio of population to school declines to a suitable proportion there may not be any incentive to start new private schools.

#### Growth of Population in Shillong

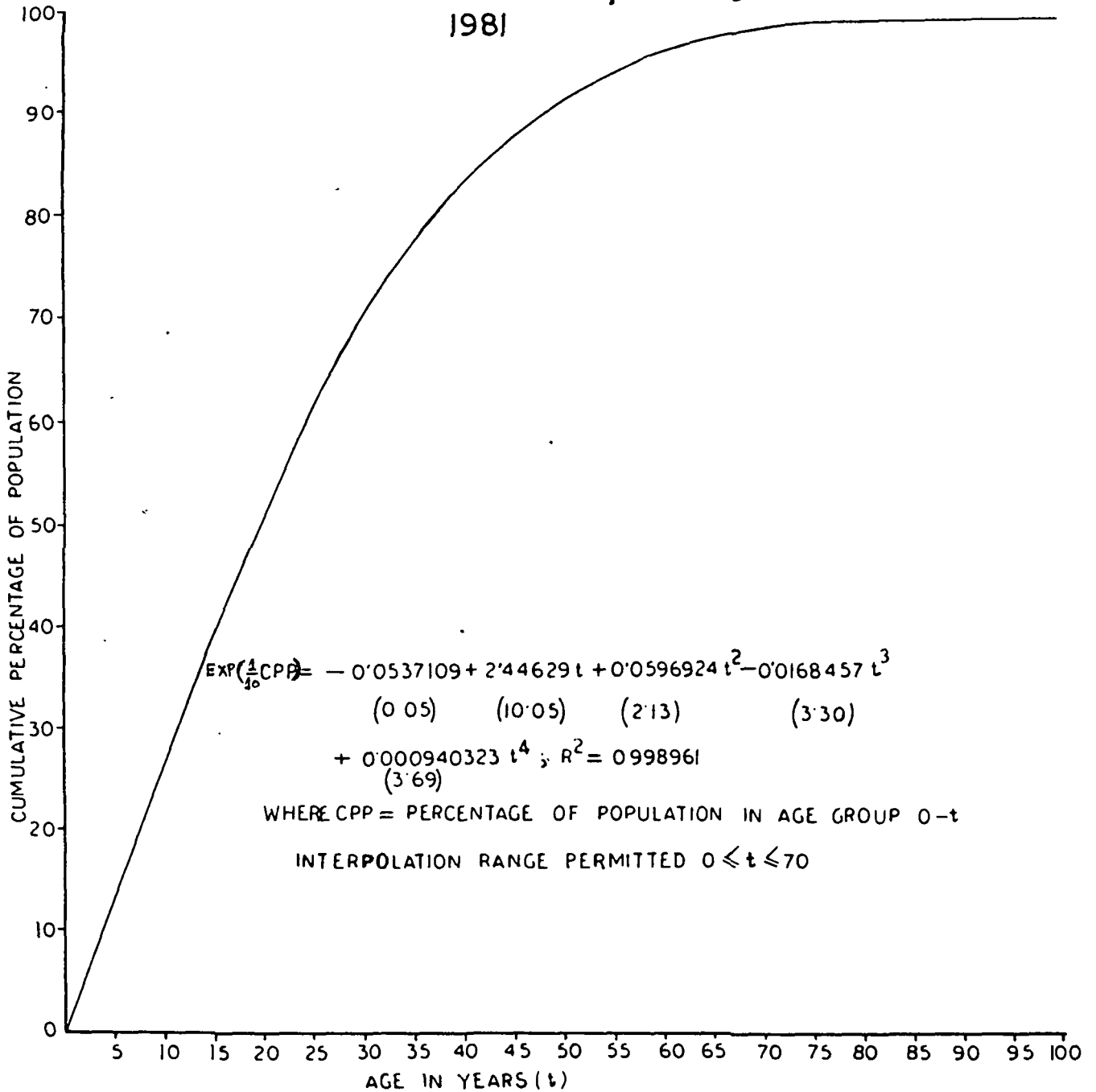
Table 4.1 and diagram 4.1 presents as to how population has increased in Shillong over the years since 1901. It may be observed that till 1941, population in Shillong had grown almost steadily. After 1941, the growth of population in Shillong has been marked with an accelerated rate over time.

In response to growth in population the number of schools also started increasing at an accelerated rate. The most remarkable spurt in the number of private schools appeared after 1976. Growth in population has been presented vis-a-vis growth of schools in Shillong in table 4.1 and diagram 4.1.

#### Estimated Number of Children in School Going Age Group

Apart from the study on growth of population vis-a-vis growth of schools in Shillong, the present study requires an estimation of the percentage of population lying within the age of 4-16, in order to know the number of school

DIAGRAM 4:1.A CUMULATIVE PERCENTAGE OF POPULATION IN  
DIFFERENT AGE GROUPS, SHILLONG  
1981



going children in the town. To serve this purpose we have interpolated the percentage of population lying within this age group by tabulating and plotting a cumulative percentage of population of different age groups, as shown in the table given below and diagram 4.1.A.

Cumulative Percentage of Population in Different Age Groups

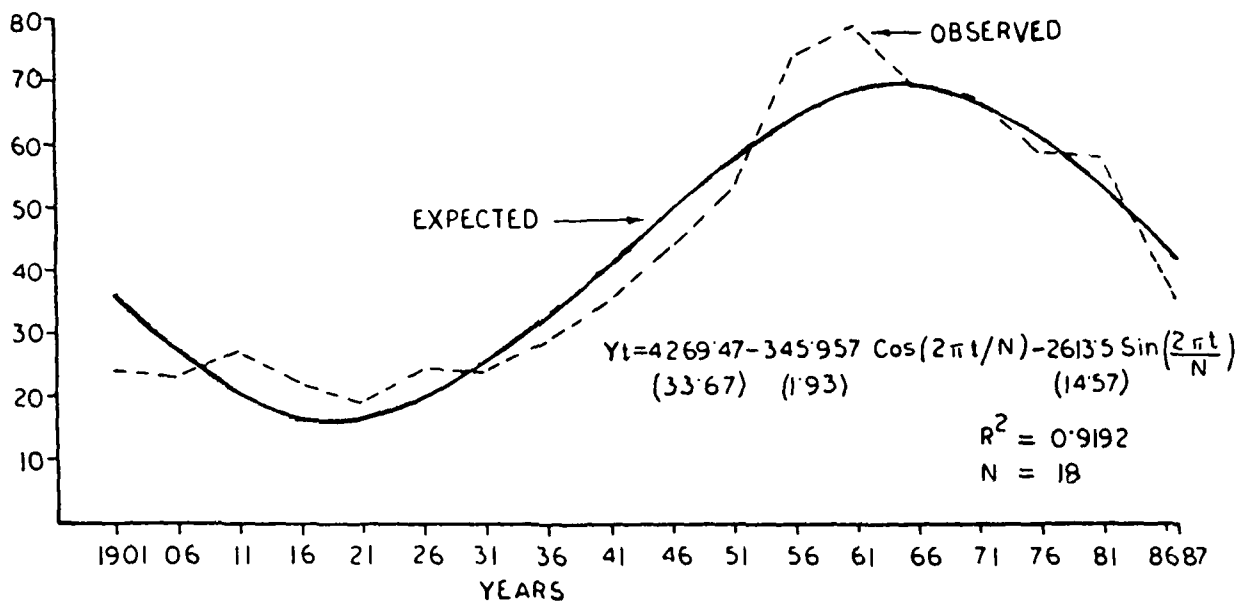
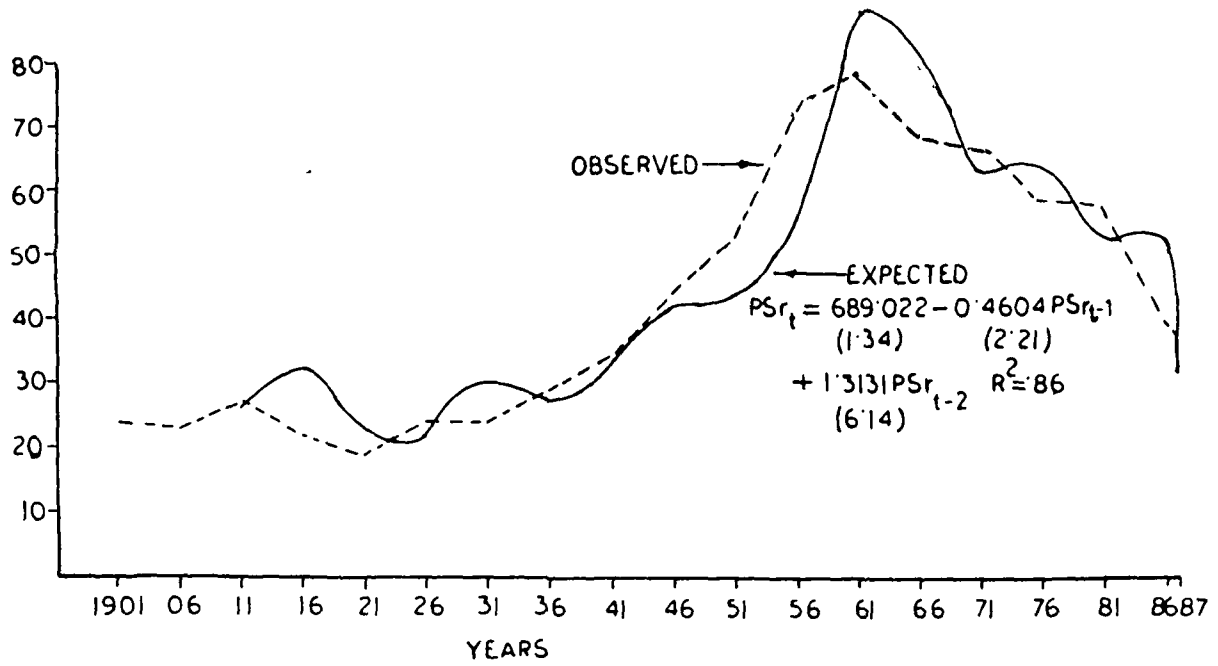
Age Group	0-14	0-19	0-24	0-29	0-34	0-39	0-49	0-59	0-60+
Percentage	35.98	47.56	58.76	68.36	75.63	81.90	90.55	95.66	100

As it may be observed from the given diagram, we find that about 30% of the total population of Shillong falls under the school going age group. However, we cannot take the total number of this to be school going children since we find that about 4.15% of this age group are engaged in some manual works. Hence only 28.75% of the total population which amounts to 50234 approximately are school going children in the town where literacy rate is recorded as 65.65%.

The Ratio of Population to School

In table 4.1 the ratio of population to school has also been presented. As it may be observed, till 1931 there has been no marked trend in the ratio. But after 1931 the ratio started increasing steadily till 1961, after which again a decline in the ratio has been observed.

DIAGRAM 4.2 POPULATION  
SCHOOL RATIO IN SHILLONG



As shown in diagram 4.2 the population to school ratio has been moving in a systematic fashion which can be approximated by the empirical equation

$$\begin{aligned} \text{Psr}_t &= 689.022 - 0.4604 \text{Psr}_{t-1} \\ &\quad (1.34) \quad (2.21) \\ &+ 1.3131 \text{Psr}_{t-2}; R^2 = .86 \\ &\quad (6.14) \end{aligned}$$

This equation has a tendency to stabilise at the ratio  $\text{Psr}_t = 4680$ . This means that if there is no shock, the population to school ratio in Shillong will stabilise at 4680 approximately.

Instead of analysing the movements in population/school ratio in terms of lagged endogenous variables as above, we may think that it follows the cyclical pattern. In diagram 4.2 we have shown the sinusoidal curve fitted to the data on population/school ratio. We find that the cycle (the equation of which is given in the diagram 4.2) fits better than the lagged relationship noted earlier.

We find that the population to school ratio oscillates around the mean value of 4269. The peak of the cycle is at the population school ratio of 6905 and the trough is at about 1633. Thus the amplitude of the cycle is about 2536. The half cycle period is about 45 years. The cyclical behaviour observed in the data may possibly be explained by

the supposition that when existing schools gather enough pressure of population (of which the number of students is a function), new schools start coming up. It follows the Schumpeterian scheme of innovation and imitation till schools grow enough in number to render further coming up of schools unattractive. Once such a level is reached, the trough of the cycle is reached. However, population (and the resultant number of students) continues growing which accumulates pressure on the stagnant number of schools till it becomes intensified enough for a new spurt of schools coming up in the town.

#### Location of Private Schools

As shown in the map we have located 55 private schools of which only 31 schools, that have been established within the years 1892 to 1987, are covered by the study. The data collected from the schools are analysed and interpreted systematically in this chapter.

The survey shows that 80% of the schools are located along the main road where the city buses ply. And even the schools that are not at the roadside are not far off from the main road. It takes just 5-10 minutes walk from the bus-stand. This statement is proved by the conspicuous absence of schools in areas like Risa Colony, Cleve Colony, New Colony etc., except for one or two nursery preparatory

creches. There would have been at least some establishment of schools even in these areas had the city bus service been extended to these areas too.

It has been found that 20% of the schools that are slightly away from the road are mostly new schools that are coming up after 1980. And it appears that these schools have relatively smaller number of students than the other schools. At this point we may only say that, time would answer the query if roadside schools attract more students given everything else the same or smaller population of students in these schools are due to their new establishments or something else.

It has also been observed that there is a high concentration of private schools established and run by missionaries (which have given 70-95 years of service) in and adjoining areas of Laitumkhrach and Mawkhar. In fact, most of the prestigious educational institutions of good repute are established in and around these areas. On the other hand schools established in 1960's are scattered in all parts of the town. But schools founded after 1970 are almost confined to areas like Nongthymmai, Umpling and Pohkseh.

#### Patrons of Private Schools

Now at this point it is imperative to raise who are running these schools in Shillong. The management of

private schools in this town rests in the hands of two categorised groups, viz. missionaries and non-missionary private entrepreneurs. The study undertaken shows that 35% of private schools in Shillong <sup>are</sup> owned and run by various Christian missions and 65% of the schools are under the control of private entrepreneurs.

The missions that sponsored and managed these schools are many in number, and these missions belong to different foreign countries. The Welsh Presbyterian mission is the first mission to set up educational establishment in Shillong (as per information acquired). Though they are the pioneer, today the Catholic Missions have overtaken them in terms of quantity as well as quality of education being imparted and extended to the people in Shillong. And they command a larger share of control over the educational institutions of this town than any other missions.

The other missions that run educational institutions or private schools in Shillong are All Saints' Diocesan, Seventh Day Adventist, Church of Jesus Christ etc.

The non-missionary private entrepreneurs comprise of both local and outsiders from different parts of the country. In this group, the non-locals outnumber the local entrepreneurs.

To make it clear <sup>as</sup> to what extent outsiders enjoy a control over greater number of schools, we give a percentage-wise control of the two, over schools. We find that only 30 per cent of the private owned schools are in the hands of local entrepreneurs and 70 per cent goes to the hands of non-locals from different socio-cultural backgrounds and parts of the country. The south Indians, mostly from Kerala, form 57% of the total outsiders running a private school in Shillong.

At this point it would not be improper to relate the outstanding presence of entrepreneurs from Kerala with the highest literacy rate of that state in the country with the failure to generate enough employment opportunities to absorb the accelerated number of educated unemployed over many years. But due to want of informations we cannot draw any conclusions regarding this.

Apart from the south Indians, the Anglo Indians, Bengalis, etc. are the other entrepreneurs who have undertaken to venture out in this field.

Though the non-missionary private entrepreneurs command a control over larger number of schools, the missionaries remain the true pioneers of educational development in Shillong. They have rendered their invaluable services for almost a century to this date for the advancement of

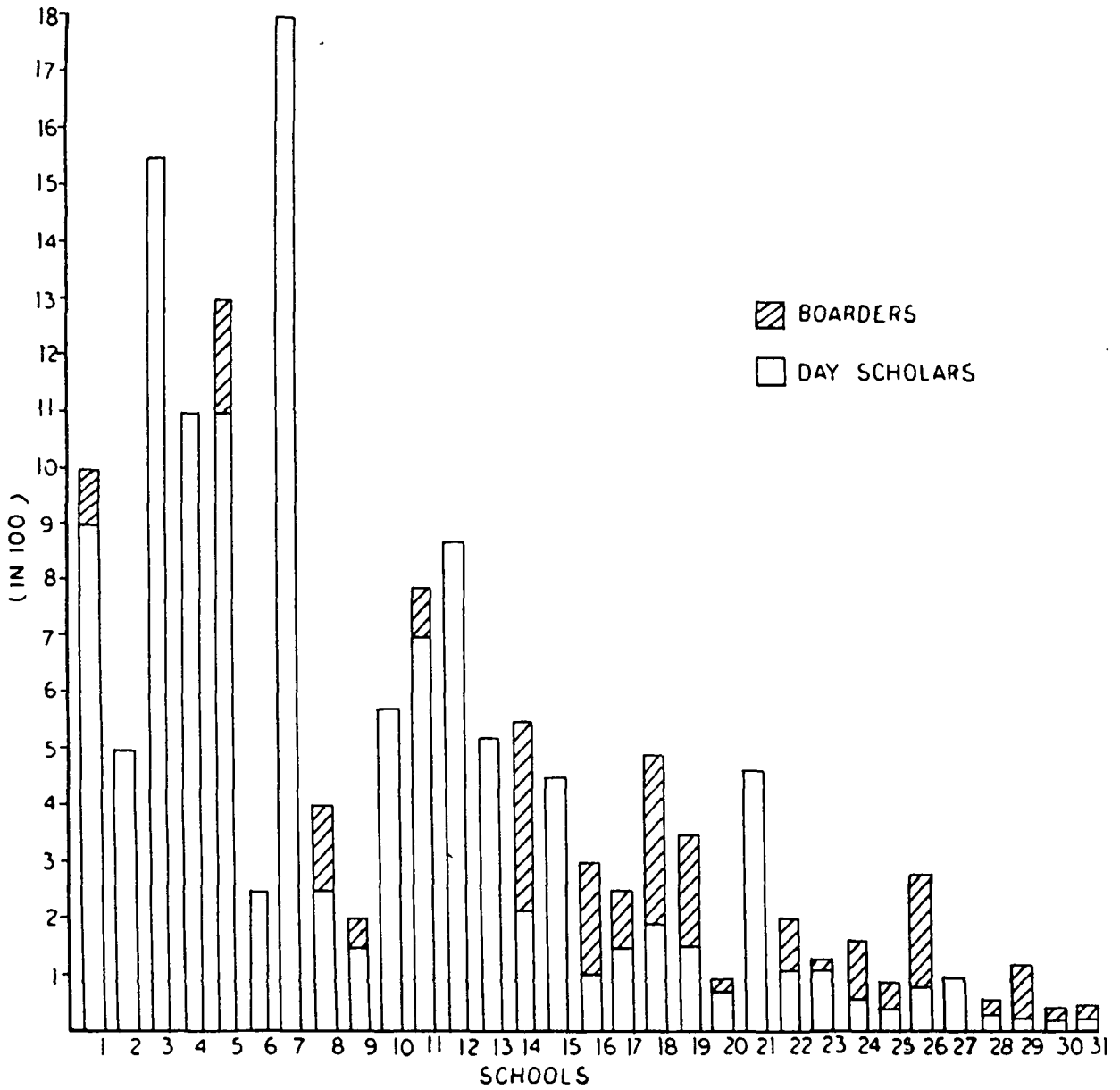
educational progress in this hill town, whereas the non-missionary entrepreneurs started showing up only in the recent past. Their coming into this field can be dated only a few decades back. A large part of the missionary run schools had long been established during pre-independence and post-independence period till 1972 (the year Meghalaya attained its statehood). And the schools that are established after 1972 are mostly owned and run by the non-missionary private entrepreneurs, of course, with a few mission schools that are added during this period of time too.

It has been clearly stated that patrons of private schools in Shillong are of two types. The first group had undertaken this project with a sense of mission and the later with motives to achieve some other objectives.

#### Nature and Types of Schools

After having the locations and patrons of these schools in mind, in this section we make a study on the prevailing nature and types of private schools in Shillong. School which is broadly termed can be of many types, viz., residential, non-residential, combination of the two, primary school, middle school, high school, etc. and all these having different sets of managements and medium of instruction.

DIAGRAM. 4 3      BOARDERS AND DAY SCHOLARS IN 31 SCHOOLS



### I) Residential and Non-Residential Schools

There is no purely residential private school in the town. The survey shows that a combination of residential and non-residential schools are in vogue. About 65 per cent of the schools accommodate both day scholars and boarders as well, whereas 35 per cent of the schools take care of only day-scholars without any sort of boarding arrangements and facilities.

The number of residential and non-residential type of schools are clearly shown by diagram 4.3. As may have been observed, we find that out of 20 schools that accommodate both day-scholars and boarders, 11 schools have more boarders than day-scholars and in 9 schools day-scholars outnumbered boarders.

### II) Co-Education

The study also shows a pre-dominant co-educational system in the private schools of Shillong. It is found that 78 per cent of the schools teach both boys and girls together. And 14 per cent of the schools are found to be exclusively for girls and 8 per cent of them are strictly for boys only.

Before we proceed further it may be pointed out that there is a significant difference between the missionary-run private schools and those owned and managed by non-missionary

private entrepreneurs. The former type of schools are mainly non-residential schools with a few exceptions. Apart from being non-residential, only few of them adopt co-educational system. They mostly go for schools either for boys alone or girls only. On the other hand, the survey reveals that most of the private owned and managed schools go for co-education as well as combined residential and non-residential facilities.

### III) Medium of Instruction

All the schools under study use English as medium of their instruction with only 5 schools having a Khasi section too. And except for one school, they all impart only formal type of education.

### IV) Classes Taught

In regard to the classes taught in these schools, we grouped them into four categories, of which more than two third ( $2/3$ ) of the schools teach nursery to class X, forming 71 per cent of the total number of schools being studied.

In the second category fall those schools teaching only nursery to class VI. This group of schools formed 16 per cent of the schools covered by the study.

The third group are schools that enrolled students for nursery to class VIII. This type of schools amounts to

7 per cent of the total schools under study.

And the fourth and last group are schools that accomodate class VII to X students. This kind of schools formed only 6 per cent of the total number of private schools within the coverage of the study.

V) Standard of Education

A study on the type of education being extended by these schools reveals that except for one school, they all impart only formal type of education.

a) Co-curricular Activities

If we may refer to Adhinarayana here, he said that education as a process should help for a good life and enlightened citizenship. This objective cannot be attained through class-room teaching alone. True wisdom and helpful experience come through the involvement of the pupils in various co-curricular activities. The feeling of brotherhood can be attained when children live in harmony by sharing experiences. The love they bear towards their kith and kin has to be extended to the members of the community and finally to the entire humanity.

Bearing in mind, what has been stated above, we have undertaken a survey on how many schools adopt extra-curricular activities and what the activities being taken up are.

In this study we find that a few schools like St. Anthony's, St. Edmund's, Loreto Convent etc. are found involved in a rich variety of co-curricular activities apart from their class-room teachings.

On the whole 61 per cent of the schools maintained co-curricular activities of some kind or the other as part of their schooling. But on the other hand, the remaining 29 per cent of the schools are found adhering to a fixed syllabus system imparting a purely theoretical knowledge through class-room teachings only.

To name some of the co-curricular activities that are being taken up in these schools as informed by the respective principals concerned, we find them participating in a variety of NCC programmes, Red Cross, L.T.S. Interact, Games and Sports, Music, Art and Craft competitions, Computer classes, etc.

A study on the schools organizing co-curricular activities also shows that once in a year on Parents' Day, Teachers' Day, etc. they usually organised dramas, skits, singing and dancing competition. Annual games and sports meets, athletic meets, exhibition in art, craft, science, flower arrangement and indoor games and competitions are also being held periodically in most of the schools. And social works within the school compound are being done by students from time

to time.

Carpentry, electro-mechanics, binding technology and welding are being taught and done in Don Bosco Technical School which is attached to St. Anthony's School where some of the school students numbering 4-5 every year, attend these classes in the evening after school hours.

Leadership course is conducted in St. Edmund's School which is a private-run by the Catholic Mission. This is being carried out on voluntary basis with an objective to train those who possess leadership quality and potential. About 30-40 students take up this course every year. And few other schools also claimed to have conducted the same but not in an elaborate form as is done in St. Edmund.

A special class for Indian classical dances with a trained teacher for all students is being held regularly all throughout the academic session, in Loreto Convent. Apart from this, art and craft classes have also been made a part of their daily routine in this school.

b) Facilities Provided

To assess the standard of education being imparted by these schools, a personal visit has been paid to all the schools. Apart from that, we have made an enquiry through a set of questionnaires to find out how many schools have access

to facilities like playground, library, gymnasium, swimming pool, musical instruments, television, games and sports facilities, etc.

The filled in questionnaires show that with the popularity of television among the masses, 68 per cent of the schools provided an opportunity to their students to watch television programmes of national importance and educative values. A good number of residential schools claimed to have more than one coloured T.V. The study shows that Black and White T.V. seemed to be out of the scene in this community of schools. It has also been observed that the students of most of the boarding schools are entertained with video films occasionally.

In contrast to television, the column of gymnasium has been ticked by few schools only. And swimming pool in the questionnaire showed a complete blank turn out. This may be partly due to the climatic conditions which is cool and pleasant almost all round the year due to a widespread heavy rainfalls. And few schools only provide musical instruments like piano, guitars and harmonium.

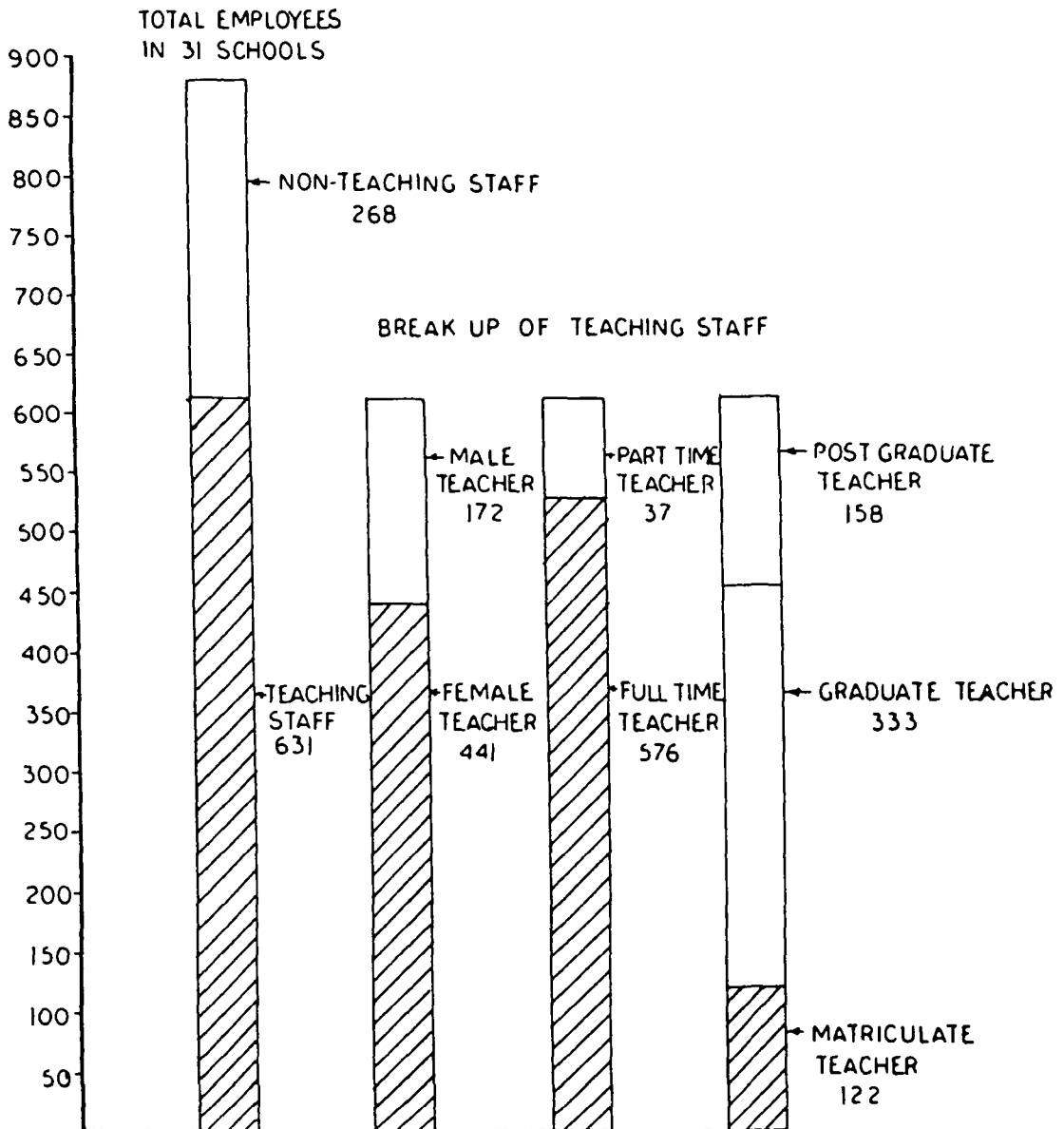
The survey shows that 84 per cent of the schools have library and playground of their own. But if we may pass a generalised observation, many of them are insufficient to cater to the need of the students. As a matter of fact, it

is only few missionary-run schools that own a sufficient compound and most of the required facilities to impart a national level or standard of education to their students. Many of the new private schools are being run in rented houses where the builders had never borne in mind the needs that would suit a classroom and congenial atmosphere to run a school. Due to lack of prior plans made for establishment of these schools they are located in a congested atmosphere where there is hardly any room for recreation of the students which calls for a serious concern of the masses.

c) Student-Teacher Ratio

Teacher is the most vital single factor who stands at the most important point in the educational process. The quality, competence and character of teachers are undoubtedly the most significant of all the different factors which influence the quality of education and its contribution to national development. A teacher is an architect who builds, rebuilds, shapes and reshapes the psychological world of the youth. As a friend, philosopher and guide of the youth, a good teacher exerts a powerful and abiding influence on the life of the educand. To a great extent it is true that the destiny of a nation lies in the hands of teachers who guide the youth.

DIAGRAM 44 TEACHING STAFF



Hence we say that the standard of education being imparted and the structure of schools depends largely upon the number and types of teachers available.

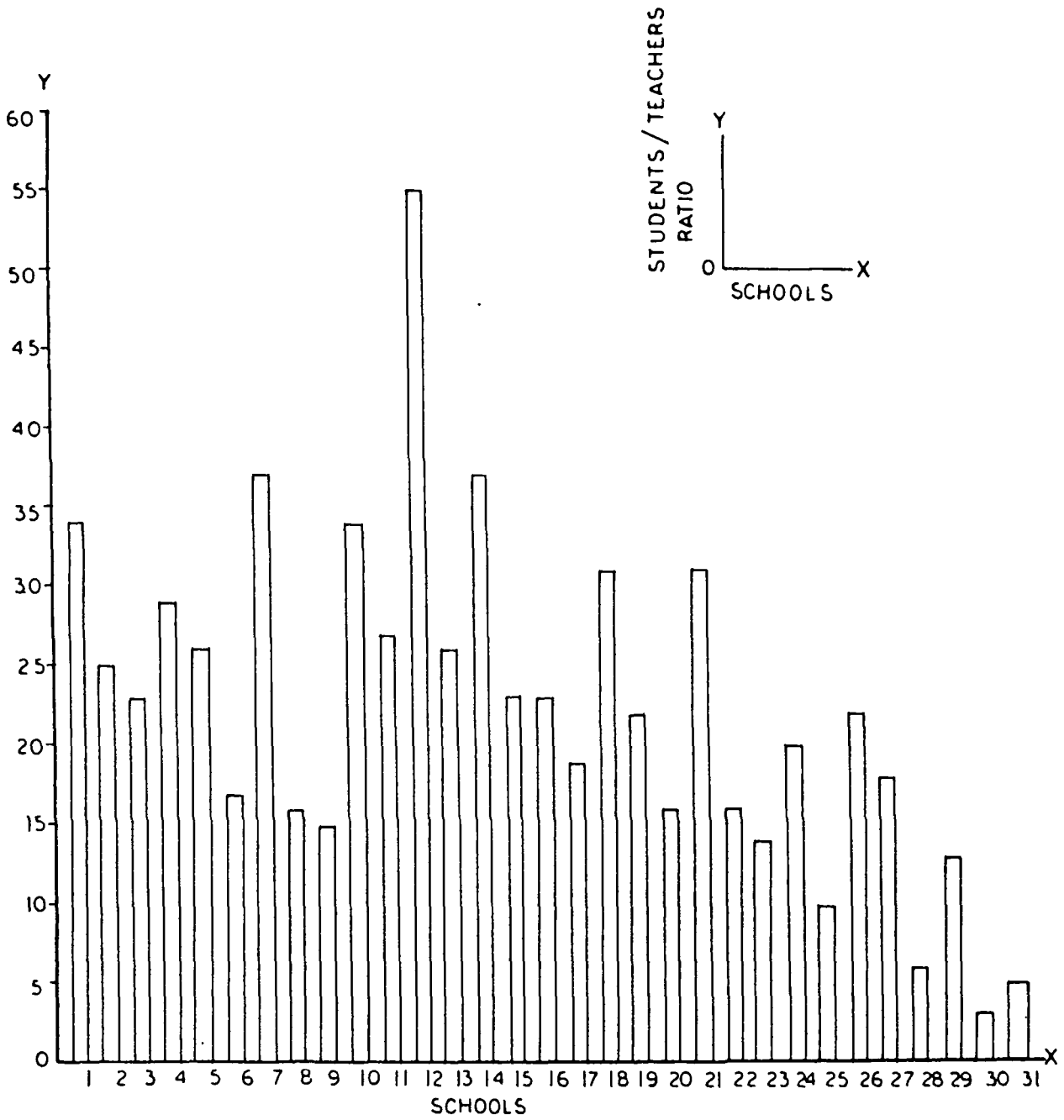
With the advancement of technology and science all over the world we find that in almost all the industries the trend has been to substitute capital for labour. But in education capital has not been used to displace labour. On the other hand both capital investment and manpower per student tend to increase together in educational industries. As a matter of fact, education is the only field where manpower is required as its largest input for its functioning and progress.

A detailed study on the types of teachers employed in these schools is given in the succeeding chapter. Here we shall give only a brief account on them, as a prelude to the study, of student-teacher ratio.

As may be observed from diagram 4.4, the study shows that teaching in schools seems to be considered as a more feminine profession since 72 per cent of the total teachers are constituted by lady teachers. And 94% of the total number of teachers are working full time. They are with different qualifications and belong to different backgrounds too. Graduate teachers formed 54 per cent and 26 per cent are post-graduates and matriculates formed 20 per

DIAGRAM 4.5

STUDENT - TEACHER RATIO



cent of the total teachers.

Coming to the student-teacher ratio, diagram 4.5 presents as to how many students are taught by one teacher. As it may be observed that there is no uniformity in the ratio. It varies very highly from school to school.

The highest ratio recorded is 55 where the lowest figured as 4 students only per teacher. The schools that recorded the extreme low ratio is owned and managed by non-missionary private entrepreneurs, established in 1987. Though this school has just started, it opens classes from nursery to class X, engaging a separate teacher for each class whereas the students admitted are very scanty. Hence the extreme low ratio of students to teacher in this school.

On the other hand, the school that holds the highest ratio is a missionary-run school established in 1973. This school maintains the fifth largest number of students but ranks 12th in the total number of teachers employed in the school.

In average the ratio comes to 25 students per teacher which is much lower than the ratio taken at all India level which is recorded as about 35 students per teacher. From table 4.2 it has also been observed that in general, schools having students to teacher ratio below the average have

Table 4.2Students-Teacher Ratio

School	Total No. of Students	Total No. of Teachers	Student-Teacher Ratio
1	1095	32	34
2	516	21	25
3	1560	69	23
4	1080	37	29
5	1300	50	26
6	250	15	17
7	1800	49	37
8	400	25	16
9	200	13	15
10	576	20	29
11	793	29	27
12	873	16	55
13	527	20	26
14	554	15	37
15	450	20	23
16	300	13	23
17	250	12	19
18	490	16	31
19	350	16	22
20	98	6	16
21	460	15	31
22	208	13	16
23	130	9	14
24	160	8	20
25	98	10	10
26	280	13	22
27	100	6	18
28	61	14	6
29	120	9	13
30	32	10	3
31	45	12	5

relatively lesser number of students than the schools that maintained a ratio above the average level.

We have made an attempt to examine whether there is any relationship between student/teacher ratio and the number of teachers in the schools in Shillong. Taking all the 31 schools together we find no relation that may be deemed statistically significant. However, we detected two outliers, namely, school #3 and school #12. If we drop them out and establish the relationship in the data on the rest (29) of schools, we find that:

$$\text{STR} = 12.736 + 0.4558T; \quad R^2 = 0.328$$

(4.92)            (3.76)

relationship is significant. Here STR is the student/teacher ratio and T is the number of teachers in the school. The figures in the brackets are computed t values.

The finding suggests that the schools that have larger number of teachers also have a larger student/teacher ratio, which implies that the number of students in a school increases at an accelerated rate with the increasing number of teachers in the schools.

d) Students-Classroom Ratio

In the study of structure of schools, class room conditions also needs a consideration. Hence in this part of

the study we are interested in knowing how many students are taught in the same classroom.

Table 4.3

STUDENTS-CLASSROOM RATIO

School	Ratio	School	Ratio	School	Ratio
1	37	11	38	21	35
2	43	12	55	22	17
3	39	13	41	23	10
4	36	14	92	24	16
5	29	15	27	25	8
6	21	16	21	26	25
7	75	17	28	27	20
8	57	18	38	28	6
9	25	19	23	29	24
10	38	20	25	30	33
				31	44

As shown in table 4.3, it may be observed that there is a high variance in this ratio from one school to another we find the highest ratio of 92 and lowest of 3 students only being taught in one classroom. And the average ratio is settled at 33 only.

Here it may be pointed out that the ratio shown by any school is in no way an indicator of larger population of students in the school than any other schools. For instance, though school number 14th shows the highest ratio of students to classroom, it has the 9th largest student population. And school number 7 with the largest student population shows a ratio much lower than the highest limit. However, it may be noted that school no. 30 which shows the lowest ratio is found to have the least number of students of all the schools.

The high variance in the ratio may be due to the following reasons : some schools though they enrolled a large number of students they break them into sections which maintains the ratio at average level. Another important point is that the size of classroom differ from one school to another. It has been observed that, some schools maintained a few big halls as classrooms in which different classes are taught simultaneously by different teachers or the same teacher in a few cases. And in some other schools, they have very small classrooms which are not probably meant for classroom purposes as pointed out earlier. In view of this we cannot generalise the prevailing students to classroom ratio of one school for others.

### Tuition and Boarding Fees

In the preceding paragraphs we have analysed the nature and types of schools, facilities provided and teachers employed etc. Now we shall make a study on the tuition and boarding fees being charged from the students as cost of the services being rendered and facilities being provided to them.

In this study it has been observed that there is no uniformity in the rate of fees charged by the schools under this study. There is no uniform or fixed norms being adopted in deciding the rate of fees. It entirely depends on the discretion of the Principal or owner concerned.

As may have been observed from table 4.4, there are schools where no fees or a bare minimum amount is charged are government aided but private owned and managed schools.

And in the schools, which are purely private owned and managed, the tuition fee ranges from Rs. 40 to 85 and boarding fee ranges from Rs. 500 to 800. These figures indicate a high difference of cost of schooling from one school to another. In other words the private schools in Shillong differ not only in their nature and types but also with regard to tuition and boarding fees, total strength of students' population, salary of employees, etc.

Table 4.4Number of Teachers, Students, Tutition and Boarding Fees

School	Total No. of Students		Tution Fee (in Rs.)	Boarding Fee (in Rs.)	No. of teachers
	Boarders	Day-Scholars			
1	100	995	3	150	32
2	-	516	-	-	21
3	-	1560	50	-	69
4	-	1180	80	-	37
5	200	1100	87	685	50
6	-	250	3	-	15
7	-	1800	-	-	49
8	150	250	80	800	25
9	50	150	40	600	13
10	-	576	43	-	20
11	105	688	65	700	29
12	-	873	40	-	16
13	-	527	45	-	20
14	339	215	85	800	15
15	-	450	60	-	20
16	200	100	60	600	13
17	100	150	60	500	12
18	300	190	55	600	16
19	200	150	50	600	16
20	4	94	55	500	6
21	-	460	60	-	15
22	100	108	65	600	13
23	25	105	40	600	9
24	100	60	60	600	8
25	50	48	50	700	10
26	200	80	60	600	13
27	-	100	40	-	6
28	40	21	65	665	14
29	100	20	50	550	9
30	25	7	60	550	10
31	30	15	50	650	12

### Total Number of Students

As has been observed all along the analysis in this chapter, the schools in the study area differ from one another in many aspects. For instance there is a high variance in the total number of students in different schools. As shown in diagram 4.3 it may be observed that the total number of students differ very widely from one school to another. Here we are interested in knowing what determines the student population in a school. Would it be the fees or number of teachers employed or something else.

As indicated in table 4.4, it is no doubt true that a school where students could attend free of cost absorbed a single largest number of students. But, we cannot say that cost of schooling is a major determinant of the number of students going to a particular school.

It may be observed, inspite of the fact that new schools charge relatively lower fees, they draw lesser number of students. And in the case of schools that had long been established, if we compare school No.4 and 9 we find that school No.4 charges double the tuition fee of school No.9, yet enrolled five times the number of students in school No.9.

We may say that it is the standard of education being imparted to the students and accomodation capacity of the school that determines strength of the students' population in

a school. It may be observed from table 4.4 that it is the number of teachers employed and not the fees charged that determines the number of students admitted in a school.

#### Responsiveness of the Number of Day-Scholars to Various Factors

It has been considered pertinent to investigate the responsiveness of day-scholars to various factors. We have gathered data on the number of day-scholars for five consecutive years starting from 1983. It has been thought reasonable to consider the number of day-scholars in a school being determined by the following six variables:

(a) Oldness of the school, defined as:

1987-year of establishment of the school such that if the school is established in 1930, then the oldness of the school in 1987 is  $1987-1930 = 57$  years and so on.

It has been thought that the oldness of the school adds to its reputation, dependability and popularity which in turn attracts more number of day-scholars. "Year" is the code name for this variable.

(b) Road-sidedness :

This is a dummy variable. If a school is located in the roadside, we assign unity value to this variable, else we assign zero. "Rds" is the code name for this variable.

(c) Co-education :

If a school allows for co-education, it is likely to gather more students. Code name given for this variable is "Ced". This variable also is dummy and takes on 1 or zero value depending on whether co-education is allowed there or not.

(d) Monthly fee charged :

It has been considered that parents care for the amount of fee charged in a school and thus the number of day-scholars in the school is determined by the monthly fee charged by the school. The code name for this variable is "MFC".

(e) Number of full-time teachers :

It is quite likely that parents care for the fact that whether the school into which they admit their children has a meagre or a large number of full-time teachers. The code name for this variable is "FTT".

(f) Number of post-graduate teachers :

Code name given is "PGT".

The results of regression analysis is presented in table 4.5. We observe that MFC, FTT and PGT have statistically significant coefficients. Further we observe that while the coefficient associated with MFC is negative and moving towards zero overtime; the coefficient associated with FTT is positive

and increasing overtime. We may conclude that though parents respond negatively to the fee charged (lower the fee greater the number of day-scholars in the school), the strength of the response is dwindling away overtime. Also responsiveness to the number of full-time teachers is becoming stronger overtime.

Table 4.5

Responsiveness of Day-Scholars (DSC) to various Factors

(Figures in brackets are t values)

Dependent variable	Factors							R <sup>2</sup>
	DSC	Constant	Year	Rds	Ced	MFC	FTT	
1983 (N=21)	168.63 (.48)	-1.92 (.64)	-52.48 (.45)	-38.24 (.19)	-5.755 (2.24)	25.446 (8.18)	18.229 (2.45)	0.8854
1984 (N=23)	94.24 (.33)	-1.56 (.64)	10.92 (.11)	4.20 (.26)	-5.743 (2.77)	25.534 (9.96)	17.549 (2.85)	0.9139
1985 (N=26)	-144.53 (.50)	-0.21 (.79)	83.89 (.89)	147.87 (.86)	-5.319 (2.29)	27.566 (9.81)	17.600 (2.59)	0.8946
1986 (N=28)	-194.48 (.74)	-0.37 (.15)	106.98 (1.22)	176.75 (1.11)	-5.246 (2.50)	29.611 (11.36)	16.276 (2.60)	0.9117
1987 (N=31)	-219.10 (.78)	0.16 (.06)	90.67 (1.15)	206.20 (1.17)	-5.001 (2.14)	29.691 (10.11)	17.219 (2.46)	0.8884

In case of PGT we find the tendency of the coefficients to decrease over time. But the movement is not monotonic.

Although the differences in the coefficients of either MFC, or FTT over time are not significant statistically, the

consistent movement in a particular direction must attract our attention, and this must be noted.

### Teachers' Salary

After having discussed the income side of a school i.e. fees charged from students, it is imperative to make a study on the expenditure side of different schools. But we shall confine this study to a limited item of salary paid to the teachers since we do not have any access to the details of other expenses incurred by schools.

To serve this purpose we need to make a comparative study of salary paid to private school teachers and government school teachers.

In this study we find that there is a high difference between the working conditions and terms of government teachers and private teachers. There is considerably high difference between the salary of the two. It is a known fact that in government schools the pay scale is fixed and uniform for everyone according to their qualifications and experience. But on the other hand, in private schools, there is no uniformity in the pay of teachers since fixation of salary of the employees is at the discretion of the principals concerned. Each school pays according to its own terms and accords.

Table 4.6

Salary of Teachers

	Matriculates		Graduates		Post-Graduates	
	Min.	Max.	Min.	Max.	Min.	Max.
Private School	250	960	400	1485	500	2200
Government School*	1000	17500	1185	2650	1185	2800

\* Source: Directorate of Public Instruction, Government of Meghalaya, Shillong.

In the table minimum and maximum indicates the starting level of pay and the maximum to which extent the pay increases in the case of government school teachers whereas in private schools it indicates the difference of the standing salary paid in different schools. In the later case it is not possible to get a permanent or fixed scale. It changes from time to time according to their capability to pay or earn from the students.

As shown in table 4.6, in private schools, the monthly pay to the teacher varies from schools to school. A matriculate in a particular school is paid Rs. 250/- per month whereas the others with same qualification and experience are paid Rs.960 elsewhere in the same town. And the same is with graduate and post-graduate teachers too.

It may be noted that the given figures in the table are the minimum and maximum pay taking all private schools together. The two figures do not in anyway indicate the salary paid in all the schools. They pay different amount from one another but all the rates of salary paid in different schools fall within these two figures.

If we compare the difference in pay scales of government teachers and private teachers, it may be observed from the table that even the highest paid private school teacher gets still much lower than what is being paid to those who work in government schools.

Not only in the monthly salary paid, but also in many and every ways, government school teachers are much better off than private school teachers. The government school teachers are entitled to draw a monthly pension along with other allowances and provisions even after retirement from service. But on the other hand private school teachers are not given access to avail the same kind of provisions.

Apart from being ill-paid, private school teachers are in great disadvantage compared to their counterparts who teach in government schools. They get a heavy work load since they are required to take more classes than the government teachers. They get very slim provisions for

holidays and leave. And in schools which are found to pay slightly higher than other schools, the teachers are required to work extra hours to mind the boarders study hours, etc.

Considering all these factors it is not surprising that private schools cannot maintain permanent teachers. Their teachers change almost every year. Even during the academic session a teacher leaves if he gets better offer somewhere else.

### Promotion

The criteria on which students are promoted forms a part of the structure of a school. The annual promotion of students to the next class ranges from 80% to 99%. Of the 31 schools studied, only one school claimed to have all the students being promoted every year.

A personal discussion with different school principals revealed that private schools in Shillong follow a liberal promotion system. As long as a student is not exceptionally incapable and unfit they usually promote him to the next class and urge the parents to provide them private tutors in the subjects they are weak to manage with classroom teachings.

We went on further to find out on what criteria a pupil's promotion to the next class is decided. We are informed that these schools maintained a record of each

student's performance all throughout the academic year. A weekly class test, monthly and terminal examinations are being conducted twice in a year. And to round up, a final or promotion examination is held at the end of every academic year. In middle and high school section the over all performance in all the tests and examinations of a student decides his promotion to the next class. But for the beginners and lower classes examination system is not introduced in most of the schools. They are assessed by their class work and test performances taken together from the whole year record.

### Dropouts

In order to make a complete study on the structure of private schools we made a survey on if these schools have any students dropping out during the academic session. But, of the 31 schools studied only 12 maintained a record of dropouts during the academic session. These schools have dropouts ranging from 1 per cent to 8 per cent. But in 1987, it had gone up very high upto 22 per cent due to the prolonged agitation and suspension of classes for some months. Hence 1987's situation cannot be generalised.

In general a larger number of schools do not have many dropouts during the academic session, as well as during one's whole tenure of schooling. It is found that at the beginning of every session only a handful of new students

(barring the beginners) could manage to get admission in reputed schools since almost all the students come back for the next class and leave no vacancy for new admission in the school.

Economic Background of Students and Places they come From

With the rising popularity of private schools in Shillong one may wonder how do they manage to run more than 50 private schools in this small town with an estimated population of 205875 in 1987.

The answer to this lies in the fact that only 6 per cent of the schools have students exclusively from Shillong.

The students admitted in these schools come from all different places. Some come to study here by choice, but the rest are obliged to, if their parents happened to get posted in this town, since many institutions and headquarters of regional as well as national importance are located in Shillong.

The survey shows that in 16% of the schools, students from all parts of Meghalaya are studying. And 55% of the schools enrolled students from all the seven states of north-eastern region. It is generally believed that absence of good schools in the neighbouring states and the

prevailing healthy climate of this hill station must be the reason why students from all parts of the region flocked together here to study.

Not only being the state capital, Shillong is also the headquarters of many institutions of national importance which requires the coming in of many experts and in-expert labour from outside. As a result 23 per cent of the schools are found to have students from all parts of the country.

Shillong, though originally a tribal inhabited station, has gradually grown into a mini cosmopolitan town. It is a place where we find all sections of people, the rich, the poor, the whites, the coloured, etc. And it is a secular town in every sense. We find a peaceful coexistence of churches, temples, gurdwaras, mosques, etc.

The study shows that all the schools have students from diverse backgrounds belonging to different and varied community, caste, creed and culture.

About 26% of the schools have students from the same economic background and position, of which half the schools get the well off and the other half the poorer section. But the study shows that in general the schools in Shillong are not caste or class oriented. In 74% of the

schools we find students from very poor as well as middle class and wealthy families.

Admissions in all the schools are taken on the basis of merit or academic performance of the pupil, not on the basis of economic factors. Of course there is no denying the fact that apart from merit, there are other criterias which may favour one to obtain an admission to a particular school.

Chapter-V

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ECONOMIC ASPECTS OF PRIVATE SCHOOLS

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In this chapter, we present an account of income and resource generating performance and the extent to which employment prospects are created by the private schools under study. Besides that we have also made a study on Income Expenditure Accounts and Returns in Investment, etc. to find out schools that are gaining economic profits.

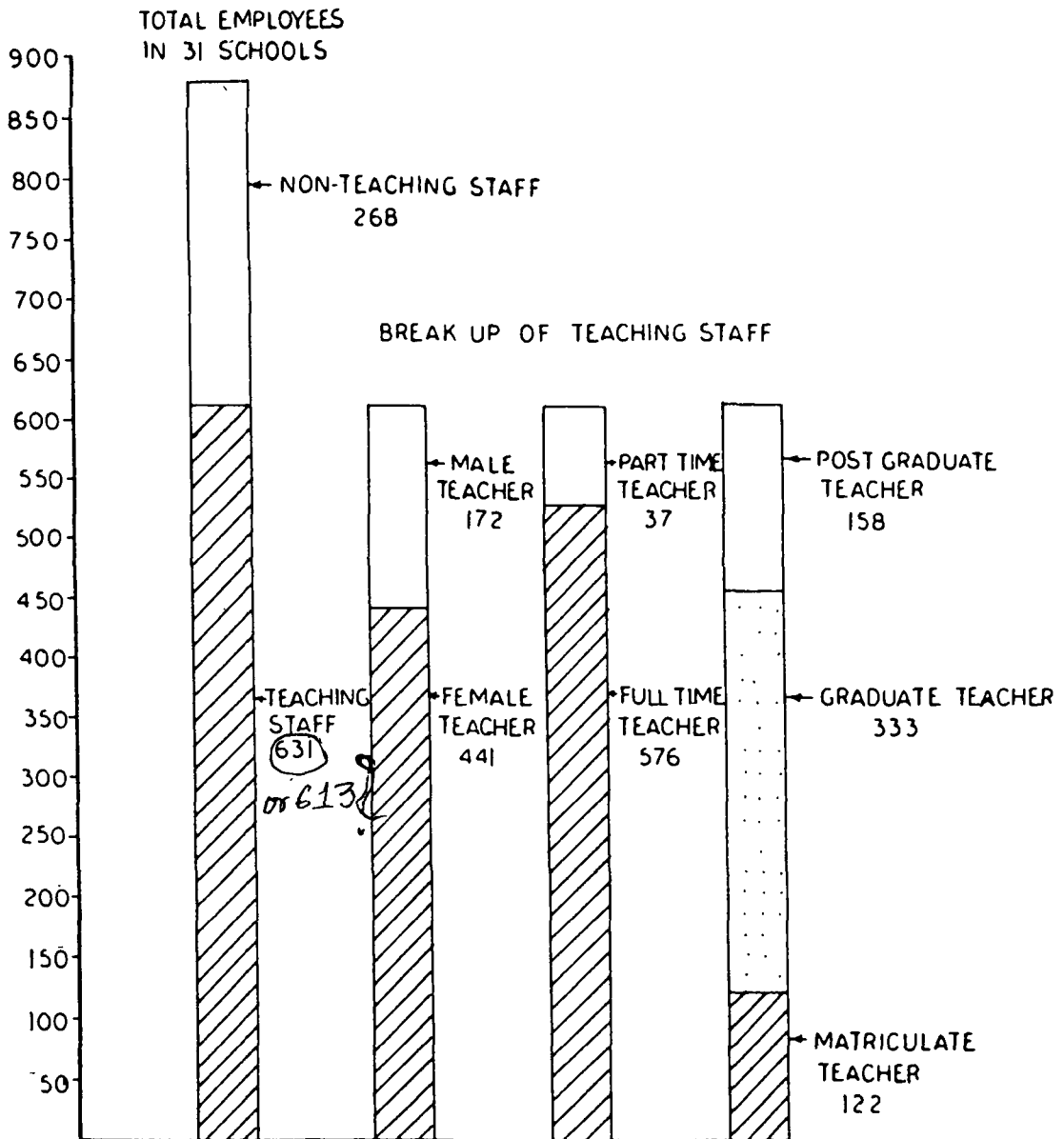
### Evaluation of Employment, Income and Resource Generating Performance of Private Schools

#### a) Employment Prospects

In view of the acute problem of unemployment of the educated in the country, study of the impact of the educational system on labour market is considered to be very important. Our study shows that a good number of employment opportunities are created by the establishment of private schools in Shillong. Unemployment being a chronic and widespread problem everywhere in the country, we may say that these private schools not only serve the interest of the owners but also that of many unemployed educated youth who would hang on to it as they strive on for a higher pursuit of goals.

In order to get a clear and precise picture of the working population of these schools we shall break them into two categories as follows : i) Teaching staff, ii) Non-Teaching staff.

DIAGRAM 51 TEACHING STAFF



i) Teaching Staff

Like any other educational institutions, teachers constitute the largest input in private schools too. We find that 70% of the total working population is formed by teachers. On an average, about 20 teachers are employed in one school, making a total of 613 teachers in 31 schools.

Table 5.1 and diagram 5.1 give the total number of teachers and number and percentage of male and female, part time and full time and qualificationwise break up of teachers.

Table 5.1Break-up of Teaching Staff

Total	Sexwise		Engagement-wise		Qualificationwise		
	Male	Female	Part time	Full time	Matri- culate	Graduate	Post- grad- uate
613	172	441	37	576	158	333	122
Per- centage	28.06	71.94	6.04	93.96	25.77	54.32	19.90

As it might be observed from table 5.1 and diagram 5.1, out of the 613 teachers employed in 31 schools 72% are lady teachers and 28% is constituted by male teachers. Thus ladies formed  $2\frac{1}{2}$  times of male teachers. Only in 10% of the

schools male teachers are more than female teachers. But there is no school where only male teachers are engaged. We find that in 16% of the schools male teachers are totally absent. This shows that teaching in a school seems to be considered as a profession that is dominated by women.

These schools employ both part time and full time teachers. However part time teachers are not many in number. They formed only 6 per cent of the total teaching staff. It has been observed that most of the part time teachers are either housewives or college going students. The full time teachers are more in number. They formed 94 per cent of the total number of teachers.

The teachers in these schools are from different backgrounds and also with different qualifications and experiences. A qualificationwise break up of teachers shows that about 20 per cent of the teachers is constituted by matriculates. We find that in most of the schools primary section teachers are matriculates who take up teaching either as a hobby or for self-support in their college studies. Most of them are found to be college going boys and girls who join either morning or night shifts in different colleges and spend their day in earning to keep them going.

As indicated in the given table and diagram, the study reveals that a maximum number of teachers are graduates forming 54 per cent of the total teachers.

The survey also reveals that, surprisingly, even after post-graduate studies, many youngsters go to teach in these private schools due to want of better opportunities and prospects for employment. We find that about 26 per cent of the total teachers are post-graduates.

Those who have taken up teaching in these private schools can be broadly classified into the following categories:

i) Those who take up teaching as a stop gap or as a stepping stone for a more gainful job.

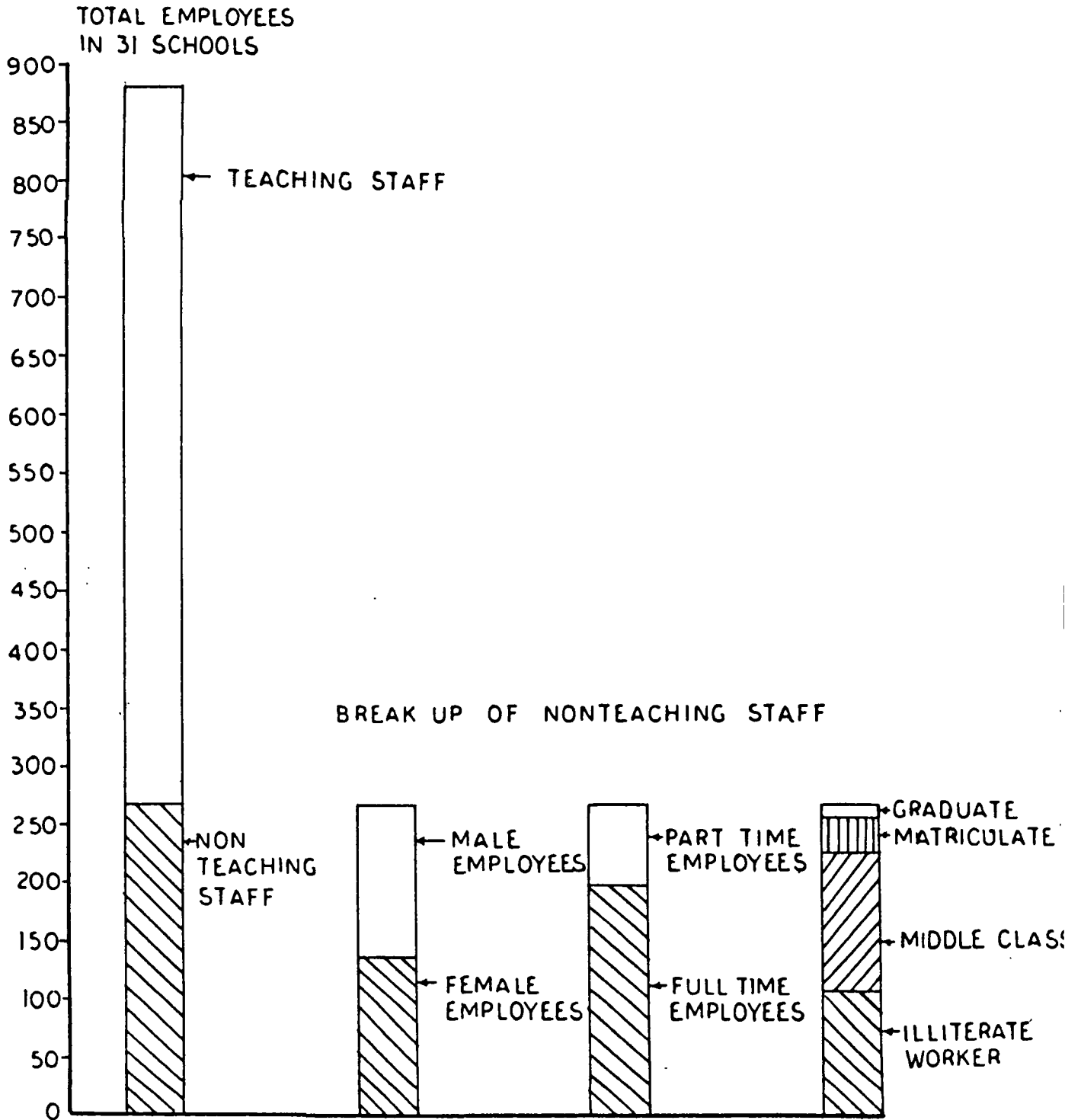
ii) Those who opt for teaching simply because they are unfit for any other job; and

iii) The last group are those who enter teaching line with a sense of mission.

A personal discussion with some of the graduate teachers revealed that most of them have taken up this job just to keep them occupied and widen their horizon and circle of friends.

And some other lady teachers who love to deal with children reported that they took up teaching as a hobby and

DIAGRAM 52 NON-TEACHING STAFF



not with the purpose to meet any financial need. Of course they did not deny that their earnings did supplement their respective family income.

But on the other hand, the post-graduate teachers admitted that they have taken up teaching as a temporary job, as they look for better employment opportunities. The survey shows that most of the teachers who render their service for a fairly long time and permanently, belong to the graduate group.

ii) Non-Teaching Staff

Though teachers constitute the largest share of manpower input into the educational process, the share of other labour inputs to attend to other non-teaching works are considerably large in number. In other words the establishment of private schools not only provides employment opportunity to the educated youth but also to the illiterate and semi-educated people too.

As indicated in the table 5.2 and diagram 5.2, in all 268 are employed in non-teaching work in 31 schools. In average 9 persons are employed in a school for non-teaching works.

A sex-wise break up of non-teaching staff shows that unlike the case of teaching staff, there is not much

difference in the number of male and female employees in this section. As it may be observed from table 5.2, 49 per cent are male and 51 per cent of the non-teaching staff is constituted by female employees.

The survey also reveals that, part time workers are more in number in non-teaching section than in the teaching staff. As shown in the table, 25 per cent of the non-teaching staff are part time employees and 75 per cent are engaged as full time workers.

Table 5.2

Break-up of Non-Teaching Staff

Total	Sexwise		Engagement-wise		Qualificationwise			
	Male	Female	Part time	Full time	Graduate	Matriculate	Middle Classes	Illiterate
268	131	137	68	200	8	33	119	108
Per-centage	48.88	51.12	25.37	74.63	2.99	12.31	44.40	40.30

The non-teaching staff is dominated by illiterates and semi-educated. For office/clerical works a handful of graduates and some matriculates are employed in these schools but not in large numbers. In this section graduates form 3 per cent of the total. And semi-educated who have had a few



years of schooling, constitute 45 per cent of the total non-teaching working population of these schools. And 40 per cent of the non-teaching staff are those who have never had opportunities to get introduced to the art of writing and reading.

b) Total Employees

Here if we combine both the sections that had been discussed in the preceding paragraphs we shall find the total employment opportunities offered by the private schools.

In all 881 are employed in 31 schools in teaching as well as non-teaching works. As shown in table 5.3, we find that 70 per cent of the total employees are engaged in teaching and the rest are in non-teaching works of the schools.

On an average about 28 educated and uneducated workers are employed in one school. In this combined section of the two, we find that 88 per cent are working full time and 12 per cent of them are working part time only. And 66 per cent of them are women and only 34 per cent of the total working population is formed by men.

A qualification-wise break up in this combined section shows that 39 per cent of the total employees are graduates and 18 per cent each is constituted by post-graduates and matriculates respectively. The semi-literates/middle

Table 5.3

Total Employees in 31 Schools

Total	Jobwise		Sexwise		Engagement-wise			Qualificationwise			
	Teaching	Non-Teaching	Male	Female	Part time	Full time	Post-Graduate	Graduate	Matri- culate	Middle Class	Illite- rate
881	613	268	303	578	105	776	158	41	155	119	108
Percentage	70	30	34	66	12	88	18	39	18	13	12

classes form 13 per cent of the total working population and 12 per cent of them are illiterate workers.

Here if we apply the average number of employees in 31 schools to all the located private schools in Shillong, the total number of employees in both teaching and non-teaching works would come up to more than fifteen hundred.

Now it is clear as to what extent, employment opportunities are created by the establishment of private schools in the town. As may have been observed, a good number of fresh graduates and post-graduates serve in these schools as they look out for better opportunities. Serving in these schools helps them meet their temporary financial needs. These schools not only benefit local people but many outsiders also find employment opportunities in this field. Shillong being the headquarters of many national institutions we find that a good number of government servants' wives find temporary part time as well as full time jobs. They earn in order to supplement and help meet their family cost of living apart from their husbands' earning.

#### Gross Income of Schools

We have already mentioned that more than 15 hundred employment opportunities are created by the establishment of private schools in Shillong. Now in this section let us

estimate the gross income of private schools. We find that the total flow of income in 31 schools amounts to Rs. 21.6 millions during a period <sup>of</sup> one year, which is the gross income of the schools from tuition and boarding fees. And if we estimate the gross income of 55 schools on the basis of the income of 31 schools the total flow in all the located private schools in Shillong amounts to more than 38 millions.

#### Income Generated by Schools

The establishment of private schools is found to have generated both direct and indirect income to many. We find that 31 schools generate a direct income to its employees amounting Rs. 73.6 lakhs, and an estimated income generated by 55 schools amounts to about 130 lakhs, in a year.

In an economy one's expenditure becomes another man's income. Hence we say that 55 private schools in Shillong generate both direct and indirect income of Rs. 38 millions in a year, assuming income multiplier to be at about 3.

Apart from the salary paid to their employees, the gross income of the schools forms income of someone or the other. A good share of this sum becomes the income to the grocers who supply food-stuff to these schools. Landlords would get their share of rent from this sum. And carpenters who are employed to make the necessary furniture and those

others who supply all the essential necessities to the schools would also draw some income from these schools. It is possible to find the amount of income generated to all these but that will require a study on expenditure pattern of schools and their employees which is beyond the scope of this study.

Apart from the fees they pay to the schools, the students basically need to spend a lot more for various other needs. Hence we may say that the income generated by the private schools and contribution to the economy of the town is much more than ~~100~~ millions which is being spent on different requirements by the students. But in this study we would not go into details of how much goes to whom and how much more income would the schools generate since it lies outside the scope of the present study.

However, we may say that, in general, commercial enterprises, who are dealing with stationery goods, foot-wears and other wears draw a good share of their income from the students numbering about 27 thousands in 55 schools.

#### Income Expenditure Account of the Schools

As the title of the study suggests, we take private schools as industries where necessary expenditures are incurred to draw a regular income from this enterprise.

Table 5.4AIncome-Expenditure Account of Schools Having Positive  
Balance

Sl. No.	School	Total Income	Total Expenditure	Balance
1	4	1132800	472800	660000
2	5	2488400	1191000	1297400
3	9	372000	329400	42600
4	11	1271640	1088700	182940
5	12	419040	148200	270840
6	13	284580	162000	122580
7	14	2931300	2220600	710700
8	15	324000	198600	125400
9	16	1272000	960600	311400
10	17	608000	463400	144600
11	18	1925400	1548000	377400
12	19	1290000	1070400	219600
13	20	82040	55400	26640
14	21	331200	192000	139200
15	22	684240	561000	123240
16	23	200400	164400	36000
17	24	643200	498600	144600
18	25	378800	335600	43200
19	26	1257600	1037400	220200
20	27	48000	30600	17400
21	29	562000	496600	65400

Table 5.4BIncome-Expenditure Account of Schools Showing  
a. Negative Balance

Sl. No.	School	Total Income	Total Expenditure	Balance
1	1	185820	693000	-507180
2	2	-	343200	-343200
3	3	468000	1281600	-813600
4	6	9000	160920	-151920
5	7	-	743520	-743520
6	8	1455000	1508400	-53400
7	10	297216	301200	-3984
8	28	282380	377600	-95220
9	30	142540	176050	-33510
10	31	204000	274500	-70500

Now in order to find out how many of these private schools are profited and how many are having a negative balance we tabulated their income-expenditure account as shown in table 5.4.

It may be noted that expenditure of the schools given in the table are estimated values. Table 5.4A shows that 21 schools are maintaining a positive balance in their income-expenditure account. And as it may be observed from table 5.4B, 10 schools are found to have an adverse or negative balance, which means they are running into a deficit.

In general private schools managed and owned by non-missionary entrepreneurs are profiteering in their venture to launch a school enterprise. As shown in the table, out of 21 schools that are maintaining a positive balance, 16 schools belong to non-missionary private entrepreneurs and 5 only are missionary-run schools.

However, this does not mean that all the non-missionary owned schools are maintaining a positive balance. Four out of ten showing a negative balance are non-missionary private schools. Except for one school, they are in their first or second year of running this enterprise. It may take them some years to recover and get a net return of their initial investment to establish their respective schools.

Six schools that are running a loss are missionary-run schools, which are either government aided or funded by some foreign missions. Those schools that are showing a negative balance are schools that have been established before the birth of Meghalaya state.

### Returns in Investment and Economic Profit

It would be inadequate to stop here at this point and say that all those schools showing a positive balance are profit making establishments. Hence we may find out if they are gaining a pure economic profit. By the term 'Economic Profit' we mean a rate of return that is greater than the returns from any other alternative investment.

It is a known fact that in order to establish an enterprise of any kind, the entrepreneur has to invest some capital for its establishment which could have been invested elsewhere too. Investment of capital can be of different types which brings forth short term, medium term and long term returns. In some enterprises the investment yields an instant return within a year or so. But in some other enterprises it involves a lot of risk since it is a long term investment project where they get a net return only after some years, depending upon the nature and type of investments. School enterprise is one that belongs to the later group, one cannot expect to get a net return of its investment within the first few years, of course, with an exception of a few

who are fortunate to manage well right from the start.

In order to find out how many of these schools have gained economic profit from this enterprise we made an enquiry about the initial amount of investment made to obtain the required information from 11 schools only.

As may have been observed from table 5.5, a handsome amount of capital has been invested for the establishment of these schools, which could have been invested in other fields that may fetch equal or higher rate of return.

In order to know if investment in schools is more paying and profitable than investment in other ventures we assume that their capital investment would bring 12% rate of return annually if invested in other ventures.

One may argue that such a rate of discount (12% per annum) is arbitrary. We admit, however, that a reasonable rate of discount could have been arrived at, had we been in a position to study the rate of return on investment in various possible enterprises. But such an attempt would be all out of the scope of the present dissertation. In view of this we have assumed that whether the investors in the school enterprise would have invested elsewhere or not is clearly manifested and revealed by their decision of not investing elsewhere. If we assume further that they

Table 5.5Returns in Investment

School	Amount invested	Interest Rate at 12%	Balance from Income-Expd. Account	Economic Profit
9	10000	1200	42600 (426%)	41400
12	800000	96000	270840 (34%)	174840
15	300000	36000	125400 (42%)	89400
18	100000	12000	377400 (377%)	365400
19	150000	18000	219600 (146%)	201600
25	30000	3600	43200 (144%)	39600
26	200000	24000	220200 (110%)	196200
27	50000	6000	17400 (35%)	11400
13	1200000	144000	122580 (10%)	-21420
2	400000	48000	-343200	
31	100000	12000	-705000	

did so rationally after imputing the possible rate of return from alternative enterprises, it is evident that the rate of return from school enterprise has been the highest. Then the only alternative left has been to invest in public sector that is well accounted by the rate of interest given on National Saving Certificate or any such thing. That suggests us to decide the rate of discount at 12% per annum.

It may be observed from table 5.5, in this study of returns from investment, we have divided them into three types; those who

- i) run into a gross loss
- ii) do not run a loss but get lesser than 12% rate of return, and
- iii) gain economic profit.

The table shows that school number 2 and 31 do not get any net monetary return from their investment. School No.2 would have fetched Rs. 48 thousand annually if invested elsewhere and received 12 per cent rate of return yearly. But instead shows a negative balance of Rs. 3.4 lakhs in a year. This is a mission managed but government aided school established in 1892. The deficit is met by the state government.

School No.31 is a non-missionary privately owned and managed school established in 1987. If this school had invested in some other ventures at 12% rate of interest, it would have acquired Rs. 12 thousand annually. But it unfortunately shows a negative balance of more than Rs. 70 thousand. A point may be noted here that the entrepreneur would not have taken the risk if there was not any prospect of recovering and profiting in the long run.

The second category of returns from investment, is the case of school number 13. It is a mission-owned school established in 1974. Though this school shows a positive balance in its income-expenditure account, it gets only 10 per cent net return from its investment. Had the mission invested in some other ventures at 12 per cent rate of interest, it would have gained 1.4 lakh in a year. But this school gets only 1.2 lakhs in a year from school enterprise, showing a negative economic profit amounting to Rs. 21 thousand in a year. Hence this school cannot be said to have profited in the real sense though it does not incur any loss.

The third category are those schools that gained a pure economic profit. Out of 11 schools, 8 belong to this group. And the table shows that the net return obtained from school enterprise by these 8 schools are much higher than 12

per cent per annum. It varies from 34% to 426%.

If we take the average net return of investment by these schools, it comes to 164% of net return in a year. Now if we may generalise the investment return of 11 schools it may be said that about 73% of the private schools in Shillong are pure profit making enterprises.

Excluding one missionary-run school, all other schools that had gained 164% (in average) return from investment are all non-missionary privately managed schools. The year of establishment of these schools ranges from 1966 to 1986.

Chapter-VI

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SUMMARY AND CONCLUSION

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Now before we close our writing it is thought imperative to present a summary of the research done. We may recall that in chapter I we introduced the problem taken up by us for study. The study has been an evaluation of the economic aspect as well as the structure and management of private schools in Shillong. We have justified the subject matter and area chosen for the purpose. We have also discussed the objectives, methodology and coverage of the study in that chapter.

For our study we have located 55 private schools in Shillong but obtained information from 31 schools only. 35% of these schools are run by different christian missions and 65% are owned by non-missionary private entrepreneurs. The schools studied have been established during the period 1892-1987.

In chapter II we presented a detailed expository description of the town and the inhabitants of the study area. It is mentioned that the distinctive feature of the society is marked by their matrilineal system. Shillong is well known for its scenic beauty and healthy climate. We also described that the growth of Shillong has largely been a result of the British administration. In fact, the temperate and healthy climate of Shillong together with its

beauty have a great role in the development of township of Shillong. The British chose the place for making it an administrative centre of the region majorly because of these reasons. Then the process is that of snow-balling. It grew into an educational centre of the region also mainly because of these reasons. One cannot deny that the administration, conversion of local people to christianity and educational development went on together.

In the third chapter we presented an account of the history of development of educational organisations in Shillong. We made a detailed study on the different factors that led to the growth of Shillong as a predominant educational centre of the region. In this part of the study we attributed the christian missionaries for having rendered their invaluable services for many long years towards the development of education as a part of their mission to christianise the people.

In Chapter IV we systematically analysed the structure of private schools in Shillong based on the data collected through questionnaire, and interview. We made a study on the proportionality relations among various constituents of the school system, viz. number of students, number of teachers, non-teaching staff, physical assets of

the school, etc. We discussed the nature and types of schools and the standard of education provided by these schools.

In this study we found that about 80% of the schools are located at the roadside. The total number of students admitted in 31 schools is 15256 with an estimated number of 27 thousand in 55 schools in 1987. On an average one school accomodates 492 students. About 16% of the students are boarders and 84% of the them are day scholars. The study revealed that co-educational system is in vogue. About 78% of the schools enrolled both boys and girls. Teaching constitutes 70% of the total employees. On an average 25 students are kept under one teacher. Sixty-one per cent of the schools maintain co-curricular activities of one kind or the other. A comparative study between salary of government teachers and private school teachers showed that there is a high difference between the two.

Taking into an account the cost of living in Shillong, one would not be surprised if we state that most of the teachers in the private schools here are working on the wage rates that are a little higher than the subsistence wage rate. We have not got enough information about the real wage rates of teachers in

private schools in other cities of India. But our conjecture is that their condition is much more abject - they are paid much less than their counterpart in Shillong. Whether this conjecture is true or false can be ascertained if we carry out a study on the private school industry in other towns also.

In chapter I we have appended a sketchy picture of private school industry in Patna. If the picture is truly and correctly sketched by the reporter we must be disgusted of the scandalous situation there. However, the picture that we have drawn in Shillong is not that ghastly. It might be so because Shillong is not yet overburdened by so much of unemployment as we observe in Patna, or because the two towns are located in two different types of socio-cultural and economic settings. The true reasons can be found out only after a detailed research.

In chapter V our main concern was to assess and evaluate the income and resource generating performance and the extent to which employment prospects are created by the private schools under study. Besides, we made a study on Income-Expenditure Accounts and Returns in Investment to find out schools that are gaining economic profit.

The total number of employment generated by 31 schools amounts to 881, on this basis we estimated the total number of employees in 55 schools to be 1500. We found that 70% are engaged in teaching and 88% are working full time. Sixty-six percent of them are women and 34% are men. On an average 28 persons are employed in one school.

A qualification-wise breakup showed that 39% of the total employees are graduates and 18% each is constituted by post-graduates and matriculates respectively. The semi-educated employees form 13%, and 12% of these are illiterate workers.

We found that the total flow of income from tuition and boarding fees in 31 schools amounts to 21.6 millions in a year; on which basis we estimated the total flow of income in 55 schools to be more than 38 millions. It has been estimated that 55 schools in Shillong generate both direct and indirect income amounting to more than 100 millions in a year.

In the Income-Expenditure Account of 31 schools, 21 schools maintained a positive balance, out of which 5 are mission schools and 16 are non-mission schools. Ten schools showed a negative balance out of

that 6 are mission schools and 4 are non-mission schools.

It has been found that out of 11 schools who provided enough data, 8 gained economic profit in their venture to undertake a school enterprise. The net return accrued varies from 34% to 426%. On an average the net return of 8 schools comes to 164% per annum.

Of these 8 schools, only one is a mission school and the rest are privately owned non-missionary-run schools.

Now if we may generalise the investment return of 11 schools, it may be said that about 73% of the private schools in Shillong are pure profit making enterprises. But it involves a lot of risk, hard work and rational management for its success. And their contribution towards the economy of the town by creating employment opportunities for many, generating income and resources, development of educational advancement of the town is not to be undermined.

#### Some Suggestions

The findings in chapter IV and V are suggestive of certain improvements that need to be made. Our main suggestions are :

To pre-plan the establishment of a school, starting with its location. A school needs to be located in

a healthy atmosphere with enough space for recreation of the children. And the school building need to be well-oriented to serve classroom purposes.

A very important suggestion that we want to put on record is that education must not be treated like any other commercial enterprise. Entrepreneurs who are competent, well qualified and responsible with a deep concern for the development of education should only venture out in this field.

Another important suggestion we like to make is that salary of teachers should be in line with government teachers so that private schools draw a well qualified teachers who would get the incentive to teach and remain at least for some years.

The importance of co-curricular activities must be stressed in all the schools.

Uniformity in the rate of fees and standard of education provided may be highly appreciated.

#### Need for Public Intervention

Some of the suggestions that we have made in the preceding section would amount to nothing more than

mere wishful thinking unless there is some public control on the private school industry in Shillong. It may, therefore, be suggested that there is a need for public intervention with regard to the eligibility of the entrepreneur to establish such private schools, salary paid to teachers and non-teaching staff, necessary criteria on building and other facilities before granting a sanction to establish a school, tuition fee and boarding fees charged to the students, and so on. But all these can be made functional only after the government resolves to bring private school industry into a formal sector. So long as the private school industry remains an informal sector, no control and regulation will practically be viable. We suggest, therefore that the state government should resolve to constitute a board or commission on the formalization of the private school industry in the state of Meghalaya and regulate this industry for a healthier development of the educational, economic and social system in the state. Further, since the private school industry is not limited to Shillong only - many towns of India have had this thriving industry - it would be worthwhile to formalise this industry in all states of India. Such an attempt of public control and regulation will help to improve the welfare of the society.

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