

ADMINISTRATION AND FINANCING OF
PRIMARY EDUCATION IN THE GARO HILLS
DISTRICTS OF MEGHALAYA

By
RUTH N. SANGMA
DEPARTMENT OF EDUCATION



THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT OF THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION
NORTH EASTERN HILL UNIVERSITY
SHILLONG
2004

YEHU LIBRARY
Ac : 102714 ✓
Ac : 9u
D: 29-8-07
CL: *[Signature]*
Sub: 1
Enter
Trans: 1 by

DS
372.120954164
SAN

THE NORTH EASTERN HILL UNIVERSITY

FEBRUARY, 2004

DECLARATION

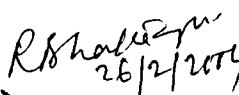
I, Ruth N. Sangma, hereby declare that the subject matter of this thesis entitled “Administration and Financing of Primary Education in the Garo Hills Districts of Meghalaya” is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge, to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the North Eastern Hill University for the degree of Doctor of Philosophy in Education.


(Ruth N. Sangma) 26/2/2004


(Head of Department) 26.2.2004

HEAD
Department of Education.
North Eastern Hill University
Shillong- 793022.


Dr. R. BHATTACHARJEE
(Supervisor)
Professor of Education,
N.E.H.U., Shillong

ACKNOWLEDGEMENTS

With immense pleasure, the investigator takes this privilege to express her heartfelt gratitude and indebtedness to her supervisor Prof. R. Bhattacharjee, Department of Education, North Eastern Hill University, Shillong, who meticulously supervised, encouraged and constantly guided her at every stage of her work without which the study would not have been in the present form. She is grateful for his fatherly care and guidance.

She is grateful to several Education Officers of the districts of the Garo Hills districts as well as the state, Heads and Assistant Teachers of Primary Schools for their kind co-operation and help in supplying the needful data.

She is immensely grateful and indebted to Mr. S. Isaias for his generous and enduring help, particularly in typing and printing the work without which the study would not have been successful.

She is thankful to the Librarian, Department of Education, NEHU for extending valuable help by providing necessary books and journals during her academic pursuit.

She is thankful to her brother, sisters, relatives and friends for their moral support and humble help in times of need.

She extends her deepest thanks and gratitude to her husband and children for their kind love and support, constant encouragement and inspiration throughout her academic pursuit.

Above all, she thanks and praises the Almighty God for loving and blessing her and enabling her to accomplish this study successfully.

Shillong

Dated 26th February 2004


(Ruth N. Sangma)

CONTENTS

	<i>Page no.</i>
ACKNOWLEDGEMENTS	ii
CONTENTS	iii
LIST OF TABLES	viii
CHAPTER I INTRODUCTION	1
1 1 A PROFILE OF MEGHALAYA	1
1 1 0 THE LAND	1
1 1 1 GEOGRAPHICAL CHARACTERISTICS	1
1 1 2 DEMOGRAPHIC FEATURES	2
1 1 3 ADMINISTRATIVE SET UP	3
1 1 4 OCCUPATION	4
1 2 SALIENT FEATURES OF GARO HILLS – THE AREA OF STUDY	5
1 2 1 THE PLACE	5
1 2 2 PHYSICAL FEATURE	6
1 2 3 TURA RANGE	6
1 2 4 ARBELLA RANGE	7
1 2 5 RANGGIRA RANGE	7
1 2 6 RIVER	7
1 2 7 CLIMATE	8
1 2 8 THE PEOPLE	8
1 2 9 PROPERTY AND INHERITANCE	9
1 2 10 RELIGION AND CASTE	10
1 2 11 OCCUPATION	10
1 2 12 ECONOMIC SCENARIO	11
1 2 13 CHANGE IN SOCIETY	11
1 3 SET UP OF PRIMARY EDUCATION IN GARO HILLS	12
1 4 NEED AND IMPORTANCE OF THE STUDY	14
1 5 STATEMENT OF THE PROBLEM	15
1 6 DEFINITION OF THE TERMS USED IN THE PRESENT STUDY	15

1.7	OBJECTIVES OF THE STUDY.....	17
1.8	DELIMITATION OF THE STUDY.....	17
CHAPTER II REVIEW OF RELATED LITERATURE.....		19
2.0	INTRODUCTION.....	19
2.1	STUDIES IN INDIA.....	19
2.2	STUDIES ABROAD.....	56
2.3	CONCLUDING REMARKS.....	58
CHAPTER III METHODOLOGY.....		59
3.0	INTRODUCTION.....	59
3.1	POPULATION.....	59
3.1.1	SAMPLE.....	61
3.1.2	SOURCES OF DATA.....	62
3.2	DEVELOPMENT OF TOOLS.....	62
3.2.1	CONSTRUCTION OF QUESTIONNAIRES.....	63
3.2.2	CONSTRUCTION OF INTERVIEW SCHEDULE.....	64
3.3	DATA COLLECTION.....	65
3.4	ANALYSIS OF DATA.....	66
CHAPTER IV EDUCATION IN GARO HILLS BEFORE INDEPENDENCE		67
4.0	ORIGIN AND DEVELOPMENT OF EDUCATION DURING THE 19TH CENTURY.....	67
4.1	DEVELOPMENT OF EDUCATION DURING THE 20 TH CENTURY.....	74
4.1.1	TRANSFER OF MISSION SCHOOLS TO GOVERNMENT.....	78
CHAPTER V ANALYSIS AND INTERPRETATION OF DATA.....		82
5.0	INTRODUCTION.....	82
5.1	ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM THE HEADS OF PRIMARY SCHOOLS....	82
5.1.1	QUALIFICATION OF THE HEAD TEACHERS OF PRIMARY SCHOOLS.....	83
5.1.2	QUALIFICATION OF HEAD TEACHERS SERVING IN URBAN AND SEMI URBAN AND RURAL AREAS.....	83
5.1.3	SCHOOL BUILDING.....	84
5.1.4	PROVISION OF SEPARATE ROOMS IN THE SCHOOLS.....	84
5.1.5	CLASSROOM FACILITIES.....	85

5.1.6	LIBRARY FACILITIES IN PRIMARY.....	86
5.1.7	PLAYGROUND FACILITIES.....	86
5.1.8	ORGANISATION OF GAMES AND SPORTS IN THE SCHOOL	86
5.1.9	PROVISION OF CO-CURRICULAR ACTIVITIES.....	86
5.1.10	PROVISION OF DRINKING WATER.....	86
5.1.11	PROVISION OF SANITATION.....	87
5.1.12	PROVISION OF MEDICAL CHECK UP.....	88
5.1.13	PROVISION OF HOSTEL FACILITIES.....	88
5.1.14	FRAMING THE PRIMARY SCHOOL CURRICULUM.....	89
5.1.15	VIEWS ON EXISTING PRIMARY SCHOOL CURRICULUM	89
5.1.16	DEFECTS OF THE EXISTING CURRICULUM.....	89
5.1.17	PRESCRIPTION OF TEXT BOOKS.....	90
5.1.18	USE OF METHODS OF TEACHING.....	90
5.1.19	USE OF TEACHING AIDS.....	91
5.1.20	SUPERVISION IN TEACHING BY THE HEAD TEACHERS OF PRIMARY SCHOOLS.....	91
5.1.21	PERMITTING TEACHERS TO ATTEND WORKSHOP/SEMINAR ON EXAMINATION REFORMS.....	92
5.1.22	RECRUITMENT OF HEAD TEACHERS.....	92
5.1.23	VARIOUS FACILITIES ENJOYED BY HEAD TEACHERS.....	93
5.1.24	DEPUTATION OF HEADS TO TRAINING.....	93
5.1.25	ADVANCE INFORMATION REGARDING INSPECTION.....	94
5.1.26	SCHOOL MANAGEMENT.....	95
5.1.27	FINANCIAL SOURCES FOR THE SCHOOL.....	95
5.1.28	TYPES OF FINANCIAL ASSISTANCE GIVEN TO THE PRIMARY SCHOOLS.....	96
5.1.29	GETTING FINANCIAL ASSISTANCE IN TIME.....	97
5.1.30	THE SCHOOL RECORDS.....	97
5.1.31	JOB SATISFACTION.....	97
5.1.32	PHYSICAL EDUCATION.....	98
5.1.33	SOCIALLY USEFUL PRODUCTIVE WORK.....	98
5.1.34	PROBLEMS AS PERCEIVED BY THE HEAD TEACHERS OF PRIMARY SCHOOLS.....	98

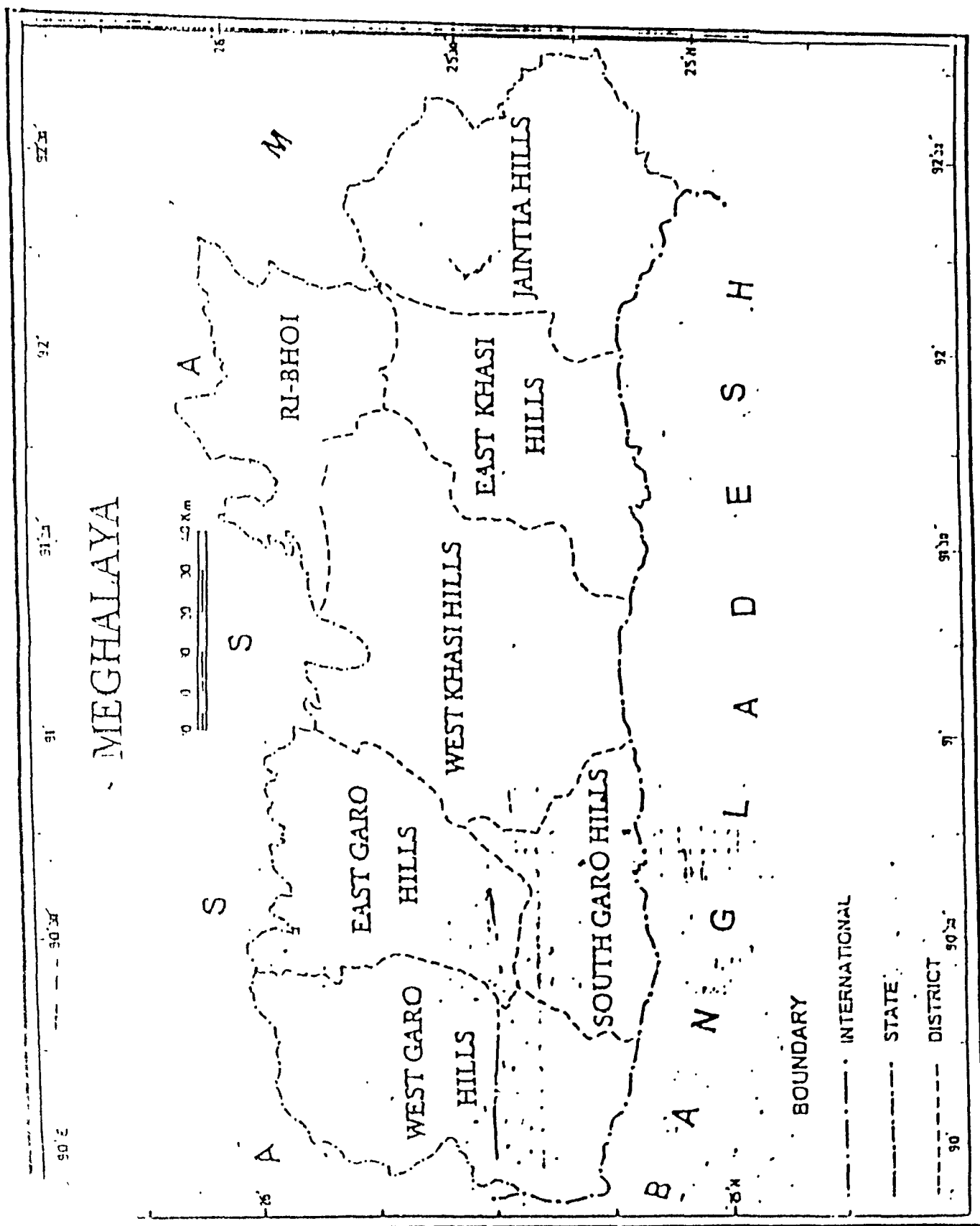
5.2	ANALYSIS OF DATA COLLECTED FROM ASSISTANT TEACHERS.....	99
5.2.1	TEACHERS' QUALIFICATION.....	100
5.2.2	TEACHING EXPERIENCE.....	100
5.2.3	PARTICIPATION IN IN-SERVICE TEACHERS' TRAINING....	100
5.2.4	WORKLOAD OF PRIMARY SCHOOL TEACHERS.....	101
5.2.5	PERIOD LOAD OF TEACHERS PER WEEK.....	101
5.2.6	EXTRA COACHING CLASSES.....	102
5.2.7	TEACHERS' REACTION TO THE PRESENT CURRICULUM..	103
5.2.8	SUITABILITY OF PRESCRIBED TEXTBOOKS.....	103
5.2.9	METHOD OF TEACHING USED.....	104
5.2.10	DIFFICULT SUBJECT FOR STUDENTS.....	104
5.2.11	TEACHING AIDS.....	104
5.2.12	SUPERVISION OF THE WORK OF THE TEACHERS BY THE HEAD TEACHERS	104
5.2.13	JOB SATISFACTION OF TEACHERS.....	105
5.2.14	REASONS FOR DISSATISFACTION GIVEN BY THE CONCERNED TEACHERS.....	105
5.2.15	PARTICIPATION IN THE SCHOOL ACTIVITIES.....	105
5.2.16	RECRUITMENT OF TEACHERS.....	106
5.2.17	REACTION OF THE ASSISTANT TEACHERS TO THE PRESENT SYSTEM OF RECRUITMENT.....	106
5.2.18	STEPS SUGGESTED FOR IMPROVING SERVICE CONDITIONS OF TEACHERS.....	106
5.2.19	DIFFERENT TYPES OF LEAVE ENTITLED TO THE PRIMARY SCHOOL TEACHERS.....	107
5.2.20	TEACHERS' ASSOCIATION OR TEACHERS' UNION.....	107
5.2.21	RATE OF SCHOOL DROPOUTS.....	107
5.2.22	TRYING OUT INNOVATIVE IDEAS BY THE TEACHERS....	108
5.2.23	DESCRIPTION OF INNOVATIVE PRACTICES.....	109
5.2.24	PROBLEMS OF PRIMARY EDUCATION AS PERCEIVED BY THE TEACHERS.....	109
5.2.25	STANDARD OF PRIMARY EDUCATION IN GARO HILLS....	109
5.2.26	THE OTHER BENEFITS OF SERVICE OF TEACHERS.....	110

5.2.27	SPECIFIC PROBLEMS FACED BY THE TEACHERS.....	110
5.2.28	SUGGESTIONS, PLAN OR PROPOSALS GIVEN BY PRIMARY SCHOOL TEACHERS.....	111
CHAPTER VI FINDINGS OF THE STUDY AND SUGGESTIONS.....		113
6.0	INTRODUCTION.....	113
6.1	DEVELOPMENT OF PRIMARY EDUCATION.....	113
6.2	OTHER FINDINGS.....	119
6.2.1	ADMINISTRATION OF PRIMARY EDUCATION.....	119
6.2.2	FINANCING OF PRIMARY EDUCATION.....	125
6.3	PROBLEMS OF PRIMARY EDUCATION.....	127
6.3.1	CURRICULAR ASPECTS.....	127
6.3.2	ORGANISATIONAL ASPECTS.....	130
6.3.3	FINANCIAL ASPECTS.....	132
6.4	ROLE PLAYED BY VOLUNTARY ORGANISATION.....	133
6.5	SUGGESTIONS FOR IMPROVING PRIMARY EDUCATION...	133
6.6	SUGGESTIONS FOR FUTURE RESEARCHERS.....	136
APPENDIX - A LIST OF PRIMARY SCHOOLS INCLUDED IN THE SAMPLE WITH THEIR MANAGEMENT.....		138
APPENDIX - B QUESTIONNAIRE FOR HEADMASTER/ HEADMISTRESS OF PRIMARY SCHOOL		151
APPENDIX – C QUESTIONNAIRES FOR THE PRIMARY SCHOOL TEACHERS		167
BIBLIOGRAPHY		179
CANDIDATE’S BRIEF BIO - DATA.....		187

LIST OF TABLES

Table Nos.	Table Caption	Page No.
1.0.1	: The District-wise Population of Meghalaya, 2001	3
1.0.2	: No. of Primary Schools and Teachers in the Garo Hills Districts	14
3.0.1	: The number of primary schools according to the subdivisions are given below	60
3.0.2	: Number of Teachers (Heads and Assistant Teachers)	61
5.1.1	: Qualification of Primary School Heads	83
5.1.2	: Qualification of heads serving in urban, semi urban and rural schools	83
5.1.3	: Provision of separate rooms in the Primary School	85
5.1.4	: Provision of drinking water	87
5.1.5	: Provision of Sanitation	87
5.1.6	: Provision of medical check up	88
5.1.7	: Provision of hostel facilities	88
5.1.8	: Views on the existing Primary School Curriculum	89
5.1.9	: Defects of the existing curriculum	90
5.1.10	: Use of methods of teaching	90
5.1.11	: Use of Teaching Aids	91
5.1.12	: Supervision in teaching by head teachers	92
5.1.13	: Recruitment of Head Teachers	93
5.1.14	: Deputation of Heads to Training	94

5.1.15	:	Advance information regarding inspection	94
5.1.16	:	Financial sources of the Schools	95
5.1.17	:	Types of financial assistance	96
5.2.1	:	Teachers' Qualification	100
5.2.2	:	Participation in in-service teachers' training	100
5.2.3	:	Subject Load of Teachers	101
5.2.4	:	Period load of teachers per week	102
5.2.5	:	Extra Coaching Classes	102
5.2.6	:	Suitability of prescribed textbooks	103
5.2.7	:	Method of Teaching used	104
5.2.8	:	Job satisfaction of Teachers	105
5.2.9	:	Teachers reaction to the present system of recruitment	106
5.2.10	:	Steps suggested for improving service conditions of teachers	107
5.2.11	:	Opinion on the rate of school dropouts	108
5.2.12	:	Trying out innovative Ideas by the teachers	108
5.2.13	:	Description of innovative practices	109



CHAPTER – I
INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 A PROFILE OF MEGHALAYA

1.1.0 THE LAND

Meghalaya, a narrow strip of land with an area of 22,429 sq. km. is strategically located in the north-eastern region of the country. One of the smallest states in India, it is bounded by Assam in the north and east and has the international boundary with the neighbouring country of Bangladesh in the south and west. In 1970 Meghalaya first attained its independent identity, within the state of Assam. At that time it comprised two of the hill districts of Assam, namely the United Khasi and Jaintia Hills and the Garo Hills, with district headquarters at Shillong and Tura respectively. In January, 1972 it attained full statehood by the North – Eastern Areas (Reorganisation) Act.

1.1.1 GEOGRAPHICAL CHARACTERISTICS

Meghalaya literally means “The abode of Clouds”. It lies between 25° 47' North and 20° 10' North Latitude and between 89° 47' East Longitudes. Meghalaya consists predominantly of mountainous terrain with narrow valleys in between and strips of plains in the south-west and north, skirting Bangladesh. The area may be broadly divided into (a) the central plateau between the altitude of 900 to 2,000 metres; (b) sub-mountainous region below 900 metres, which merges gradually with the plains in the west and north; (c) the foothill region, stretching southwards from the central plateau to the plains in Assam and Bangladesh.

About 37 percent is covered by forests. The most important trees found in these forests are Sal, Nahan, Champa, Gomani and Bamboos. Besides pine and other trees are also found in the temperate forests are willow, Birch, Magnolia, Oak and Beech. Medicinal plants and orchids are widely distributed in the state.

Wild life abounds in the forests of Meghalaya. Elephants are found both in the Garo Hills and Jaintia Hills. Other animals like the tigers, leopards, sambar, deers and the golden cats are found in various parts of the state.

The state is rich in natural resources, particularly minerals like sillimanite, limestone, coal, dolomite, fire clay, felspar, quartz and glass sand. Ninety five percent of India's total output of sillimanite is produced in Sonapahar in the Khasi Hills district. This deposit reported to contain the world's best sillimanite.

The climate is sub-tropical at medium altitude with tropical influence in the low altitudes of the southern and western sides of the state. The central plateau has a temperate climate. Rainfall is, generally, high ranging between 2,000 to 5,000 mm. The Cherrapunji – Mawsynram belt in the southern slope of the Khasi Hills is reputed to have the heaviest annual rainfall in the world, however, this rainfall is scanty in the dry winter months from November to February.

1.1.2 DEMOGRAPHIC FEATURES

The population of Meghalaya, according to the census of 2001, is 23,06,069. The district-wise details of the state's population is shown in table 1.0.1.

There are various religious groups in Meghalaya following Christianity, Hinduism, Islam, Sikhism, Buddhism and some form of tribal religion. The majority of the population, however, practices Christianity.

The scheduled tribes constitute approximately 85 percent of the total population. The main three scheduled tribes – the Khasis, the Jaintias and the Garos speak different dialects which are recognised by the state government. The official language of the state is English which serves as the lingua franca for the various language groups. Khasi and Garo, however, are the main languages spoken in Meghalaya. The other languages commonly spoken in the state include Bengali, Gorkhali, Nepali, Hindi, Assamese, Koch, Rabha, Mikir, etc.

Table 1.0.1 The District-wise Population of Meghalaya, 2001

District-wise Population of Meghalaya	Year 2001	Male	Female
Jaintia Hills	295 7	149 4	146 3
East Khasi Hills	661 0	333 2	327 8
Ri-Bhoi District	192 8	99 3	93 5
West Khasi Hills	294 1	149 2	144 9
East Garo Hills	247 5	126 3	121 2
West Garo Hills	515 8	259 4	256 4
South Garo Hills	99 1	51 0	48 1

Source Meghalaya Statistical Handbook 2002, Directorate of Economics and Statistics, Government of Meghalaya

1.1.3 ADMINISTRATIVE SET UP

After the attainment of statehood, during the initial years, in 1972, the state consisted of two districts, three sub-divisions and twenty-four community development blocks. Subsequently, for effective administration, the state was divided into five districts. With the creation of the districts of Ri-Bhoi and South Garo Hills in

1991, the total number of districts rose to seven. The districts are further divided into sub-divisions for effective, decentralised administration.

Shillong, the capital of Meghalaya, is located in the East Khasi Hills district. Meghalaya has 12 towns, the largest number of towns is in the East Khasi Hills district. West Garo Hills district has the largest number of villages with a total of 2,064 villages.

A unique feature of the administrative set-up in the state is the three Autonomous District Councils (ADC) of the Khasi Hills, the Garo Hills and the Jaintia Hills. These are local bodies which have been set up under the provision of the Sixth Schedule of the Indian Constitution, and firstly, have their own legislative power to look after the welfare and interest of the tribals and secondly, they preserve their cultural and legal traditions. According to the Constitutional provisions, the ADCs are empowered to (a) make laws in certain subjects including primary education, (b) raise revenue, (c) impose/collect taxes, and (d) regulate/control trading within their respective jurisdiction.

1.1.4 OCCUPATION

More than 85 % of the people live in the villages and depend on agriculture for their livelihood. The area available for cultivation is however, limited to about 8 % only of the total geographical area. The food crops cultivated are rice, wheat, maize, millets, etc. Commercial crops like potato, oil seeds, cotton and sugarcane are also cultivated. Meghalaya is renowned for horticultural crops like orange, pine-apples, banana and acenut. The turmeric of the state is famous for its quality.

Besides agriculture, the people are also engaged in animal husbandry, fishing and poultry farming. Though rich in mineral resources only a small percentage of the population is engaged in industries as the state is industrially backward.

1.2 SALIENT FEATURES OF GARO HILLS – THE AREA OF STUDY :

1.2.1 THE PLACE

The Garo Hills Civil districts of Meghalaya comprise a tract of about 9,689 sq km lying between 89° 49' and 91° 2' East longitude and 25° 9' and 26° 1' North latitude. It is bordered in the east by West Khasi Hills, in the north by Goalpara district of Assam, in the west by Assam and partly by Bangladesh and in the south by the plains of Bangladesh. The whole region forms a sort of undulating plateau with plenty of flat lands and valleys with altitude varying from 100 – 1400 metre above sea level, Nokrek being the highest point, i.e. 1418 metre.

Until the 22nd October 1976, the area comprising the Garo Hills constituted a single administrative district with its capital at Tura. But later on the district was bifurcated into two districts in October 1979. These districts have as in 1982 the following sub-divisions (with dates of creation in brackets)

West Garo Hills	1	Baghmara Sub-division (December 1976)
	2	Dadengre Sub-division (August 1982)
	3	Ampati Sub-division (October 1982)
East Garo Hills	1	Resu-Belpara Sub-division (April 1982)

In 1992, South Garo Hills District had been created with its headquarter at Baghmara.

According to 2001 census, the population of the Garo Hills is 8,62,473 and has 90.41 % of the population living in the rural areas depending on agriculture as its livelihood.

1.2.2 PHYSICAL FEATURE

There are three important mountain ranges in three districts of Garo Hills. These are described below.

1.2.3 TURA RANGE:

This is one of the most important mountain ranges in the West Garo Hills. There are many mountain peaks located in this range. One of the mountain peaks is the Tura peak. The height of this peak is 873 metres. It is located on the south of Tura Town Hills. The distance is 5.64 kilometres from the town which has a lovely path climbing to the peak. This peak is popular for its beauty and pleasant location.

Another peak is called Nokrek peak. The height of this peak is 1,418 metres. It is also located far east of Tura Town and it is famous because of its height. This is the highest peak in the districts. There is no habitation around this peak. The state government has preserved the whole mountain range as a citrus sanctuary, as unusual citrus fruit is available in this region; local people call it “Me.mang Narang”.

Chitlang peak is the second highest peak in the whole district. The height is 1,029 metres. This peak is locally called Waimong. ‘Wai’ means god and ‘mong’ means very big. So this peak is the place of the Great God.

Balpakram Hills is adjacent to the Chitlang Peak. Its height is 863 metres. This hilly area, situated in the south eastern corner of West Garo Hills is about 200 sq

km in extent with a maximum elevation of 1,206 metres. The deep gorge that cuts into the plateau forms a natural channel for strong winds blowing in regularly from the south, hence the name 'Balpakram' which means "blowing across". Balpakram plateau has several salt – licks and for this reason it is infested with wild animals of all kinds, mostly elephant which discourage human habitation by destroying cultivations and dwelling houses. A wild life sanctuary has been set up in this area by the Government of Meghalaya to ensure the preservation of several species of wild animals.

1.2.4 ARBELLA RANGE:

Arbella peak is 999 metres high. It lies on the northern side of Asannanggre village on the Tura Gauhati Road. The name of this peak is Sonabal. Most of the peaks of this mountain range fall in the East Garo Hills district.

1.2.5 RANGGIRA RANGE:

This mountain range lies on the western fringe of the district and ends in the Halliday-ganj village. The height of this peak is 673 metres. Some of the peaks of this mountain range are Haslong which is 1,025 metres high and located near Rongjeng in East Garo Hills district.

1.2.6 RIVER:

The principal river is the Someswari which the Garos call Simsang. It rises in the north of the Tura Town and falls into the Kangsa river in Mymensing. Other important rivers flowing towards the south and falling into Bangladesh are the Bugai, Nitri and Maheshkali while from the northern side of the watershed the Krishnai, Dudhrai, Ildek, Jinjiram and other small rivers fall into the Brahmaputra.

The western parts of the district are flanked by large marshes which are based as Fisheries as well as by the permanent cultivable lands. On the whole, the general appearance of the district is wild but picturesque.

1.2.7 CLIMATE

Among the constituent units of the state of Meghalaya, the Garo Hills are of comparatively low elevation. The climate is accordingly much warmer than in the Khasi and Jaintia Hills. Rainfall though inclined to be as heavy as 826.00 mm in June month, is also much less than in the other districts to the east. The hills are occasionally visited by destructive storms but these are happenings of rare frequency.

1.2.8 THE PEOPLE:

A great majority of the people of the districts are the Garos who constituted one of the major original inhabitants of the districts. Other original inhabitants of the districts are the Rabhas, Hajongs, Kochs, Rajbansis, Dalus, Meches and the Kacharis.

The Garos are the stock known as the Tibeto - Burman, which drifted into Eastern India and Burma across the Plateau of Tibet. Their language still remains some similarity with Tibetan; and some of their ideas, such as sentimental value they attach to gongs, are identical with those prevailing in Tibetan villages. The Garos entered the Garo Hills from different directions and settled down in different regions for centuries. These isolated settlements resulted, in the long run, in the evolution of certain regional linguistic and cultural variations amongst them. Thus in accordance with these linguistic and cultural differences, the Garos are divided into eleven groups, namely, the A.kawes, the Chisaks, the Duals, the Matchis, the Matabengs, the Chiboks, the Rugas, the Garos or Gangchings, the Atongs and the Me.gams. But however, today, with the progress in education, transport and communication, these

original differences are fast disappearing. The Educated Garos today like to call themselves only as “A.Chik” (a Garo word by which they call themselves) and not by those divisional names.

In complexion the Garos are not very dark, and they possess the Mongolian type of feature in a more marked degree. As a people, the Garos, both men and women, are short, the former averaging 5 ft. 1 ½ inch and the latter 4 ft. 10 inch. In build they are rather lean and winy than stoutly made, and a fat man is quite a rarity.

1.2.9 PROPERTY AND INHERITANCE:

Garo society is matrilineal, and inheritance is through the mother. All children, as soon as they are born, belong to their mother’s ma.chong (clan), whence Dalton’s term “Motherhood”. In the matrilineal society of the Garos, property passes from mother to daughter. Although the sons belong to the mother’s ma.chong (clan), they cannot inherit any portion of the maternal property. Indeed, males cannot in theory hold property other than that acquired through their exertions. Even this will pass on to their children through their children’s mother after they marry. Among the Garos any of the daughters even the eldest, if there are many, may be chosen as the nokna or heiress, having proved her fitness to occupy this privileged position by her dutifulness to her parents. In case there are no daughters, the family can adopt any other girl, usually one having the closest blood relationship to the adoptive mother, first preference being given to one of the “non-heir” daughters of the woman’s sisters, who are of course, among the closest female relations a woman can have.

Inheritance of property among the Garos is generally linked with matrimonial relations, and although men may have no property to pass on, they have an important say in deciding to whom it should pass. If the heiress (nokna) is unmarried, as she

often is sense selection generally takes place before she gets married, the father will try to get a young man from his own lineage, commonly the son of his own sister, as the husband of the heiress. Such cross cousin marriages are common. The nephew thus becomes in a sense the co-heir (a.kim) with his prospective bride, and the father's ma.chong (clan) retains the right to control over his wife's property. Of course, he cannot sell it or dispose of it but he has every right to make full use of it.

1.2.10 RELIGION AND CASTE

Christianity is largely confined to the Garos. It can indeed be stated that the vast majority of Garos profess only two beliefs that is, they are either Christian or Songsarek, the indigenous faith of the Garos, which in the local tongue is known as Songsanek.

Garos society is entirely casteless.

1.2.11 OCCUPATION

Agriculture is the main occupation of the Garos. Much of the Garo Hills consist of hilly areas, plain areas being found only in the outer fringe bordering Goalpara district in the north – west and Bangladesh in the south - west and south.

Wet rice cultivation is practical in the plain areas while in hills, the population practice jhum or shifting cultivation. Cereals like maize and millets are sown. Rice is of course their staple cereal food. Besides food crops, cash crops like cotton are grown in many parts of the Garo Hills. Jute and Mesta continue to occupy a leading position among cash crops. More recently, coffee and rubber have also been introduced as the more important of new cash crops.

1.2.12 ECONOMIC SCENARIO

Since independence, various schemes have been adopted by the central and local governments for economic development. The district council was created under the Sixth Schedule of the Constitution of India to preserve the traditional way of life of the people, to protect them from exploitation by others and to make them leaders of their own progress. The tribal development blocks came into existence to ensure speedy development. Incentives provided by cash crops and efforts made to popularize terrace cultivation have yielded some results. The communication bottleneck, soil erosion and loss of fertility are however, among the problems retarding prosperous economic growth.

The occupational mobility is a noticeable phenomenon. The literacy rate is on increase and the educated gentry is involved in professions other than traditional agriculture. The multi-tier democratic political system has converted many into whole timers in politics. The growth of population and markets inspired many to set themselves in business. Poultry, dairy farming and bee-keeping are also practiced.

1.2.13 CHANGE IN SOCIETY

There is distinction between life in the rural areas and in the urban areas. The acceleration of development work in recent years, particularly after 1950, has contributed greatly to the material progress of the people everywhere, though the impact has naturally been greater in the town areas. The rapid spread of education has inevitably brought about a change in the vocational pattern, with many young people turning away from agriculture and taking up other types of work, either with government or in business undertakings. The trend is bound to have an effect on village cohesion in the foreseeable future.

In short, the Garos today face the same challenges that tribal communities elsewhere have to face, but in spite of the rapid shift of influence to the urban elite, the backbone of the tribe is still the rural population and many of the rural folk are shrewd enough to appreciate what is best for them. This fact may help to balance the swing from one extreme to another – from a generally conservative form of society to an ultra – modern one.

1.3 SET UP OF PRIMARY EDUCATION IN GARO HILLS

The first school was established during 1826 to 1829 with the efforts of an Englishman – David Scott, at a small British outpost in the Garo Hills. In the next few years, more schools were set up for the Garos with the sole intention of reforming their fierce habits rather than that of educating them.

Gradually, with the arrival of the American Baptist Mission in the Garo area, the entire educational enterprise was handed over to them along with some financial aids. They were also given the liberty to run the institutions as they wished, despite the fact that their main objective was proselytisation.

Between 1911 and 1951, education in this district made slight though still insufficient progress. According to the 1951 census, the percentage of literacy in this district was 7.3 % compared to the All India average of 16 %. An upward trend was apparent after independence, the most remarkable progress achieved being in the field of Primary Education. As a result, literacy spread at a faster rate than in the plains, during the 1951 – 1961 decade.

The increase in literacy has been due to the rapid increase in the number of educational institutions.

The state since inception in 1972 has witnessed a great deal of increase in the number of institutions and students. It is time that education serves its very important purpose to meet the overall requirement in those vital fields in particular. Therefore, the concepts, principles, techniques and methods of education have their foremost importance. There has been a tremendous increase of primary institutions, especially after the Assam State Government had handed over the primary education in the Districts to the three Autonomous District Councils of the State. Consequently there was also an increase of the higher institutions of learning.

The formal transfer of primary education to the Autonomous District Councils, along with the modalities and conditions of such transfer was initiated by the then government of Assam in August, 1958. This transfer to the Garo and Khasi Hills District Councils took effect in the early 1960s; in the Jaintia Hills District Council it took effect in 1967. The various conditions, specified by the Assam Government during this transfer, may be categorised into six broad areas like: (a) finance; (b) staff; (c) teachers' training; (d) inspecting staff; (e) curriculum and text books; and (f) buildings, furniture and equipment.

The State Government was to provide finance for the expenditure incurred on: (a) the maintenance of lower primary schools; (b) the grants-in-aid to the lower primary schools; and (c) the councils to improve primary education, as funds may permit. The district councils were to provide, from their own resources, the excess expenditure incurred by them for the proper maintenance and expansion of primary education in their own jurisdiction.

The progress of primary education under the management of the three district councils may be classified under two distinct time periods: firstly, the period when these areas were a part of erstwhile Assam, that is, up to 1972 and secondly, the

period under the state government of the independent state of Meghalaya which varies for the three ADCs and is 1972 – 80 in the case of Garo Hills. During 1961 – 72 the growth of primary education was slow but steady. There was a rapid progress in 1972 when Meghalaya, carved out of the erstwhile state of Assam, attained the status of an independent state¹

The table 1.0.2 shows the number of Primary Schools and Teachers in the Autonomous District Councils (1980 and 1990-91) in Garo Hills District

Table 1.0.2 No. of Primary Schools and Teachers in the Garo Hills Districts

ADC	No. of Schools		No. of Teachers		
	1980	1990-91	1960-61	1980	1990-91
Garo Hills Districts	1588	1628	312	2253	3020

Source Educational Administration in Meghalaya, Structures, Processes and Future Prospects by Srilekha Majumdar, Torist Mark, Niepa-Vikas Publishing House Pvt. Ltd

1.4 NEED AND IMPORTANCE OF THE STUDY:

Primary education provides foundation to children for higher education and therefore primary stage of education is a very important stage. In the opinion of the present investigation, education at the primary level in the three districts of Garo Hills is far from satisfactory. Some of the reasons for this state of affairs are dearth of adequate number of teachers in the schools, lack of infrastructure facilities, lack of communication particularly in the rural areas due to the existence of large scale terrain, non-availability of adequate funds for primary education, absence of regular inspection of the schools by the staff, high rate of dropouts at the primary stage, etc

¹ Hamlet Bareh, Progress of Education in Meghalaya, First Cosmo Edition, 1996, Published by Mrs. Rani Kapoor, Cosmo Publications for Genesis Publishing Pvt., Limited, 24-B, Assam Road, Daryaganj, New Delhi – 110002, India

The investigation in view of the above felt the need for a study on the administration and financing of primary education in the three Garo Hills Districts, to investigate into the present system of administration, and financing of the primary education and to identify the problems in relation there to. Again no other study on the same subject was undertaken by earlier researchers in Garo Hills. Hence, the present study is justified.

The present study will throw a light on the present system of administration and financing of primary education in Garo Hills, investigate into the related problems and suggest measures for improving primary education in the districts.

1.5 STATEMENT OF THE PROBLEM

The problem for the present study has been stated as follows:

“Administration and Financing of Primary Education in the Garo Hills Districts of Meghalaya.”

1.6 DEFINITION OF THE TERMS USED IN THE PRESENT STUDY:

The key terms used in the present study are defined as follows:

Primary Education

Education, in general and primary education in particular, are essential inputs in the process of economic and social development of an individual as well as of nations. It provides foundation to children for higher education and therefore primary stage of education is a very important stage. The basic skills of reading, writing, and arithmetic are acquired at this stage. Values are internalised and environmental. Elementary education is the most crucial stage of education as it lays the foundation



from the personality, attitude, confidence, habits, learning skills and communicating capabilities of pupils.

In the present study Primary Education means an education which consists of Classes I to IV, and the children belonging to age group from 6 to 10 years old. At this stage the education plays a pivotal role in the total development of the child. The major objectives of education is to develop the child into a self reliant, healthy adult who fulfils his day-to-day needs adequately and is physically, mentally, emotionally and socially a mature unit of the society. For such all round development of the child's personality emphasis has to be laid not only on the scholastic and intellectual development but also on personal and social development by putting him in situations where he may get opportunity to work with his hands and develop proper attitude towards work and workers. In addition, there is an urgent need to bridge the gap between the world of work and world of school. This gap could be bridged by an early initiation of the child into the processes and skills of work, which could be possible through work experience.

Administration

Administration may be described as the art of "getting the things done". The administration is thus conceived as "section oriented". The administrators are described as those persons who "perform", "take charge of", "accomplish" or "manage". Knezevich considers "Administration as a means to an end." The educational administration thus is a means to attainment of the ends of education. The nature of educational administration thus depends on the goals which are set for education.

Financial Aspects

The financial aspects include the sources of revenue, conditions of grants-in-aid, types of grants, payment and withdrawal of grants, income and expenditure, fees, fines, donations, procedures and evaluation of finance, salary of teaching and non-teaching staff, maintenance of the school education, scholarship of the students

1.7 OBJECTIVES OF THE STUDY:

Following are the main objectives of the present study

- (i) To study the development of primary education in Garo Hills Districts of Meghalaya
- (ii) To study the existing system of administration and financing of primary education in Garo Hills Districts
- (iii) To investigate into the problems of primary education in relation to administration and financing
- (iv) To examine the role played by local bodies and voluntary organisation in the field of primary education

1.8 DELIMITATION OF THE STUDY:

- 1 The study was delimited to the Primary Schools in the three districts of Garo Hills with Classes I – IV
- 2 The study was further delimited to the following aspects of Primary Education (i) Administration (ii) Financing of present primary education in the three Garo Hills Districts of Meghalaya

3. The study was restricted to the selected Government Officials, heads and Assistant teachers, NGOs from different types of Primary Schools in Garo Hills Districts, Meghalaya for the purpose of data collection.

CHAPTER – II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

A number of studies have been conducted in the area of Primary Education in India and abroad and there is enormous literature on analysis of primary education system. A review of related studies conducted earlier gives a theoretical orientation to the empirical study undertaken by the present investigator. The investigator has made an attempt to review as many related studies as possible. The review is presented in the following pages:

2.1 STUDIES IN INDIA

Ezkeil (1996)² conducted a study on teacher participation in School administration in Greater Bombay. The study revealed the following:

- (i) Democracy in administration had been advocated for the past 20 years and there were evidences of a change in the direction.
- (ii) Matters of large general concern usually occupied the centre of attention with much co-operation and group participation.
- (iii) All phases of administration did not lend themselves to participation.

Das, R.C. (1969)³ conducted a study on the wastage and stagnation at the Elementary Level of Education in the State of Assam with special reference to the Primary Stage. Some of the major findings were:

² Ezkeil, N., Teacher participation in School Administration in Greater Bombay, Bombay University, 1996.

- (i) The rate of wastage and stagnation at the primary stage was high. The variation in the rate of wastage and stagnation among various classes was significant.
- (ii) In spite of rapid increase in educational expenditure, efforts and facilities, the rate of wastage and stagnation remained constant.
- (iii) There had been tremendous expansion of primary education during the post independence period and it was still continuing. The rate of wastage and stagnation at the primary level was higher among girls than that of boys.
- (iv) The mean rate of wastage and stagnation at the middle stage up to Class VI was 9.96 percent whereas up to Class VII it was 38.45 percent. Corresponding figures for boys and girls were 10.36 and 36.65 and 8.69 and 43.31 percent respectively. The rate of wastage and stagnation in Class VI for pupils was 28.49 percent, for boys 26.29 percent and for girls it was 34.72 percent.
- (v) The total rate of wastage and stagnation from Classes IV to VI was 9.96 percent. A large percentage of pupils left schools after Class VI and there were various reasons for this. The rates of wastage and stagnation at the primary level were much greater than that in the middle level.
- (vi) The average rates of wastage and stagnation were 77.12 percent at primary and 38.45 percent at middle level for pupils in general.

³ Das, R.C., 1969, A study of the wastage and stagnation at the Elementary Level of Education in the State of Assam with special reference to the Primary stage, SIE, Assam. (Abstract taken from M.B. Buch. Fourth Survey of Research in Education).

(vii) The total rate of wastagnation for pupils at the elementary level as a whole lay between 80.56 and 86.31 percent

(viii) The rate of wastagnation among girls was higher than that of boys

Devegowda and Parameswaran (1971)⁴ studied the Progress of Education in Mysore State from 1956 – 57 to 1968 – 69 found that the educational pattern, administration, availabilities of facilities for education and the percentage of children attending schools and colleges varied from area to area. The percentage of enrolment and their proportion with potential population also varied from area to area. To bring out a balance, the first state level educational survey was conducted in 1957 – 58. The recommendations made by the survey were given effect to during the Second and Third Five Year Plan Periods. On the basis of this survey larger provisions were made in the state budget for creating larger facilities at all levels in the field of education. After studying the growth of education in different fields, like pre-primary education, primary education, secondary education, university education, vocational, technical and special education and administration and control, it was concluded that the progress in the field of education at all levels of the State was very satisfactory.

Studies have brought out the importance of teacher training. Some have indicated the stage of affairs in primary schools with regard to their having trained teachers.

⁴ Devegowda, A C and Parameswaran, T R (1971) Progress of Education in Mysore State from 1956 – 57 to 1968 – 69, Bangalore, 1971 (NCERT Financed) Abstract taken from M B Buch, Second Survey of Research in Education

Masauis (1971)⁵ studied on the wastage and stagnation amongst the tribals of Gujarat found that one of the causes of wastage and stagnation happened to be the untrained teachers.

Bran and Adhan (1972)⁶ studied the socio – economic problems of primary school teachers of Pachmanhi (Pipiya Block) in Madhya Pradesh. They found that seventy nine percent of the teachers were undergraduate and 2 out of 79 were post graduates; 64.8 percent of teachers were untrained.

In the primary Schools of West Bengal, it was found by Bose et.al. (1972)⁷ that teachers in primary schools ranged in their qualifications from those who did not pass their matriculation examination to those who held post graduate degrees, the percentage of under – matriculate teachers in rural areas being twenty – five.

Debri (1972)⁸ studied the progress of education in Assam, 1882 – 1937 and found that primary, secondly, and collegiate education was in a poor state of development. And there was slow progress in teachers' training and special education relating to law, medicine, technical and industrial education. Both public and private sources contributed to a larger share than private sources. Expenditure for provincial funds increased by 22 times in terms of the total amount spent during the period. Assam's Education Directorate did valuable service in its allotted sphere, but there were many defects. The machinery of inspection and supervision needed a thorough re-organisation. Reconstruction of the whole education system emerged in an urgent necessity if further progress is desired.

⁵ Abstract taken from an unpublished thesis of A Critical Study of the Developmental Plans and Programmes in Primary Education in the State of Meghalaya since Independence Ph.D. NEHU, B. Lyndem.

⁶ Ibid.

⁷ Ibid.

⁸ Debri R. (1972) Progress of Education in Assam 1882 – 1973, Ph.D. Political Science Gauhati University, (Abstract taken from M.B. Buch, Fourth Survey of Research in Education, 1983 – 1986).

Das, R.C. (1974)⁹ conducted a study on Impact of School conditions on Primary Education, SIE, Assam.

The study revealed that there was significant relationship between efficiency in education and physical facilities in schools. The school conditions definitely seemed to have a favourable impact on school education. Better physical facilities increased the attractive and retentive power of the school as well as provided situations conducive for effective education and hence contributed towards better education of the children of that school.

The significant educational implication is the better provisions of physical facilities in school help in reducing wastage in education and in increasing its educational efficiency.

Patel (1975) studied the impact of the Panchayati Raj on the administration of primary education in Mehsara District of North Gujarat. It was found that the Panchayati Raj appeared to have impact on the expansion of primary education.

Vora (1975)¹⁰ found that out of the total responses from primary to secondary schools, one third of the secondary schools had no separate library rooms in the city of Bombay and in the interior of Maharashtra. Three fourths of the Secondary Schools having separate library rooms had not converted classrooms into library due to the problems of accommodation. In the secondary schools of Bombay except in few cases the number of chairs and tables were insufficient. The total stock of books were found to be insufficient in Bombay and Maharashtra. Most of the Secondary schools

⁹ Das, R.C. (1974), Impact of School Conditions on Primary Education, SIE Assam, 1974 (Abstract taken from M.B. Buch. Fourth Survey of Research in Education Volume II).

¹⁰ Vora, M.K., The Role of School Libraries in Primary and Secondary Schools, Bombay University, 1975.

used English newspapers whereas in the interior parts, Marathi newspapers were subscribed

NIEPA (1979)¹¹ The National Institute of Educational Planning and Administration studied the administration of Elementary education in relation to the Programme of universalisation in nine states Reports on all these were brought out by the NIEPA (1979)

The findings in general were that the annual census of school age children was by and large, incomplete or illconducted, the assessment of dropouts was also similar, planned efforts to enrol non-attending and dropout children were inadequate school timings lacked flexibility and were not adjustable to suit local conditions, the majority of the teacher did not reside at the place of their postings, incentives to non-attending children were inadequate However, midday meals and reading and writing materials were made available to scheduled caste and scheduled tribe students, to some extent There was very little monitoring and supervision by higher officials

Das, R C (1979)¹² studied on Administration of Elementary Education in relation to the programme of universalisation, SIE, Assam

The study mainly revealed that the area of administration of education at the elementary level was full of problems The Directorate of Elementary Education was newly created department and was yet to be fully strengthened In comparison with the tremendous expansion of elementary education, the expansion of the machinery relating to administration, inspection, supervision and management was inadequate

¹¹ NIEPA (1979), A Study on the Administration of elementary education in relation to the Programme of Universalisation in nine States Reports on all these were brought out by the NIEPA (1979) (Abstract taken from M B Buch, Thrd Survey of Research in Education)

¹² Das, R C (1979), Administration of Elementary Education in relation to the Programme of Universalisation, SIE, Assam (Abstract taken from M B Buch, Fourth Survey of Research in Education)

The state had 21,559 primary schools 3,816 middle – level schools, 45,387 primary school teachers 20,296 middle level teachers, more than 22 lakh school children, 25 deputy inspectors, 16 additional deputy inspectors and 219 sub-inspectors and 62 assistant sub-inspectors of schools The administrative machinery was not adequate even for administration at the current status of elementary education, let alone the expansion during the Sixth Five Year Plan for universalisation

Mandal, G L (1980)¹³ studied on Universal Free and Compulsory Primary Education in Bihar The study revealed that

- (i) Primary schools intended for children of 6 – 11, that is schools with Classes I – V were made available to 96 percent of them Three fourths of the school going population in age group 11 – 14 found a middle school (Classes VI – VIII) within walking distance from their habitat
- (ii) Provisions of schooling facilities for Classes I – VIII within a walking distance of every child was the target to be attained within a period of children in the age group 6 – 14 were enrolled by 1978
- (iii) There was a kind of built in resistance among the landless agricultural labourers, scheduled castes and tribes, etc , to availing of the facilities for primary education and therefore, the seed for sustained and vigorous drives was imperative
- (iv) Out of every 100 children enrolled in Class I, only 25 reached V and only 15 went up to Class VIII

¹³ Mandal, G L (1980) Universal Free and Compulsory Primary Education in Bihar (1950 – 74) – A Study of Problems and Measures, D Litt Education Bihar University, 1980 (Abstarct taken from M B Buch Fourth Survey of Research in Education)

Kaur (1981)¹⁴ conducted A Critical Study of the Organisation of Educational Administration and Finance in the State of Uttar Pradesh. The main findings of the study were:

- (i) There has been a very rapid increase in enrolment of students at all levels and in all types of Educational Institutions.
- (ii) During the post – Independence period, there had been corresponding increase in the expenditure on education as well.
- (iii) To ensure proper teaching, the number of teachers had also been raised and there had been no appreciable change in the teacher – pupil ratio over the years.
- (iv) The strength of the supervisory staff in the Directorate of Education had also been raised considerably.
- (v) Prior to Independence the Chief Secretary looked after the problems connected with education in addition to his various other duties. A separate Ministry of Education to look after the development of Education was set up there after.
- (vi) There had been considerable increase in the expenditure on programmes for adult education.
- (vii) The courses of study needed revision.
- (viii) A majority of the teachers, heads of departments and principals felt that there was need for reform in the system of examination.

¹⁴ Kaur, S., A Critical Study of the Organisation of Educational Administration and Finance in the State of Uttar Pradesh, Ph.D., Education Avadh University, 1981 (Abstract taken from M.B. Buch Third Survey of Research in Education.

- (ix) The teachers felt that there was need for improvement in their working conditions. Their workload was heavy. Their pay scale sanctioned by the UGC in 1973 needed revision because of the rather rapid rise in prices over the years.

Acharya, A.A., (1984)¹⁵ conducted a study on compulsory Primary Education in Andhra Pradesh.

The findings of the study were:

- (i) The period immediately after the close of the Second World War was in which no serious long-term policy measure relating to education in general and elementary education in particular could be contemplated.
- (ii) With the return of power of the Indian National Congress a conspicuous change was noticed in the primary education programme.
- (iii) In view of the constitutional directive to provide education to all children 6 – 14 years of age, the mid-day meals programme had become a boon to the poor children of the areas. It helped to a considerable extent in the increase of enrolment and retention of students of weaker section in the schools.
- (iv) The majority of the executives, headmaster and teachers did not have clear knowledge of the legal provisions of the policy. Only a few could mention some of the provisions vaguely.

¹⁵ Acharya, A.A., conducted a study on Compulsory Primary Education in Andhra Pradesh: A Policy Analysis, Ph.D. Education Osmania University 1984. (Abstract taken from M.B. Buch, Fourth Survey of Research in Education Volume II).

- (v) Important provisions like preparing schemes, making declarations, enumerating the school going children, and enrolling them in schools were not effectively followed
- (vi) The entire state was taken as the specified area for implementation of the compulsory education scheme and all schools under different managements were treated as approved schools
- (vii) There was only one special school in Warangal districts for physically and mentally disabled but no serious effort was being made to enrol all children of the village
- (viii) The extension officer and deputy inspector of schools had not insisted on regular enumeration, enrolment, attendance and retention of children in Schools for the last ten years, they confined themselves to advising the headmaster during school inspection
- (ix) Different processes of the legislation were taking penal action, issuing notice, conducting enquiry passing attendance orders, prosecution in a court of law, etc were not followed at all
- (x) Headmasters and teachers did not show personal interest in accelerating enrolment and retention of children
- (xi) People preferred separate Schools for girls, at least special amenities for girls in mixed school to attract more girls
- (xii) There was agreement between teachers, executives and parents with regard to causes of poor enrolment and dropouts

- (xiii) The role of the rural elite and village people in the compulsory education programme, in providing all required provisions of universal education was not encouraging

Acharyya, S C (1984)¹⁶ conducted a study on Pre – primary and Primary Education in Tripura and Cachar The study mainly revealed

- (i) As a result of the introduction of different schemes and due to the provision of increasing outlay in successive plan periods, there had been rapid expansion of pre-primary and primary education in Tripura and Cachar in all the major sectors such as the number of schools, teachers and children The scope of teacher's training and administrative machinery was enlarged
- (ii) During the first 20 years of independence the progress was most remarkable In Tripura in 1947, 8 percent of the children of school going age attended school and 2 years later the percentage had increased to 86 percent and was expected to be 96 percent in 1978 – 79
- (iii) Total number of primary schools, excluding the attached sections rose in Tripura to 1531 in 1976 – 77, against 404 in 1950 – 51
- (iv) Similar developments took place, particularly in the field of primary education in Cachar This growth took place more as a result of opening of new schools than through the expansion of existing one

¹⁶ Acharya, S C , Pre – Primary and Primary Education in Tripura nd Cachar, Developments and Problems Ph D Education Gauhati University 1984 (Abstract taken from MB Buch, Fourth Survey of Research in Education)

- (v) This rapid quantitative expansion had given rise to a number of problems. Some of the important problems of primary education in Tripura and Cachar were inadequacy of teaching staff, problems of physical plants, problems of single teacher schools, lack of properly qualified and trained teachers, lack of incentives in the Schools, absence of adequate school community relations, problems of accommodations for teachers, weak supervision and administration of primary education, working of the basic schools on non basic lines and acute problems of wastage of primary education arising out of dropouts and stagnation.
- (vi) The availability of Text books in Tripura and Cachar left much scope for improvement.
- (vii) There was no uniformity in respect of period of schooling in the primary stage of education in Tripura and Cachar.
- (viii) The proportion of school going children of the backward classes and tribal communities was relatively low, universal primary education has remained a goal yet to be achieved.

Mali, M G (1984)¹⁷ conducted a critical study of the Single Teacher Schools and Plan for Improvement.

The major findings were

¹⁷ Mali, M G (1984) A Critical Study of the Single Teacher Schools and Plan for Improvement, Shri Mouni Vidyapeeth, Gangotri (An abstract taken from M B Buch, Fourth Survey of Research in Education Volume II)

- (i) Of the 98 single – teacher schools in the taluks, only six had independent building while 54 had adequate space of which 35 were hygienically sound.
- (ii) Only two schools had independent playgrounds.
- (iii) There were 160 chalkboards in the 98 schools; only 80 were in usable condition, while six schools had roll up blackboards.
- (iv) Only nine teachers had a copy of syllabus which they used while the others were not of its need. Sixteen schools had an adequate number of books.
- (v) Since working in a single teacher school involved living away from their families or spending a considerable amount of time on commuting each day, teachers were not willing to work in such schools.
- (vi) Despite training, teachers were not adequately equipped to manage such schools efficiently; they were not aware of suitable teaching methods, were unable to give appropriate assignments or keep others gainfully occupied while handling one group. Teachers were also not able to prepare common timetable for the four grades.
- (vii) Because of the remote location of the schools, supervision was either non-existent or negligible; besides, the supervisory staff was not competent to guide these teachers.
- (viii) Follow-up of 819 boys and 368 girls in Class I revealed that only 227 boys and 45 girls had completed Class IV in four years; 71.3 percent

passed Class I, while the remainder dropped out; the same situation prevailed in Classes II, III and IV.

- (ix) Reasons for dropping were poor economic conditions. Because of social and religious reasons, the girls stayed away.
- (x) In the upgraded model tried out, a variety of methods, viz., individual instruction, group instruction graded teaching, and self study were used after appropriate orientation and training of teachers in preparing suitable assignments.

Kapadia, K.P. (1984)¹⁸ conducted a study on the Development of Primary Education in the State of Gujarat after Independence.

The major findings were:

- (i) The position of Primary Education in Gujarat was admirable as the state ranked third in this respect among the other progressive states of India.
- (ii) There was a considerable increase in the number of schools during the last three decades. The state had succeeded well in attracting more and more pupils to schools.
- (iii) During the three decades from 1950 to 1980, there was an enrolment explosion. The number of boys on the roles – during the period increased three times and the number of girls five times.
- (iv) The percentage of female trained teacher was less than that of male trained teachers during the years between 1950 – 51 and 1960 – 61.

¹⁸ Kapadia, K.P. (1984) A Study of the Development of Primary Education in the State of Gujarat after Independence, Ph.D. Education, SGU (Abstract taken from M.B. Buch Fourth Survey of Research in Education).

From 1965 – 66 onwards, a steep rise occurred in the number of male trained teachers and the same trend continued till 1979 – 80

- (v) The expenditure kept on steadily increasing till it started doubling every five years
- (vi) Efforts were made to overcome the two evils of wastage and stagnation but not much progress was seen
- (vii) The problem of single – teacher schools also remained

Gogate, S B (1984)¹⁹ conducted a study on Primary Education in Marathwada Some of the findings were

- (i) Prior to 1948, almost all schools were conducted by the Nizam's regime Schools conducted by private managements were non-existent However, the freedom fighters of the State had opened schools at Aurangabad, Beed Ambejogai, Parabhani and Hippanga These did not get any support from the Nizam's government Prior to 1948, though Marathi was the medium of instruction, Urdu used to be taught from Standard III
- (ii) Prior to 1948, Marathwada also had schools of non-formal education in Mosque (Maktabs) and pathsalas, and also in the estates of big land lords
- (iii) Girls' education was non-existent prior to 1948

¹⁹ Gogate, S B (1984) A Study of Primary Education in Marathwada, A project undertaken by the Swamy Ramanand Teerth Research Institute, Aurangabad in collaboration with the IIE Pune, 1984 (Abstract taken from M B Buch, Fourth Survey of Research in Education)

- (iv) During 1984 – 85 the number of schools, students and teaches in Marathwada was Schools (10,293), boys (7,84,000), Girls (5,14,000), teachers (30,942).
- (v) In urban areas 35 to 40 percent of the teachers were females This percentage in rural areas was between six and seven In urban areas 36 75 % of the teachers did not stay at the place of work. This percentage in rural areas was 27.1 Ten percent of the rural teachers were involved in farming Fifty percent of the teachers did nothing to improve their professional skills; similarly 25 percent of the teachers made no efforts to improve students. Thirty percent of the teachers did participate in monthly meetings Most of them did not read educational literatures. From 50 to 60 percent of the teachers reported paucity of facilities in schools, while 25 % complained of clerical and non other non educational work
- (vi) In rural and urban single teacher schools, 60 – 70 % of the boys dropped out by the time they reached standard IV, in the case of girls this percentage was only 16. In multiple – teacher schools, the dropout rate was between 40 and 50 %
- (vii) In the achievement test, (the test consisted of four parts, being for standard I, II, III and IV and each carrying 25 marks), 439 urban students scored 16.48, 11.62, 7.42 and 5 63 out of 25 respectively. About 702 rural students scored 15 62, 11 19, 7 43 and 6 21 respectively Thus by and large, students of standard V had shown achievement which was barely equivalent to the level of standard II

- (viii) Many schools did not have basic facilities like the black boards, chairs, tables, benches, etc. Only 36 percent of the schools had drinking water arrangements. In almost all the schools, the environment around the school was not healthy.

Dutta, B (1985)²⁰ studied on Primary Education in Calcutta

The major findings were

- (i) There were three major types of schools, viz, Government, Quasi-government and non-government
- (ii) In all the three categories there were large differences both in structure and function. The most prevalent medium was Bengali (83 percent), followed by Hindi (6 percent), English (6 percent) and Urdu (1 percent)
- (iii) Most of the schools were non-residential
- (iv) Vacation days ranged between 47 – 70 per year
- (v) School buildings were mostly under ownership but a few were rented
- (vi) The teachers were mostly in the age group of 21 – 50 years
- (vii) The percentages of female teachers were 62, 32 and 16 in city, metropolitan and rural areas respectively
- (viii) Educational qualifications of the teachers were low. The majority were matriculates, few were graduates and some were below matriculation, specially in rural areas

²⁰ Dutta, B (1985) Primary Education in Calcutta: An Anthropological Appraisal. Ph.D. Anthropology, Calcutta University (An Abstract taken from M.B. Buch Fourth Survey of Research in Education Volume II)

- (ix) Teachers had experience of between 5 and 15 years.
- (x) For the majority of teachers, the pay range was Rs. 300 to 500 per month.
- (xi) Teachers were mostly married and living in small families in houses rented or owned.
- (xii) The average distance between residence and school was about five kilometres.
- (xiii) The syllabus was generally the same in all categories of schools, but most did not take care of physical education, sports, creative work and performing arts.
- (xiv) In rural areas students of higher ages were found in all the classes from I to V.
- (xv) The ratio between the students and teachers had great variation in different areas ranging from 150 : 3 to 225 : 8.
- (xvi) Self instruction at home was a rare phenomenon, and home work and lesson preparation were done under the guidance of a family member, parent or sibling, or private tutor.
- (xvii) Students belonged to all castes; but in Calcutta Brahmins, Vaidyas and Kayasthas were in higher proportion.
- (xviii) The location of a school was not planned with respects to students, residence and congeniality of surroundings.
- (xix) Most school lacked space.

- (xx) The magnitude depth of the problems were not fully known and everybody (government, guardians and teachers' organisations) was afraid to face them

Devi, Rajpati (1985)²¹ conducted a study on Barriers in the Primary Education of scheduled caste students (in Hindi) The study revealed that

- (i) There was no significant difference in the achievement levels of the pupils belonging to Scheduled Caste and the Caste Hindu pupils in the type of schools studied All were performing at very low level
- (ii) Conditions in the schools were far from satisfactory The teacher – pupil ratio was very poor The teachers had just minimum qualifications and had poor training
- (iii) Methods of teaching were found to be defective and not suited to scheduled caste pupils Teachers were not sincere in discharging their duties
- (iv) No discriminatory treatment towards scheduled caste pupil was noticed, though not much was done to induce them to achieve better than they were doing These pupils were made to do work for others Home background conditions were found to be not encouraging for achievement The homes had poor facilities and there were very few persons who were literate or educated
- (v) Most of these pupils suffered from poor eyesight and poor general health

²¹ Devi, Rajpati, (1985) *Barriers in the Primary Education of Scheduled Caste Students (in Hindi)* Ph D Education, BHU – 1985 (Abstract taken from M B Buch, Fourth Survey of Research in Education Volume II)

Jain, A (1985)²² studied on Development of Primary Education under Local Bodies in Maharashtra

The major findings are

- (i) Before 1963, all the primary schools were financed and administered by the State Education Department. In 1844 – 66, the receipts of local fund cess became available and a large number of primary schools were established and maintained from the cess fund.
- (ii) The Primary Education Act of 1923 made a revolutionary change in the existing pattern of administration of primary education. All the major municipalities and district local boards were empowered to manage primary schools situated within the limits of minor municipalities in the districts, local boards were empowered to manage primary schools situated within the limits of minor municipalities in the districts and were regarded as ‘local authorities’.
- (iii) The Primary Education Act of 1947 introduced major changes in the administration. Only a few authorised Municipalities were given the power to manage primary education within their areas and were vested with similar powers as the District Local Boards.
- (iv) Till 1960, there were variations in the administrative set-up in three zones of the state, viz., western Maharashtra, Vidambha and Marathwada.

²² Jain, A. (1985) Development of Primary Education under Local Bodies in Maharashtra (1882 – 1984), Ph.D. Education Poona University (An abstract taken from M.B. Buch Fourth Survey of Research in Education Volume II)

- (v) After 1960, the minister of education held the authority in the matter of proper reorganisation, management and control of education. The officers of the Department of Education and the local bodies shared the responsibility of administration of primary education in the state.
- (vi) After 1962, the Zilla Parishads were made responsible for the administration of education for the districts and uniform pattern of administration was established throughout the state.
- (vii) Grant in aid to Zilla Parishads was given by the state government which met about 90 percent of the expenditure of the Zilla Parishads.
- (viii) The government had powers to give directions to the Zilla Parishads regarding subjects, curriculum, text books and standard for teachers.
- (ix) There were municipal school boards and cantonment boards, which had till then been functioning in the state for management of primary education in the state to a certain extent.
- (x) The expenditure on primary education had been increasing during 1960 – 61 and it was expected to rise further. Salaries of teachers formed a major percentage of the total direct expenditure.
- (xi) For the implementation of plans of compulsory primary education, local bodies were involved since 1884. But complete responsibility was not given over to them in administration and the provincial government held the major powers and responsibility. However, it was found out later, that local authorities were needed to carry on the administration of education.

- (xii) The case studies of the local authorities undertaken in Pune district reflected on both the advantages and disadvantages of having local bodies carry out the administrative functions of primary education. However, much progress was noticed in the case of primary education of Pune area since the establishment of local bodies, viz, the municipal school board, the Zilla Parishad and the Cantonment board.

Biswas, N B (1986)²³ conducted a study of the curriculum for Primary Education in Bangladesh. The major findings were

- (i) A contextual gap existed between framing of objectives by the National Education Commission and the National Curriculum and Syllabus Committee
- (ii) There was some gap between the curricular content recommended by the National Education Commission and that of the National Curriculum and Syllabus Committee
- (iii) Even though the National Curriculum and Syllabus Committee recommended inclusion of Environmental science, the National Education Commission did not recommend adopting such studies
- (iv) The text books were mostly according to the contents included in the syllabus prescribed by the National Curriculum and Syllabus Committee
- (v) The text books were very poor with regard to physical aspects

²³ Biswas, N B, (1986) A Study of the Curriculum for Primary Education in Bangladesh, Ph D Education, MSU 1986 (Abstract taken from M B Buch, Fourth Survey of Research in Education)

- (vi) The teachers' hand books were of high quality in terms of both content and production
- (vii) The schools did not implement the curriculum appropriately
- (viii) The questions set in the examinations were of the knowledge type and ignored other aspects like analytical thinking, logical reasoning, etc
- (ix) The problems were related to lack of physical facilities, time-table, non-availability of appropriate teaching aids and materials. The workload was very high as perceived by the teachers

NIEPA (1986)²⁴ Financing of Education and Equality of Opportunity with Reference to Uttar Pradesh and Kerala. The major findings of the study were

- (i) There were inequalities of many kinds within Uttar Pradesh and Kerala
- (ii) For the country as whole, the per-capita expenditure had gone up from Rs 48.70 in 1979 – 80 to Rs 81.00 in 1983 – 84. The coefficient of variation had gone down from 56.3 to 46.7
- (iii) In Kerala there was a tendency towards greater equality at all levels of education due to various reasons like long tradition of primary schooling, spread of literacy, extension of free schooling to the high school stage and not beyond, the broad base of the educational system and the structure of higher education. The pattern of expenditure in terms of sectoral composition as well as by items for Kerala had been

²⁴ NIEPA. Financing of Education and Equality of opportunity with Reference to Uttar Pradesh and Kerala, New Delhi, 1986 (Abstract taken from M B Buch, Fourth Survey of Research in Education, Volume I)

such that it had resulted in greater equality and the educational system was performing better

The major policy conclusions of the study are to the effect that there is need for regionalisation of financial policies of states in the matter of releasing grants and funds to the districts. There has to be greater concern with the need of the individual region at all levels and appropriate planning and financial procedure changes.

NIEPA (1986)²⁵ Education Financing and Equity: A Comparative Study of Haryana and Kerala. The major findings of the study were

- (i) Both the states presented a picture of educational growth. There was also marked reduction in inequalities between the groups.
- (ii) The share of expenditure on hostels and scholarships declined as a part of overall decline in the indirect expenditure. This affected inequality adversely.
- (iii) Non-teaching expenditure was very low, indicating that schools were going without needed equipment.
- (iv) Private initiative in education was declining, thus drying up an important source of financing, which would affect expansion of education.
- (v) The share of elementary education in allocation of expenditure needed to be considerably increased in Haryana.
- (vi) Grants-in-aid rules needed to be liberalized, particularly in respect of backward areas.

²⁵ NIEPA, Education Financing and Equity: A Comparative Study of Haryana and Kerala, New Delhi, 1986 (UNESCO financed) (Abstract taken from M B Buch, Fourth Survey of Research in Education)

- (vii) Capital Grants were needed on the basis of assessments of needs.
- (viii) Free education would have limited impact on equity. A more substantial policy of compensatory finance was necessary for a breakthrough in equity. Attention to equality was equally necessary.

Dixit, M. (1986)²⁶ conducted a Comparative Study of Job Satisfaction among Primary School Teachers and Secondary School Teachers. The main findings of the study were:

- (i) Primary school teachers were more satisfied than secondary school teachers in Hindi medium schools.
- (ii) In English medium schools the level of job satisfaction was the same among Primary and Secondary School teachers.
- (iii) Female teachers were more satisfied than male teachers at both levels.
- (iv) At the primary level, the group senior-most in age was most satisfied than the middle age-group. Among the secondary school teachers, those with greater length of service were more satisfied.

Rai, R.M. (1987)²⁷ did a Survey of Elementary Education of Ghazipur District and the major findings of the study were:

- (i) All primary schools worked under the administration of the Basic Education Council and there was a village committee for primary education in every village.
- (ii) Average strength of teachers per school was four.

²⁶ Dixit, M., A Comparative Study of Job satisfaction among Primary School Teachers and Secondary Schools Teachers, Ph.D., Education, Lucknow University, 1986 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

²⁷ Rai, R.M. (1987) A Survey of Elementary Education of Ghazipur District, Ph.D. Education, BHU (An abstract taken from M.B. Buch, Fourth Survey of Research in Education Volume II).

- (iii) There was a primary school for every 20,000 population. Average strength of students per school was 216.17.
- (iv) In rural areas, 79.85 percent boys and 20.17 percent girls belonged to backward classes.
- (v) Average literacy percentage in the district was 25.96, in which male literacy was 39.82 percent and female literacy was 12.4 percent.
- (vi) Eighty-seven percent of the schools were located in buildings constructed by the Basic Education Committee.
- (vii) The greatest problems of teachers in these schools was economic.
- (viii) The main source of income of students in these areas was agriculture.
- (ix) Forty-three percent of teachers studied up to Class X only.
- (x) About 23.93 percent of mothers and 44.31 percent of fathers were literate.
- (xi) Ninety percent of the students used chalk for writing.
- (xii) Internal assessment was prevalent in these primary schools.
- (xiii) About 68 percent of the students sat on the floor during school hours.

Raina, B. L. (1988)²⁸ conducted a study of Education in a village of Jammu and Kashmir. The major findings are:

- (i) The teacher – student ratio was found to be very low in the village and about 50 % children of the 6 – 14 age group were out of School.

²⁸ Raina, B. L. (1988) Education in a village of Jammu and Kashmir Ph.D. Education. The Maharaja S. Rao University of Baroda (An abstract taken from the Fifth Survey of Educational Research 1988-92 Volume II)

However, no enrolment drive was undertaken to bring them back either by the teachers or administrations

- (ii) Schooling facilities did not affect student's enrolment. Mostly students from the well-to-do families attended school.

Further, the girl students' enrolment was found to be only 12 %. The ill-equipped girls' schools and attitude of the parents towards girls' education were found to be the causes for this low enrolment.

- (iii) High dropout was registered during the year 1970 (81 % and 30.7 % for High School and Primary School respectively). The average rate of the dropout was 13 % over the years.
- (iv) Two adult education centres operating in the village were unutilized but the two craft centres were functioning well, thereby causing the low enrolment of girl students in the school.
- (v) The development programmes raised the awareness of the villages and they have shown keen interest in the programmes and utilised them effectively.
- (vi) Education has led to the migration of the educated villagers to other parts of the State as well as outside the state.

Sarma, H N Dutta, Bineeta and Sarma, Dipti (1991)²⁹ conducted a study on Identification of the problems of primary education. The major findings are

²⁹ Sarma, H N Dutta, Bineeta and Sarma, Dipti (1991) Identification of the problems of primary education. Independent Study. Jorhat: State Institute of Education. (An abstract taken from Fifth Survey of Educational Research 1988 – 92 Volume II National Council of Educational Research and Training)

- (i) Lack of physical facilities at school was the major problem of the primary schools
 - (a) Forty – six percent of the schools did not have school buildings
 - (b) Forty – two percent of schools had adequate seating arrangement for their pupils
 - (c) Lack of facilities for health and hygiene was a serious problem. Sixty one percent of the schools did not have facilities for proper drinking water, 73 % did not have lavatories and 54 % did not have urinals
 - (d) Games and sports were part of curricular activities of the primary school, but 54 % of the schools did not have playground and 85 % did not have any materials for games and sports
- (ii) In 4 % of the Schools, there was only one teacher, in 19 % there were two teachers and in 8 % there were three teachers. The teacher – pupil ratio was found to be very high in one school (1 : 110) and that too in a tea garden school, in 24 % of the schools the ratio was between 1 : 11 – 1 : 20 in 48 %, it is between 1 : 21 – 1 : 30, in 28 % of the schools the ratio was between 1 : 31 – 1 : 43
- (iii) The government of Assam supplies text books free of cost to its pupils, but 87 % of the teachers considered irregular supplies of text books as a major problem

- (iv) Seventy one percent of the teachers considered guardians' lack of co-operation as a serious problem of primary education
- (v) Sixty-four percent teachers and headmasters considered pupils' irregular attendance as a major problem
- (vi) As regards the professional qualifications of the teachers, all the headmasters were trained. In case of assistant teachers only some had undergone normal/basic training course. Fifty three percent of the teachers did not apply training methodologies in the actual teaching - learning situation
- (vii) There was a significant correlation between pupils' academic achievement in Classes III and IV. This implies that if proper academic guidance is given, good students will tend to show better results in future
- (viii) The correlation between pupils' regular attendance and their academic achievement was found to be insignificant
- (ix) The correlation co-efficient was found to be insignificant between pupils academic achievement and physical facilities at home
- (x) It was found that 35 % of the schools had no black boards. In 81 % of the schools, no teaching aids were available

Pre, S M (1991)³⁰ conducted a study on time – tables of the primary schools in the Maharashtra State with reference to the educational and administrative constraints. The major findings are

³⁰ Pore, S K (1991) A Study of the time tables of the primary schools in the Maharashtra state with reference to the educational and administrative constraints. M Phil, Education. Pune, Adarsha

- (i) Forty – five periods per week each of 35 minutes duration, were mentioned in the syllabus. The distribution of these 45 periods would normally be eight periods per day from Monday to Friday and five periods on Saturday (or any other day convenient to the schools). This practice was followed in the municipal schools but not in the private schools where 42 periods weekly were mentioned.
- (ii) Subjects such as the languages, mathematics and English were given prime importance in the time-table, were placed in the first half of the time-table.
- (iii) In many schools (82 %) there was no provision for short recesses. According to 68.84 % teachers, it was not necessary since the school discipline was disturbed. Provisions for long recesses of 30 minutes duration was made in the time table.
- (iv) Because of the shift system in cities many primary schools run 4 hours 45 minutes in the morning shift and 5 hours 40 minutes in the noon shift.
- (v) As regards co-curricular activities there was no rigidity in the schools; the off periods, created due to the absence of the regular teachers were utilised mechanically without any planning which became sheer waste from the students' point of view.

Naik, Sipra (1992)³¹ studied on Development of the Primary Education in Sundargarh district, Orissa with special emphasis on the role played by local leadership. The major findings are:

- (i) There was a phenomenal increase in enrolments, in the number schools and teachers at the primary school stage in Orissa in general and in Sundargarh District in particular between 1951 – 52 and 1988 – 89. Special efforts made by the state through the tribal sub-plan approach as well as the introduction of various incentives seemed to have helped to expand primary education facilities in the district.
- (ii) The average expenditure per student on primary education in Sundargarh District was Rs 154.48 as per the figures for the late 1980s. The average non teacher cost was 1.02 % of the total expenditure.
- (iii) The development trends in primary education in Sundargarh district showed that 68 % of the primary schools were set up in the post-Independence period, 52 % of the total enrolment were tribal children, and 71 % of schools did not have the one – teacher one – class status.
- (iv) The percentage of boys dropping out of the primary schools was more than girls' being in excess of 55 % in case of boys.
- (v) The facilities available in primary schools were inadequate – 63 % of schools did not have their own playground and games materials; 65 % of them were not supplied with science kits and other

³¹ Naik, Sipra (1992) Development of the Primary Education in Sundargarh district, Orissa with special emphasis on the role played by local leadership. Ph.D. Education North Eastern Hill University (An abstract taken from Fifth Survey of Educational Research 1988 – 92 Volume II National Council of Educational Research and Training).

teaching aids, and the incentives like free books, mid-day meals, etc were not provided adequately

- (vi) The Sevashram type schools had very poor building facilities. The student hostels provided were also found to be inadequately furnished. The amount sanctioned by the government came to Rs 65 per pupil per month.
- (vii) Leaders from areas where the 'good' schools were located showed an active, participative and positive involvement in matters connected with their local primary schools. The involvement took various forms. It was not so with the sample of leaders living near poor schools.

Ralte, Lalliani (1992)³² conducted an analytical study of Primary Education in Mizoram during the Post – Independence period. The major findings are

- (i) Primary education developed in a big way during the post Independence period.
- (ii) The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947 – 48 to 93 in 1978 – 79.
- (iii) The percentage of wastage of girls (36.8) was higher than the boys (31.3).
- (iv) The expenditure on education as a proportion of the total Union Territory expenditure (revenue) declined from 18.2 % to 15.5 % between the years 1972 – 73 and 1985 – 86.

³² Ralte, Lalliani (1992) An analytical study of primary education in Mizoram during the Post – Independence period. Ph. D. Education North Eastern Hill University (An abstract taken from Fifth Survey of Educational Research 1988 – 92 Volume II National Council of Educational Research and Training)

- (v) The allocation on primary education to the total education outlay came down from 36 % in the Fifth Plan to 12 % in the Seventh Plan (1985 – 90)
- (vi) The non teacher cost per pupil was about Rs 27 in 1985 and Rs 75 in 1986 – 87
- (vii) The expansion in enrolment was not matched by a proportionate increase in teacher population
- (viii) Fifty – five percent of the schools had properly maintained classrooms The store room, students' common room, crafts room, library room, etc were almost non-existent in most of the schools
- (ix) The overall performance of a sample of candidates who had appeared in the Primary School Scholarship Examination was not satisfactory in the achievement tests in mathematics, English and General Science There was no significant difference between boys and girls regarding their performance in these subject tests

Bindi, Bimlesh (1992)³³ conducted a study on the growth and development of the primary education in Punjab from 1947 to 1987 The major findings are as follows

- (i) In 1947 – 48, there were 31 % students in the age group 6 – 11 years who were enrolled in primary schools In April 1962, the Compulsory Primary Education Act was introduced in the state The enrolment rose by 23 % within two years, but compulsion had not been

³³ Bindi, Bimlesh (1992) A Study of the growth and development of the primary education in Punjab from 1947 to 1987 Ph D Education, Punjab University (An abstract taken from Fifth Survey of Educational Research 1988 – 92 Volume II National Council of Educational Research and Training)

introduced by 1987 the all India percentage of enrolment in 1986 – 87 was 90.3, but for Punjab it was 64.77. During 1987 – 88, the number of boys and girls enrolled in the primary classes was 10.29 lakh, and 8.74 lakh respectively, which was 61.98 % of the total population in the age group 6 – 11 years, the corresponding figure for India was 82.50 %. The punitive clauses of the Act mostly remained on paper and the Department showed a lukewarm attitude in the implementation of the Act properly.

- (ii) The conditions of buildings, furniture and equipment was unsatisfactory in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has been lowering the academic standards.
- (iii) In 1947 – 48 there were 5,337 teachers and in 1964 – 65 the number rose to 50,654. During 1987 – 88, the total number of teachers was 47,493, which was nearly nine times of that observed in 1947 – 48.
- (iv) The yearly expenditure on primary education in 1947 – 48 was 54.80 lakh, which was 20.5 % of the total expenditure on education. During 1980 – 81, out of the total allocation of Rs 13,722.48 lakh for general education, primary education received 4,965.06 lakh, i.e., 36.18 %.
- (v) Since 1969, all text books have been prescribed and published by the Punjab School Education Board. In 1971, the Text Books Board was nationalised and with that all rights were vested with the Punjab School Education Board. After 1977, Punjab followed the recommendations of the Curriculum Review Committee and adopted its scheme of

education, and in 1978, the Punjab School Education Board adopted the pattern of the NCERT at the Primary Stage

The NPERC, 1991 and JRC, 1992³⁴ both stressed the need of improvement in the actual implementation of WE in average and quality. Some of the major findings of the study areas follows

- (i) Though the primary teachers, in general are suitably qualified, it was found that nearly half of them had not undergone any type of in-service training in the field of work experience
- (ii) It was found that the subject Work Experience (WE) was not an essential part of the School Curriculum at the primary level. Instead, a child allowed to opt for either 'Art' or 'Sewing' as subjects depending on the facility available in the schools. Work Experience (WE) also does not figure in the report cards of the students
- (iii) While some of the primary schools have been provided with syllabus, guidelines, others are following their own syllabus in the subject of Work Experience
- (iv) Time allocation for WE shows a great deal of deviation from that suggested by 'National Curriculum of Elementary and Secondary Education – a Framework' (1988) published by NCERT. Further, it varies from school to school. Two periods per week are allocated to this subject whereas it should be 20 % of the total instructional time, i.e., at least 8 (eight) periods per week

³⁴ Journal of Indian Education, Volume Twenty, Number Six, March, 1995. National Council of Educational Research and Training

- (v) Since WE does not enjoy the status of a compulsory subject so its planning is not done in the proper perspective by all schools at par with other subjects
- (vi) It was observed that amongst the types of activities conducted at the Primary Level, paper work was the most popular activity Sewing, knitting, embroidery and clay modelling were some other popular activities
- (vii) As the subject of 'WE' does not figure in the report card, evaluation is most of the schools is not being considered seriously In a small percentage of schools evaluation is done along with other academic subjects during the two terminal tests and final examination In some schools evaluation is conducted after every topic The most popular method of evaluation has been found to be 'evaluation by observation'
- (viii) Most of the respondents report that the parents had a positive opinion about the subject In some schools however, the problem of motivating the parents had arisen due to their lack of awareness of the importance of the subject
- (ix) The problems in the implementation of the WE programme were the non-availability of funds, lack of facilities in terms of materials, tools and equipments, less time allocation, lack of trained teachers in WE, absence of instructional material and teacher – guides

After investigating into the present status of implementation of Work Experience Programme at Primary level, it is felt that following points are worth mentioning for the efficient functioning of the programme

- (i) The subject of WE needs to be considered as an essential subject at the primary level in all the schools – boys, girls and co-educational. It should find a place in the report card also
- (ii) ‘Work Experience’ nomenclature should be used uniformly in all the primary schools instead of ‘sewing’
- (iii) The syllabus guidelines require a thorough revision in the light of National Policy of Education, 1986
- (iv) Orientation Programme and Work Experience Workshops may be organised on a continuous basis for the primary teachers and heads of schools
- (v) Time allocation for the subject may not be less than 20 % of the total instructional time, i.e., at least eight periods per week for primary classes as stipulated in the National Curriculum for Elementary and Secondary Education
- (vi) Planning of Work Experience activities should be done with the help of School Work Experience Committee in the beginning of the session and a WE annual plan prepared
- (vii) Heads of the schools should select such WE activities as are suitable for the students depending upon the local conditions. A comprehensive list of WE activities may however, be drawn centrally and circulated to all the schools

- (viii) Uniform evaluation procedure may be adopted by all the primary schools
- (ix) The parents may be educated by the heads of the schools regarding the importance of the subject in day-to-day life of the student
- (x) The constraint regarding inadequacy of fund may be removed

2.2 STUDIES ABROAD

In a special issue bulletin of UNESCO Regional Office of Education in Asia, it is reported that the problem of wastage cannot be solved once for all but involves the whole educational system, which includes the quality of teaching, quality of supervision, instructional materials, the curriculum evaluation and the school community (Brown 1966)³⁵ The quality of teaching can be improved only with better teacher training facilities and programmes

Studies Related to the Promotion of Primary Education UNESCO (1968)³⁶ reported that in USSR facilities like mid-day meal, free supply of reading and writing materials and health programmes were provided to overcome the problem of dropout and stagnation

In the early sixties, experts Narbison and Myens (1964)³⁷ were urging that the typical under-developed country should give absolute priority to second level education overall the other highly urgent educational needs By 1968, however, it was clear that the economic growth rate had not been as high as expected and Rene

³⁵ Quoted from Lyndem, B A Critical Study of the Developmental Plans and Programmes in Primary Education in the State of Meghalaya since Independence unpublished Thesis Ph D NEHU

³⁶ Ibid

³⁷ Narbison, F, Human Resources and Development in UNESCO's Economic and Social Aspects of Educational Planning, Paris, UNESCO, 1964, p 50

Mahen, the Director General of UNESCO, pointed out at Nairobi that the shortfall in primary enrolment in the majority of African countries turns out to be so great that priority during the second phase should doubtless be given to primary education. But what sort of primary education? Camereion which has recently embarked on a scheme to spread a specifically rural type of primary education, hopes that the plan will prudent the conditioning of youth to an urban wage expectation. Authorities are anxious to stop the drift to the towns in search of work exemplified by figures from the ivory coast which showed that in some rural areas 97 percent of primary school leavers migrated from their villages.

In Indonesia, the Royal Decree of 1892 following the Dutch conquest “divided the natives primary schools into first and second class schools, the foremen being for the upper classes of the Indonesian society.” Soon the new educational system became symbols of prestige and power associated with the ruling group, which in the course of time became so pervasive as to create a wide gulf between the educated class and the masses of the people and also between the educational aims and the national needs. The history of this period, thus holds the clue to the high prestige of liberal education, the rigidity of the power hierarchy, and its continuing influence over the market demand for education, and also the insensitivity of the educational systems to the needs of the nation. The values inspiring the goals of national development thus seem to be in a direct collision course with those originally shaping the existing educational systems, thus neutralizing much of the reform efforts.

A number of developing countries in the region, such as Burma, Ceylon, the Republic of China (Taiwan), South Korea, Malaysia, and the Philippines have either actually achieved or are very near achieving the goal of universal enrolment in primary education. Except Burma, all other countries already had 60 percent or more

of the age group in school at the beginning of the 1950s. Countries with large population, such as India, Indonesia, Thailand and Cambodia, which have reached the level of about 75 % may be able to attain the goal by 1980. Some of the other countries may also find this possible if a vigorous programme can be mounted to eliminate the interferences³⁸

2.3 CONCLUDING REMARKS

It can be seen from the foregoing pages that although a number of studies were conducted earlier covering various aspects of primary education, very few studies were conducted specifically on administration and financing of primary education. The present investigator felt that more studies should be carried out covering these aspects of primary education. Moreover, no earlier researchers had conducted any study on administration and financing of primary education in the three districts of Garo Hills. The investigator therefore, undertook a study of the kind in the Garo Hills districts. The present study would among other things throw light on the development of primary education as well as the present position of administration and financing of primary education in the three Garo Hills districts and offer suggestions for improving primary education in the three districts.

³⁸ Education, Manpower and Development in South and South East Asia. Praeger Publications, 111 Fourth Avenue, New York, U S A, Published in the States of America in 1975 by Praeger Publishers

CHAPTER – III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.0 INTRODUCTION

This chapter depicts the method and procedure followed in the study in order to obtain necessary data with reference to the objectives of the present study. The investigator followed the survey method. This method describes and interprets what exists at present. This kind of investigation is concerned with conditions and relationships that exist, practices that prevail, points of view or attitudes that are held and processes that are going on.

The data needed for the present study were collected from various documents and records maintained by the different government offices, Deputy Inspector of Schools, libraries and Primary Schools. A survey of the Primary Schools was also made through questionnaires and interview schedule.

3.1 POPULATION:

The population of the present study consisted of all the primary schools in three different districts of Garo Hills in Meghalaya. These schools in the districts of Garo Hills fall under the following categories according to management:

- (i) Government Primary Schools,
- (ii) Deficit Primary Schools receiving grants from the government for the maintenance
- (iii) Private Primary Schools receiving no grants at all from the government

The information regarding the total number of primary schools was obtained by the investigator after consulting the records of the Directorate of Elementary and Mass Education, Basic Information on Education in Meghalaya and from the records maintained by the Deputy Inspector of Schools. The number of primary schools has been given according to the sub-divisions in Garo Hills District.

Table 3.0.1 The number of primary schools according to the subdivisions are given below:

Sl No	Sub-Divisions	Government	Non-Government
1	Williamnagar	244	47
2	Resubelpara	241	76
3	Tura	284	97
4	Ampati	242	70
5	Dadenggiri	324	71
6	Baghmara	276	69
Total		1611	430
Grand Total		2041	

Source Basic Information on Education in Meghalaya with special reference to Elementary Education, 2000

So, there are all together 1611 government Lower Primary Schools and 430 Non-government Lower Primary Schools in Garo Hills Districts of Meghalaya at the time of inception of the study (or till the date of its study)

It was found that a total number of 4205 teachers (including head teachers) were serving in these 2041 schools spread over the three Garo Hills districts of Meghalaya

3.1.1 SAMPLE:

On ascertaining the location of primary schools in three Garo Hills districts it was found that the majority were located in rural areas. The investigator decided to include 15 % of the Schools, taking schools from all the categories, government, deficit and private proportionately from all the three districts of Garo Hills located in urban and rural areas.

Stratified Random sampling method was used for selecting the sample of the heads and assistant teachers from the government, deficit and private primary schools spread over urban and rural areas of the Garo Hills Districts. The investigator included about 15 % of the schools in the sample. Accordingly 303 primary schools were selected. All the heads of the selected schools, i.e., 303 some of whom were both assistant and the head, the schools being run by single person, were selected. While 315 assistant teachers from these schools were included in the sample. The selection of the samples were done with reference to various categories of schools, government, deficit and private located in urban, semi-urban and rural areas of Garo Hills. However, responses were received from 259 head teachers and 303 assistant teachers from government, deficit and private schools spread over urban, semi-urban and rural areas of three districts in Garo Hills, Meghalaya.

Thus the sample finally consisted of 259 heads and 303 assistant teachers of primary schools under different types of management.

Table 3.0.2 Number of Teachers (Heads and Assistant Teachers)

Categories	Government	Deficit	Private	Total
Heads	188	28	43	259
Assistant Teachers	195	60	48	303
Total	383	88	91	562

3.1.2 SOURCES OF DATA

Both primary and secondary sources were used in the collection of pertinent information regarding the primary education in Garo Hills Districts.

The investigator used all the available primary sources such as records of Basic Information on Education in Meghalaya in the office of the Directorate of Elementary and Mass Education, Shillong, Deputy Inspectors of Schools in Garo Hills Districts. Data were also collected from the government officials through interview schedule and also from a sample of primary school head teachers and assistant teachers through questionnaires.

The other sources included were the Statistical Hand Book published by the Government of Meghalaya 2002 Census Reports, reference books and records from the office of the Deputy Inspector of Schools of different districts in Garo Hills.

3.2 DEVELOPMENT OF TOOLS

The instruments which are employed for gathering new facts for exploring new fields are called tools.

In order to obtain information or data so far unknown, several tools may be employed according to the requirements of the study

In the present study the investigator planned to collect information regarding various aspects like administration, financing, progress and problems at present in primary school education (i.e., Classes I – IV) in Garo Hills at the institutional level from primary school head and assistant teachers and from government officers. Besides various government records were also consulted for the purpose of the data collection. The tools used for this purpose were 'Interview Schedule' for government officials and questionnaires for head and assistant teachers of primary schools. The

main objectives of the present study it may be recalled there that to collect information about present position of administration, financing and problems of primary education with reference to the curricular and organisational aspects.

3.2.1 CONSTRUCTION OF QUESTIONNAIRES

Questionnaire is one of the most important and extensively used research tools. It is a device for securing information by administering a set of questions to respondents.

Since there was no readymade questionnaire available for the present study, the investigator developed two questionnaires, one for the head teachers and the other for the assistant teachers of primary schools to collect information regarding the development and the existing system of administration and financing of primary education and the problems. Items were identified under each of the two different questionnaires. Though some of the items were common in the two different questionnaires, many others were different also.

In the questionnaires for the heads of the primary schools the first few questions were included in respect of their personal particulars. The questions concerning about the present position regarding school building and other infrastructural facilities were included. Questions regarding curriculum, method of teaching, examination procedure, management of the school, administration and finance were also included.

The questionnaire for the assistant teachers of primary schools included the items in respect of their personal particulars. Besides questions regarding their workload, curricula transaction, method of teaching, conduct of examination, service benefits and problems faced by them were included in the questionnaires. The

investigator consulted relevant literature available in this connection and drafted the questionnaire for the present study

After developing the questionnaires for the head and the assistant teachers of primary schools, the investigator felt that it was necessary to ensure their content validity by obtaining the views and comments of a few experts. Accordingly, copies of the draft questionnaires for the present study were then submitted to five experts from the Department of Education, North Eastern Hill University, Shillong. The experts examined the draft questionnaires and gave their expert comments and suggestions for improving the same. Their suggestions were accepted and some new items were added while some other modified. In some items the language and structure were changed. The questions included both closed type and open-end type. The closed type questions included probable answer to tick mark the most appropriate answers. An additional item "Any other, please specify", was given towards the end of most of the items. In this way both the questionnaires were finally constructed and cyclostyled copies were made and kept ready for administration.

3.2.2 CONSTRUCTION OF INTERVIEW SCHEDULE:

The investigator developed an interview schedule for collecting information from the offices of the Directorate of Elementary and Mass Education, Meghalaya, District Inspector of Schools in Garo Hills districts and some NGOs of Garo Hills Districts of Meghalaya.

In the interview schedule, the government officials were asked to give their personal particulars. Then questions regarding the school organisation like requirements for granting permission to open new schools, provincialisation, problems of administration, improving the standard, future plan and suggestions for

primary education in three districts of Garo Hills, Meghalaya. Questions such as the ones regarding training of teachers, conduct of school examinations, power and responsibilities of Deputy Inspector of Schools, School buildings, games and sports were also included. Then questions concerning curriculum at primary level in Garo Hills districts as per the New Education Policy and a few questions regarding financing of primary education in three districts of Garo Hills.

3.3 DATA COLLECTION:

The final data collection was started in the month of March 2002. The investigator went personally and distributed the questionnaires to most of the head and assistant teachers of the selected schools, but in the case of some interior places the questionnaires were sent by post along with stamped envelop for returning the questionnaires. The respondents were made to understand their answers to the items in the questionnaire were intended for the purpose of research and would be treated as confidential.

While distributing and mailing the questionnaires to the selected head and assistant teachers the investigator continued to contact the respondents for returning the questionnaires. But in spite of repeated requests, data could be collected from 259 head teachers and 303 assistant teachers of primary schools. Because of the time limit for the completion of the present study and because of the fact that non-receipt of the data from 39 respondents would not affect the representativeness of the sample, the investigator decided not to pursue them. Accordingly, the questionnaires returned by 259 head and 303 assistant teachers as well as the interview scheduled administered to seven (7) Education Officers (3 Deputy Inspectors, 3 Sub-Inspectors of Schools and the Director of Elementary and Mass Education) were arranged for analysis.

3.4 ANALYSIS OF DATA:

The data regarding the administration and financial aspects and the problems of primary school Education, collected from the heads and the assistant teachers through questionnaires and the Director, Deputy Inspector of Schools, Sub-Inspector of Schools through interview schedule were analysed and tabulated. The data were analysed in terms of percentages.

CHAPTER – IV

EDUCATION IN GARO HILLS BEFORE INDEPENDENCE

CHAPTER IV

EDUCATION IN GARO HILLS BEFORE INDEPENDENCE

4.0 ORIGIN AND DEVELOPMENT OF EDUCATION DURING THE 19TH CENTURY

In Garo Hills education preceded Christianity. Long before Christianity was brought to the Garo Hills by the American Baptist Missionaries, education had been introduced among them. It was David Scott who first conceived the idea of educating the Garos. Ever since December 1812, when he was appointed the Judge and Magistrate of Rangpur, Scott had been deeply involved in Garo affairs and their relation with the neighbouring zamindars. Therefore in view of his familiarity with Garo affairs he was subsequently deputed in 1816 to deal with the troubles on the Garo frontiers. He made extensive tours in the Garo Hills after which he urged upon the authorities to make every possible effort to redeem the Garos from their “utter backwardness” by introducing education and Christianity among the

The present set up of educational system in Garo Hills is exclusively the consequence of the works of Christian Missionaries who had deep faith in spreading literacy among Garos besides proselytising them into Christian religion.

David Scott wrote an application to H. Shakespeare, Secretary to the Government of India, suggesting the following measures to attain his objects:

- (xi) That a Missionary and an Apothecary be stationed at Singimari, a market on the Garo Rangpur border which was the occasional

headquarters of Scott as the Commissioner of North East Rangpur, or some other convenient place in their neighbourhood,

- (xii) That a school be established upon principles suggested by the Lord Bishop, and
- (xiii) That the surplus net collections derivable from the Garo markets after deducting the recurring charges, be appropriated to the purpose of the Mission

On October 12, 1826, Government made a favourable reply to Scott's application, and a grant was made for a Garo school establishment, in accordance with what had been asked. The following was the grant made by the government

A School Master	Rs 200 per mensem
A Native Assistant Master	Rs 50 per mensem
Forty Boarders at Rs 4 each	Rs 160 per mensem
Servant and other contingencies	Rs 40 per mensem
	Rs 450 per mensem
	x 12 months
	Rs 5400 per annum

Thus the Government Missionary School established at Singimari, a village located at the western extremity of the Garo Hills district, though short-lived, was the product of David Scott's sympathy, energy and solicitude. It was the place where the first Bengali medium school in the whole of north-east India was established. The Singimari Bengali medium school did not have much impact on the life of the Garos. This was so because firstly, it was too short-lived, secondly, it came too early, and

thirdly, it was not well implemented because of the absence of teachers with missionary zeal

On March 23, 1846, Major Jerkins submitted an estimate for the first establishment of the school for the Garos as follows

2 Missionary School Master Rs 100 each	Rs 200 per mensem
--	-------------------

2 Native Assistant Masters Rs 25 each	Rs 50 per mensem
---------------------------------------	------------------

2 Under Native Assistants Rs 10 each	Rs 20 per mensem
--------------------------------------	------------------

For the support of sons of chiefs who might Come from a distance	Rs 50 per mensem
---	------------------

Stationary, Books, etc	Rs 30 per mensem
------------------------	------------------

	Rs 350 per mensem
--	-------------------

	<u>x 12 months</u>
--	--------------------

	Rs 4200 per annum
--	-------------------

Thus, a school was started at Goalpara in 1847 under the care of Major Jerkins. Four Garo boys were admitted in this school. They were Omed W Momin, with his nephew Reban W Momin and two others, Ramsing and Jongrin and there were 13 Garo boys – Omed's another nephew called Ramke W Momin came and joined. The education was imparted through the Bengali language. Dalton recommended that a few books be translated into Garo and printed in Bengali script.

Next to the Goalpara school, another school was opened at Rongjuli in 1856. Rongjuli was one of the oldest and the biggest Garo villages situated in the plains of Assam. Ramke was sent as a teacher to teach in Rongjuli school while he was still studying in Goalpara school. Later on Ramke went to Gauhati and was admitted in Gauhati Normal School where he pursued his studies for a year or two.

The Damra School was founded by Ramke W Momin in 1864 with the purpose of teaching how to read and write so as to enable the reading of the scriptures. Damra is situated at a distance of one km from the north-eastern part of Garo Hills, at the foot of the hills inside Assam. But later on the Damra Normal School was removed to Goalpara permanently in 1875, and then to Tura in 1878, where the permanent Mission station was finally established.

In April 1867, on the occasion of the visit of Dr. Bronson to Rajasimla when he founded the first Garo Church, he also founded a school with Forika W Momin, brother of Ramke and one of the first pupils of Damra school, as its teacher. There were 17 young Garo men, a class of 13 small boys. In 1868, there were 20 Garo girls studying with the boys. In 1872, there were 34 girls studying at Rajasimla Girls' School.

The same year in 1867, the first American Baptist Missionaries who arrived at Goalpara also opened up their own school to meet the constant demand of the Garo boys and girls at their mission station at Goalpara.

On January 15, 1872, Rev. and Mrs. Keith, the second missionaries designated for the Garos, arrived at Goalpara and in 1874 Mrs. Keith opened a school for Garo girls at Goalpara and called it the Boarding School. 12 girls came from Rajasimla school to Mrs. Keith's school. This school continued only for one year because of ill health of Mrs. Keith. In the school they were taught both Garo and Bengali along with other regular subjects, such as sewing and the principles of Christianity.

In 1868 Missionary schools sponsored by the government were established at Nibari, Rongjuli, Rajasimla, Bangabkata and Tura, but the Headquarters of the

Mission continued to be at Goalpara till 1878, as the climate of the hills did not suit the missionaries

In 1872, there was one Normal School and 14 village schools in Garo Hills Captain W J Williamson, the first Deputy Commissioner of Garo Hills personally visited in January 1873, the schools at Nibari, Rajasimla, Rongjuli and Damra where he found 13, 26, 34 and 24 students respectively The boys were taught Bengali texts, Arithmetic and Geography through Bengali medium, and simple Garo texts written in Bengali script, while the girls read only Bengali texts

In 1873, the whole Garo Hills was annexed by the British Government At last, the American Baptist Mission was strengthened by the arrival of Rev and Mrs E G Phillips and Rev and Mrs M C Mason on December 19, 1874 At the end of 1875 – 76, there were 9 schools in Garo Hills directly under the control of the Deputy Commissioner, attended by 181 boys There were 9 other schools in the district under the American Baptist Mission, opened during the year Four schools were temporarily closed on March 31, 1876 The number of pupils attending the Mission school on that date was 63

In 1876 a school for the Garos was opened at Chotcholja village and in 1877, the Mission sent another teacher to Derek and the surrounding villages to start a school There were six school boys and three women converted and baptised

The new teacher felt that he had to work hard besides teaching in leading the people to Christianity As a result, in 1880, 78 were baptised in 1881, 58 and in 1882, 30 and in 1886 the Church supported their own pastor with their own funds

Thus the school established by the Missions were effective instruments in bringing the people to Christianity. The Mission School teachers received Rs 2 to Rs 10 per month, only one, however receiving the latter

The schools with grants were given into the hands of the Mission, as whole to be administered as they saw fit, provided that the Rs 4,000 be expended on education

In 1877, the Mission opened schools at Sham Nagar, Chokpotgiri and Atisbanri and at Adokgiri in 1878. In 1879, a school was opened at Baghmara village at the south-eastern part of Garo Hills

The number of pupils under instruction in 1880 – 1881 was 458

In 1883, the Deputy Commissioner chose to start and maintain 3 or 4 village schools independent of the Mission and to maintain in the Mission station school from boys in preparation for teachers in such schools, but with this exception the educational work of the district was in the hands of the Mission

Mr Bundette came in December, 1883 and helped in Training School, turning out some better teachers than there had been. After he was transferred to Gauhati in November, 1885, Thangkam Sangma who had studied for two years in America during 1882 – 1884, became the Headmaster of the school for two years

In 1886, the schools for the non-Garos in the plains section came under the immediate care of the government and the Garo schools under the management of the Mission. At the close of 1886, there were 44 schools with 766 pupils, and one Station school at Tura of which Rev Phillips says, “237 have been in the school since it began, of whom but 14 left unconverted, and six of these were Hindus. Of the 237, 103 have been engaged in teaching or in religious work by the Mission.”

At first, being wholly ignorant of meaning of schools and education, and having a strong prejudice against men of other clans coming among them, the Garos made slow progress in education until its advantages began to become apparent to themselves. As the value of schools began to be realised, villages began to ask for schools and were more ready to build houses, both for the school and for the teacher, also to contribute food toward the teacher's support.

The number of schools increased and scattered among the heathen, while the Christian villages, increasing their efforts for themselves, tried to raise the grade of some of their schools, and also to relieve the mission of some of its cares. In 1892, one such school was started at Nisangram.

The number of pupils attending the schools in 1890 – 1901 was 593. Mrs Phillips gave much time to teaching in the station school for many years. Miss Rood joined the mission in December, 1894, and during her stay of 4 years at Tura did good work for the girls' school. At this time, Modhunath G. Momin, who had studied in America for over three years (1891 – 1894) returned and taught in the Station Normal School.

In 1895, Government had instituted six L.P. Scholarships for Garo pupils, not exceeding 14 years of age to be awarded at a government examination.

In the Normal Department, there were 4 classes representing the 4 years' work. There was also a primary Department with 4 years course. When a boy completes these courses, he is supposed to have had 8 years of Garo reading, writing, grammar and scriptures, 7 years of Bengali reading, writing, grammar, arithmetic and geography and three years of English reading, writing and grammar.

4.1 DEVELOPMENT OF EDUCATION DURING THE 20TH CENTURY

The number of pupils in 1900 – 01 was 1,538. Although the number of pupils rose so high compared to 1890 – 1901, yet at the census of 1901, the literacy percentage was only 0.8 percent of the total population, i.e., 1.5 male and 0.2 females. Primary education which was still largely in the hands of the mission, had made considerable progress in recent years. There were no Secondary Schools yet.

In 1902 – 03, there were 3 Upper Primary and 86 Lower Primary schools. In addition to these, there was also one Station Normal School at Tura in which the Garos were trained to serve as teachers.

In 1903 – 04, there were altogether 94 primary schools in the Garo Hills and one Training School. There were 276 girls studying in those primary schools. The expenditure on education was Rs. 11,000 of which only Rs. 98 was derived from fees. In 1905, there were no less than 109 schools in the whole Garo Hills.

From 1902 onwards, the progress of the schools and the peace of district was greatly disturbed because of the law suit filed by the Garos under the leadership of Sonaram R. Sangma, against the Bijni Zamindar and the British government. The law suit had not ended till 1911.

In 1904, 29 men left the Upper Primary School which was then known as the Graduate School. Of them 15 became teachers in the L.P. Schools while others were employed in Government service and some others were employed in Mission.

The Missionary buildings including the school buildings at Tura were destroyed by fire in 1905 which was followed by the scourge of dysentery and Beri-beri and soaring prices compelled them to close the Normal School from October, 1905 to December, 1906. In 1905 – 1906, the Normal school or the Teachers'

Training School was raised to the grade of Middle English School. The sales of literature for the six months of the same year amounted to Rs 1,000 and for this growing department, the family of Mrs Walter Mason donated a building – “The Lucy Smith Memorial Library”

During these years, the Garos took more and more interest in education of their children and demands for teachers were far in excess of the supply

Regarding the schools during 1907 – 1908, Mr Sharp, D P I of Eastern Bengal and Assam reported that in the Garo Hills, education is partly State and partly in the hands of American Baptist Mission

The Mission maintained a Middle English School at Tura itself, two Upper Primary and 77 Lower Primary schools. They received a lump-sum grant of Rs 7,810 a year. There was one newly established Training School for village teachers. The three numbers of schools had been declined by the number of pupils had risen to 2,395, that is, by 408 pupils or 20.5 percent. It was further reported that education in all the hill districts indicated signs of slow but steady progress. The medium of instruction in the lower classes was in their own mother tongue. In some schools Bengali and Assamese were introduced as medium of instruction. The Central Text Book Committee and Sub-Committees for any district had been formed.

The Teachers’ Training School run by the Government which the Mission was asked to supply teachers and pupils, was taught by a Khasi Christian gentleman. In 1908, the Government also appointed a Khasi Christian gentleman as the Deputy Inspector Schools for all the Garo schools.

In 1908, 12 Garo boys went to study in the Shillong High School after finishing the course at Tura. Eight of them got Mission Scholarships for the first time for higher education and 4 were supported by themselves.

In 1905 one young man by the name of Jobang D. Marak went to U S A and studied at Denison University until 1911. He paid his own journey fare to the U S A and as he returned to Tura in February, 1911 he taught in the school at Tura. One Garo young woman, Alice W. Momin had gone to the Girls' School at Shillong on a Government scholarship.

In 1910, the government further began to give scholarships to boys of Middle English School who passed the required examination that they might take a High school education in some other schools which gave new encouragement to Garo boys to work for a further education and as a result they had competed and studied in different places like Calcutta, Gauhati, Shillong, Dibrugarh and Serampore.

The Tura Middle English School became the centre of higher learning among the Garos, the number of pupils varying from 250 to over 300 mostly living in the Mission compound. During the three years 1909 – 1911, 82 boys passed out from this school, of whom 40 taught in the village schools, 26 went for higher studies on the High schools and one studied in the industrial school.

In 1912, Jimison S. Sangma passed the Matriculation Examination in the second division, so he was the first Garo boy to have passed the Matriculation Examination.

In 1913, Harrison W. Momin and Rangam G. Momin passed the Matriculation Examination and hence became the second batch to attain that standard among the Garos.

In 1915, there were 232 boys in Upper Primary schools, the number of L P schools was 84 with 1,729 pupils

In 1916, the Teachers' Training School at Tura fared much better than previous years due to the supervision of Miss Holbrook and Bosin G Momin, the second teacher who returned from America in 1914

Kandura W Momin was the first Garo to study in the B A and appeared in the B A Examination in 1921 but could not succeed Phoebe, his sister was the Garo woman to have passed Matriculation Examination and the first to have studied in College, in the Scottish Church College, Calcutta

By this time, the grade of teachers gradually rose as L P and Upper Primary graduates (as they were known) and were replaced by Middle English graduates The difference between Upper Primary and M E stages was that there were 3 classes in the former and 4 classes in the latter, after the L P stage The government also began to open more and more schools so that there was about an equal number of government and Mission schools

In the following years, there were 251 Garos boys in the Garo Primary and 37 pupils in the Bengali department at Tura There were altogether 84 L P schools under Mission and about the same number of government schools Twelve more schools were opened by the villagers themselves The total number of pupils in all the Mission schools came to 2,950

Pupils in the Upper Primary Schools were 118 boys

Pupils in the L P Schools were 1,503 boys and 633 girls

4.1.1 TRANSFER OF MISSION SCHOOLS TO GOVERNMENT

The accepted policy was to transfer the Mission schools to government management. Of 150 Primary in 1917, 79 were government schools and 71 Mission schools. On March 31, 1921, the numbers were 155, 101 and 54. The number of pupils fell during the interval from 4,252 to 3,920. The Boys' department of the Mission Middle English School, Tura was taken over by the government and established in new premises. A new curriculum was also introduced on the same line as the Khasi Hills curriculum. The training school for teachers was reorganised, a very liberal scheme was sanctioned and the preparation of a new series of text books was put in hand. The commissioner was in agreement with the executive authorities in view that the money now spent on education might be spent more advantageously. Therefore, he urged upon the District authorities to do what was possible to bring about an important with limited funds and with indifferent agents and instructed the Inspector of Schools recently appointed to visit the Hills at least once in the year and on his first visit to advise in regard to such action as may be practicable.

With regard to the production of textbooks, there was a Provincial Text Book Committee in Assam and four local Committees. The Provincial Committee dealt with books in English and in the classical languages. The local Committees, viz., the Surma Valley Committee, the Assam Valley Committee, the Khasi and Jaintia Hills Committee and the Garo Hills Committee dealt with publications in Bengali, Urdu, Assamese, Khasi and Garo respectively. The production of a series of text books adopted to the curriculum in force in the Garo Hills was undertaken under departmental auspices.

In 1930 two Garo boys passed their B A for the first time from Gauhati Cotton College, and the first Garo to pass M A was Howard Denison W Momin who passed in 1936

In 1926, two new Boys' Hostels were opened in the Mission Compound, Tura where about 100 Christian boys were admitted in that year

4.1.1 THE SOBHA SCHOOL OR THE FIRST HIGH SCHOOL, 1934

The need for an Institute of higher learning had been greatly felt by the Garo elite of that time and various appeals were made both to the government and to the Missionaries for the opening of such an Institute. However, neither the government nor the mission felt so strongly about it and so on one excuse or the other, no such Institute was opened. This issue was brought before the annual session of the Garo Baptist Convention held in 1934, and it was decided there that the Garos themselves would open a High School to be called "The Sobha School" at Tura. One of the prime-movers for this school was Ramsing Sangma, an evangelist employed by the Garo Sobha or Garo Baptist Convention.

The first teachers of this Sobha school were Rongmitu and Jackso S Momin and some of the first batch students were Rev G Marak, Mrs Heroine Bangshall, Mrs Probinballa W Momin, etc. This was taken over by the government in 1939 and Kanduna W Momin was its first Headmaster. This was raised to the level of government multi-purpose school in 1958 and it was brought down again as the Government Boys' High School in 1980.

4.1.2 THE DECLINE IN MISSION SCHOOL.

Since the educational policy in the Garo Hills was to transfer the Mission or private schools to the government, there was an annual decline in the number of

government schools In pursuance of this policy, the government took over 29 Mission schools in 1940 and stopped the monthly grant of Rs 192 to the Mission In this year, there were only 3 Mission schools in the Garo Hills, 15 were in the Goalpara district and another 15 were supported by individual Churches but under the Mission supervision There were altogether 108 private schools in the district and an enrolment of 2,229 These were wholly supported by the local churches

In 1941, the Tura Government High School had attained the full status of a High School IN 1950, the Assam Baptist Mission had been renamed “Council of Baptist Churches in North-East India” when Mission handed over most of the responsibilities in the management of churches and schools to the local Christians Except very few L P schools opened and run by the individual churches or Associations of churches, in the interior villages, all the L P Schools have been taken over either by the State Government or by the Garo Hills District Council

4.1.3 THE ROMAN CATHOLIC CHURCH SCHOOLS

The Roman Catholic Church Mission having come to Garo Hills in 1933 opened one Middle English School at Dalu in that year

One L P School was started at Tura in 1938 and 40 boys were admitted into the school This was raised to Middle English School in 1957 and to High English School in 1964 which was named “Don Bosco High School”

The Sisters of the Roman Catholic Church Mission also opened a separate M E School in their own compound in 1952 and called it “St Xavier’s Girls’ High School”

In 1961, the Roman Catholic Mission maintained 56 L P Schools in the villages and three H E Schools Today, they are expanding their missionary activities

much faster than any other church body and their educational activities are also expanding by leaps and bounds ³⁹

³⁹ Milton S Sangma, History of Education in Garo Hills, 1985, Spectrum Publications. Gauhati, India

CHAPTER – V

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

5.0 INTRODUCTION

The present chapter deals with the analysis and interpretation of data collected by the investigator with reference to the various objectives of the study

As regards the development of primary education in Garo Hills districts in Meghalaya, as being the first objective, the information were collected mainly from the office records, reports and relevant books. A discussion on the development of education in Garo Hills before independence has been given in Chapter IV, i.e., the earlier chapter

As regards the existing system of administration, financing of primary education, the problems in relation to administration and financing of primary education and the role played by the local bodies and voluntary organisations in the field of primary education, as being the second, third and fourth objectives of the study, the data were collected mainly by administering questionnaires to the samples of the heads and assistant teachers of primary schools. The analysis of data collected from the heads and assistant teachers of primary schools are given in the following pages

5.1 ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM THE HEADS OF PRIMARY SCHOOLS

The analysis of data collected from the heads of primary schools of different types of management are given under different sub-heads as under. The analysis has

been given in terms of percentage The figures inside brackets in various tables indicate percentages while the figures outside brackets indicate numbers

5.1.1 QUALIFICATION OF THE HEAD TEACHERS OF PRIMARY SCHOOLS

Table 5.1.1 Qualification of Primary School Heads

Qualification	Government	Deficit	Private	Total
Trained P U /+2	30 (11 58)	9 (3 47)	15 (5 79)	54 (20 85)
Untrained PU/+2	50 (19 31)	9 (3 47)	8 (3 09)	67 (25 87)
Trained Matriculates	85 (32 82)	10 (3 86)	11 (3 86)	106 (40 92)
Untrained Matriculates	23 (8 88)	-	9 (3 47)	32 (12 36)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table indicates that only 40 93 % of head teachers were trained matriculates while 20 85 % of heads were trained P U or + 2 serving in different types of schools

5.1.2 QUALIFICATION OF HEAD TEACHERS SERVING IN URBAN AND SEMI URBAN AND RURAL AREAS

The analysis of data regarding trained and untrained heads serving in urban, semi urban and rural areas are given in table 5 1 2

Table 5.1.2 Qualification of heads serving in urban, semi urban and rural schools

Qualification	Urban	Semi urban	Rural	Total
Trained P U /+2	20 (7 72)	18 (6 94)	16 (6 17)	54 (20 85)
Untrained PU/+2	35 (13 51)	35 (13 51)	36 (13 89)	106 (40 92)
Trained H S L C	30 (11 58)	20 (7 72)	14 (5 40)	64 (24 72)
Untrained H S L C	9 (3 47)	12 (4 63)	14 (5 40)	35 (13 51)
<i>Total</i>	<i>94(36.29)</i>	<i>85 (32.81)</i>	<i>80 (30.88)</i>	<i>259 (100.00)</i>

The table 5 1 2 indicates that 40 92 percent untrained PU or + 2 head teachers were serving in urban, semi urban and rural areas while 13 51 percent trained H S L C or Matriculate head teachers were serving in urban, semi urban and rural areas

5.1.3 SCHOOL BUILDING

On analysis of the responses given by the head teachers of the primary schools it was found that majority 83 percent of the schools had permanent buildings Again, majority of the schools (53 66 %) in the sample had their own buildings 15 83 percent schools had pucca buildings and 13 51 percent had only temporary buildings

5.1.4 PROVISION OF SEPARATE ROOMS IN THE SCHOOLS

The analysis regarding availability of separate rooms for the head, assistant teachers and others has been given in table 5 1 3

Table 5.1.3 Provision of separate rooms in the Primary School

	Government		Deficit		Private		Total	
	Provi- ded	Not provided	Provi- ded	Not provided	Provi- ded	Not provided	Provi- ded	Not provided
Heads' Room	41 (15.83)	147 (56.75)	9 (3.47)	19 (7.33)	8 (3.08)	35 (13.51)	58 (22.39)	201 (77.60)
Teachers' Common Room	32 (12.35)	156 (60.23)	11 (4.24)	17 (6.56)	23 (8.88)	20 (7.72)	66 (25.48)	193 (74.51)
Office Room	29 (11.19)	159 (61.38)	8 (3.08)	20 (7.72)	16 (6.17)	27 (10.42)	53 (20.46)	206 (79.53)
Pupils' Common Room	10 (3.86)	178 (68.72)	-	28 (10.81)	5 (1.93)	38 (14.67)	15 (5.79)	244 (94.20)
Science Laboratory	-	-	-	-	-	-	-	-
Auditorium	-	-	-	-	-	-	-	-
<i>Total</i>		188 (72.58)		28 (10.81)		43 (16.60)		259 (100.00)

The table indicates that majority of the schools (77.60 percent) were not provided separate rooms for the head teachers. 74.51 percent of the schools were not having teachers' separate common room. 79.53 percent of the schools (94.20 %) were not having pupils' common room also. None of the schools had Science Laboratory as well as Auditorium.

5.1.5 CLASSROOM FACILITIES

On the analysis of the responses given by the heads, it was found that all the schools had the essential equipments like desks, benches, chairs, tables and blackboards. Yet some of the schools were not having sufficient number of all these. Majority of the schools were not having electric lights since most the schools were

situated in rural areas where such facility was not extended Majority of the schools were not properly ventilated

5.1.6 LIBRARY FACILITIES IN PRIMARY

From the responses given by the head teachers in the sample it was found that none of the primary schools were having library in their schools

5.1.7 PLAYGROUND FACILITIES

On the analysis of the responses given by the head teachers it was found that majority of the schools were not having their own playground in their school compound

5.1.8 ORGANISATION OF GAMES AND SPORTS IN THE SCHOOL

It was found from the responses of the primary school head teachers that only 46 33 percent 120 of the schools were having their own playgrounds and the games mostly played by school children were football, cricket and volleyball, etc

5.1.9 PROVISION OF CO-CURRICULAR ACTIVITIES

The data were analysed to find out the provisions of co-curricular activities like N C C , Girls' Guides, Boys Scouts for school children, and it was found that majority of the schools did not provide boys' scout and girls guide, while majority schools did not conduct debates and quizzes

5.1.10 PROVISION OF DRINKING WATER

From the responses given by the heads of different types of schools, the data were analysed to find out the provision of drinking water

Table 5.1.4 Provision of drinking water

Drinking water facilities	Government	Deficit	Private	Total
Provided	50 (19.31)	11 (4.25)	15 (5.79)	76 (29.84)
Not provided	138 (53.28)	17 (6.56)	28 (10.81)	183 (70.66)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table indicates that only 29.84 percent of the schools provided drinking water facilities for the school children. Majority (70.66 percent) of the schools did not provide such facility.

5.1.11 PROVISION OF SANITATION

The data were analysed to find out the provision of sanitation in primary schools.

Table 5.1.5 Provision of Sanitation

Sanitation facilities	Government	Deficit	Private	Total
Provided	53 (20.47)	7 (2.70)	13 (5.02)	73 (28.19)
Not provided	135 (52.12)	21 (8.11)	30 (11.58)	186 (71.81)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table shows that the majority (71.81 percent) of the schools were not provided sanitation while 28.19 percent of the schools were provided with sanitation facilities in their schools.

5.1.12 PROVISION OF MEDICAL CHECK UP

The data were analysed to find out the provision of medical check up in primary schools in different types of schools from the responses given by the heads in the sample

Table 5.1.6 Provision of medical check up

Medical Facilities	Government	Deficit	Private	Total
Provided	20 (7.72)	3 (1.16)	5 (1.93)	28 (10.81)
Not provided	168 (64.86)	25 (9.65)	38 (14.67)	231 (89.19)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table indicates that only 10.81 percent of the schools were provided with the medical check up facilities

5.1.13 PROVISION OF HOSTEL FACILITIES

From the responses given by the heads of different types of schools, the data were analysed to find out the provision of hostel facilities

Table 5.1.7 Provision of hostel facilities

Hostel Facilities	Government	Deficit	Private	Total
Provided	-	3 (1.16)	2 (0.77)	5 (1.93)
Not provided	188 (72.59)	25 (9.65)	41 (15.83)	256 (98.07)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table no 5.1.7 shows that very few primary school were provided hostel facilities 1.93 percent of deficit and private primary schools were provided with hostel facilities

5.1.14 FRAMING THE PRIMARY SCHOOL CURRICULUM

With regards the framing of the school curriculum, some alternative answers were provided to the heads in the questionnaires, like – the curriculum was framed by the heads of primary schools, by Meghalaya Board of School Education (MBOSE), by the National Council of Educational Research and Training (NCERT) It was found from the responses that the primary school curriculum was framed by the Meghalaya Board of School Education (MBOSE)

5.1.15 VIEWS ON EXISTING PRIMARY SCHOOL CURRICULUM

The data collected from the heads of different types of schools were analysed to find out the views of the existing Primary School curriculum It has been analysed in table no 5 1 8

Table 5.1.8 Views on the existing Primary School Curriculum

Views	Government	Deficit	Private	Total
Satisfied	56 (21 62)	12 (4 63)	33 (12 74)	101 (39 00)
Not satisfied	132 (50 97)	16 (6 18)	10 (3 86)	158 (61 00)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table indicates that majority (61 percent) of the heads were not satisfied with the present curriculum

5.1.16 DEFECTS OF THE EXISTING CURRICULUM

On the analysis from the responses given by the heads of the primary schools is shown in table No 5 1 9

Table No. 5.1.9 Defects of the existing curriculum

Defects	Government	Deficit	Private	Total
Does not cater to the needs	47 (18 15)	3 (1 16)	5 (1 93)	55 (21 23)
Over crowded	21 (8 11)	4 (1 54)	-	25 (9 65)
Bookish	31 (11 96)	6 (2 32)	1 (0 39)	38 (14 67)
Theoretical	33 (12 74)	3 (1 16)	4 (1 54)	40 (15 44)

The table indicates that majority (21 23 percent) of the heads of primary schools were not satisfied with the existing system of curriculum as it did not cater to the needs of the local children

5.1.17 PRESCRIPTION OF TEXT BOOKS

From the responses of the heads it was found that the text books were prescribed by the Meghalaya Board of School Education for all the schools under its jurisdiction

5.1.18 USE OF METHODS OF TEACHING

The data has been analysed from the responses given by the heads to find out the methods of teaching used by the head teachers in the schools

Table 5.1.10 Use of methods of teaching

Methods of Teaching	Government	Deficit	Private	Total
Discussion Method	90 (34 74)	12 (4 63)	5 (1 93)	107 (41 31)
Question Answer Method	72 (27 79)	11 (4 24)	21 (8 10)	104 (40 16)
Demonstration Method	26 (10 03)	5 (1 93)	17 (6 56)	48 (18 53)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table shows that 41.31 percent of the heads used discussion method whereas 40.15 percent used question answer method. Only 18.53 percent of the heads of primary schools used demonstration method.

5.1.19 USE OF TEACHING AIDS

The data has been analysed to find out the number of head teachers used teaching aids while they teach in the class in their schools.

Table 5.1.11 Use of Teaching Aids

Types of Teaching Aids	Government	Deficit	Private	Total
Blackboard and Chalk	132 (50.96)	10 (3.86)	18 (6.94)	160 (61.78)
Charts	23 (8.88)	8 (3.08)	10 (3.86)	41 (15.83)
Globe	20 (7.72)	5 (1.93)	9 (3.47)	34 (13.12)
Map	13 (5.01)	5 (1.93)	6 (2.31)	24 (9.27)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table indicates that majority (61.77 %) of the head teachers used blackboard as their teaching aid in classroom teaching. The large majority of them stated that teaching aids help in making teaching effective.

5.1.20 SUPERVISION IN TEACHING BY THE HEAD TEACHERS OF PRIMARY SCHOOLS

It has been found from the responses given by the head teachers how they supervise the assistant teachers in classroom teaching.

Table 5.1.12 Supervision in teaching by head teachers

Supervision in Teaching	Government	Deficit	Private	Total
Holding discussion with other teachers	96 (37.07)	9 (3.47)	15 (5.79)	120 (46.33)
Holding workshops or seminars	-	3 (1.16)	4 (1.54)	7 (2.70)
Comes to heads for guidance	92 (35.52)	16 (6.18)	24 (9.27)	132 (50.97)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table indicates that majority (50.97 percent) of the teachers generally sought the guidance of the heads while 46.23 percent of the heads of primary schools supervised the used teaching methods by holding discussion with the teachers

5.1.21 PERMITTING TEACHERS TO ATTEND

WORKSHOP/SEMINAR ON EXAMINATION REFORMS

The responses given by the heads indicated that only 35 % of the heads of primary schools allowed their school teachers to attend workshops or seminars on examination reforms

5.1.22 RECRUITMENT OF HEAD TEACHERS

The data has been analysed to find out the procedure of recruitment of the heads from the responses given by the heads of different types of schools

Table 5.1.13 Recruitment of Head Teachers

Recruitment	Government	Deficit	Private	Total
Director of Elementary and Mass Education	13 (5 01)	5 (1 93)	-	18 (6 95)
Managing Committee	-	5 (1 93)	38 (14 67)	43 (16 60)
Deputy Inspector of Schools	175 (67 56)	18 (6 94)	5 (1 93)	198 (76 45)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table clearly shows that most of the government primary school heads were appointed by the Deputy Inspector of Schools. In the case of private schools, 16.60 percent of the head teachers were appointed by the Managing Committee.

5.1.23 VARIOUS FACILITIES ENJOYED BY HEAD TEACHERS

Regarding the facilities enjoyed by the head teachers, it was found that the heads in government schools enjoyed the benefits like the annual increment, house rent allowance, medical allowance, pension, gratuity and provident fund.

The deficit school heads enjoyed annual increment, house rent allowances, dearness allowances, medical allowance, maternity leave for a woman teacher, etc. But they do not have the pension benefit like the government primary school teachers. The head teachers in the deficit schools also enjoyed the same benefit while most of these facilities were not extended to the private school head teachers.

5.1.24 DEPUTATION OF HEADS TO TRAINING

From the responses given by the head teachers of primary schools, the data has been analysed to find out the deputation of heads to training.

Table 5.1.14 Deputation of Heads to Training

Deputation	Government	Deficit	Private	Total
Deputed	93 (35.91)	18 (6.95)	21 (8.10)	132 (50.97)
Not deputed	95 (36.68)	10 (3.86)	22 (8.49)	127 (49.03)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table indicates that 50.96 percent of the primary school heads were deputed for training after they were appointed for undergoing professional training and majority of them were from the government primary schools

5.1.25 ADVANCE INFORMATION REGARDING INSPECTION

The heads were asked to state whether they were informed in advance about the school inspection. The table no 5.1.15 gives the analysis of the responses

Table 5.1.15 Advance information regarding inspection

Inspection	Government	Deficit	Private	Total
Advance information given	90 (34.75)	5 (1.93)	13 (5.01)	108 (41.69)
Advance information not given	98 (37.84)	23 (8.88)	30 (11.59)	151 (58.31)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table shows clearly that majority (58.30 %) of the head teachers were not informed in advance regarding inspection of the school

5.1.26 SCHOOL MANAGEMENT

It was found from the responses that while all the government primary schools were directly managed by the government, the deficit and private schools were under the management of separate managing Committees duly constituted under the rules

Besides there were Parent - Teacher Association in almost all the schools to help the teacher in maintenance of discipline in the school

5.1.27 FINANCIAL SOURCES FOR THE SCHOOL

The data has been analysed from the responses given by the heads of the teacher regarding sources of income for the school is given in table no 5 1 16

Table 5.1.16 Financial sources of the Schools

		Government	Deficit	Private	Total
Government Grants	Yes	188 (72 59)	28 (10 81)	5 (1 93)	221 (85 32)
	No	-	-	38 (14 67)	38 (14 67)
	<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>
Fees and Fines	Yes	-	11 (4 24)	43 (16 60)	54 (20 84)
	No	188 (72 59)	17 (6 56)	-	205 (79 15)
	<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>
Donation	Yes	-	8 (3 08)	21 (8 10)	29 (11 19)
	No	188 (72 59)	20 (7 72)	22 (8 49)	230 (88 80)
	<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

85 32 percent of the schools received government grants as the source of income for the maintenance of the schools

5.1.28 TYPES OF FINANCIAL ASSISTANCE GIVEN TO THE PRIMARY SCHOOLS

The data has been analysed to find out the type of financial assistance that the different types of school received from the government. It has been given in table no 5.1.17

Table 5.1.17 Types of financial assistance

Types of Financial Assistance	Government	Deficit	Private	Total
Maintenance grants received	188 (72.59)	28 (10.81)	-	216 (83.40)
Maintenance grants not received	-	-	43 (16.60)	43 (16.61)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>
Building, Furniture grant received	188 (72.59)	28 (10.81)	-	216 (83.40)
Building, Furniture grant not received	-	-	43 (16.60)	43 (16.60)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>
Grant for Scholarship received	-	-	-	-
Grant for Scholarship not received	188 (72.59)	28 (10.81)	43 (16.60)	259 (100.00)
<i>Total</i>	<i>188 (72.59)</i>	<i>28 (10.81)</i>	<i>43 (16.60)</i>	<i>259 (100.00)</i>

The table indicates that the school belonging to different categories and management received grants like maintenance grants for the purpose of welfare of the schools and teachers' salary. 83.39 percent of the schools were sanctioned grants by the government, 16.60 percent of the schools, that is, private schools did not receive any maintenance grants from the government.

5.1.29 GETTING FINANCIAL ASSISTANCE IN TIME

On analysis from the responses of the heads of primary schools, it was found that only 57.91 (150) percent of the primary schools received their grants from the government in time.

5.1.30 THE SCHOOL RECORDS

Analysis of responses revealed that following records were maintained by the head teachers:

1. Admission Register
2. Attendance Register
3. Transfer and Leaving Certificate Register
4. Account Books
5. Salary Register
6. Casual Leave Register
7. Student Conduct Book
8. Co-curricular Activities Register
9. Supervision Book
10. Guardians' Meeting Proceeding Register
11. Service Book for Teachers (Government Schools only)

5.1.31 JOB SATISFACTION

It was found from the responses given by the head teachers that 75 percent of the head teachers were satisfied with their job, especially those who were teaching in government primary schools.

5.1.32 PHYSICAL EDUCATION

Most of the schools especially those in rural areas with single teacher did not have physical education instructor. The head teachers themselves used to teach students some physical exercise like P.T. and drill in those schools.

5.1.33 SOCIALLY USEFUL PRODUCTIVE WORK

From the responses given by the head teachers of the primary schools, it was found that 72.58 percent (188) of the schools had separate period for Socially Useful Productive Work (SUPW) as per their time table.

5.1.34 PROBLEMS AS PERCEIVED BY THE HEAD TEACHERS OF PRIMARY SCHOOLS

Towards the end of the questionnaire, the head teachers of the primary schools belonging to different categories were requested to express their reactions to different problems they faced with regard to physical facilities, administration, academic, financial and curriculum. The following were found to be major problems and inadequacies in majority of the primary schools in Garo Hills districts of Meghalaya.

A Problems with regard to physical facilities

- (i) Non availability of playground
- (ii) Inadequate facilities in respect of buildings and library for the schools

B Administrative Problems

- (i) Poor conditions of schools situated in rural areas
- (ii) Inadequate facilities in respect of building and library for the school

C Academic Problems

- (i) Insufficient teachers in rural areas (Single teacher was found in most of the rural areas)
- (ii) Insufficient trained teachers
- (iii) Poor standard of teaching in English (Most of the schools used mother tongue, i e , Garo as a medium of instruction)

D Financial Problems

- (i) Lack of government grants for repairs of school buildings and for purchase of furniture, textbooks and teaching aids
- (ii) Delay in releasing salary, grants, etc
- (iii) Absence of provision of financial assistance to establish new private schools in rural areas

E Curricular Problems

- (i) Non-availability of some textbooks in the local market
- (ii) Lengthy syllabus

5.2 ANALYSIS OF DATA COLLECTED FROM ASSISTANT TEACHERS

The analysis and interpretation of data collected from primary school assistant teachers are given under different sub-heads. The analysis has been given in terms of percentages. The figures inside bracket in various tables indicate percentages while the figures outside brackets indicate numbers.

5.2.1 TEACHERS' QUALIFICATION

Table No 5 2 1 gives the analysis of the data concerning educational qualifications of primary school teachers of the entire sample

Table 5.2.1 Teachers' Qualification

Qualification	Government	Deficit	Private	Total
P U Passed	87 (28 71)	28 (9 24)	21 (6 93)	136 (44 89)
HSLC Passed	108 (35 64)	32 (10 56)	27 (8 91)	167 (55 11)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table indicates that majority of the assistant teachers (55 11 %) were matriculates or H S L C passed

5.2.2 TEACHING EXPERIENCE

On the analysis it was found that majority (55 %) of the teachers were having more than seven or eight years of teaching experience Very few of them were having ten to fifteen years of teaching experience in different types of schools

5.2.3 PARTICIPATION IN IN-SERVICE TEACHERS' TRAINING

The data has been analysed from the responses given by the assistant teachers and it is given in table no 5 2 2

Table 5.2.2 Participation in in-service teachers' training

In-service Teachers' Training	Government	Deficit	Private	Total
Attended	78 (25 74)	21 (6 93)	13 (4 29)	112 (36 97)
Not attended	117 (38 61)	39 (12 87)	35 (11 55)	191 (63 03)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

From the table it can be seen that only 36.96 % of the teachers had attended in-service training or any other short course by which they were benefited. The large majority (63.03 %) of the teachers have not attended any in-service teachers' training or any short course.

5.2.4 WORKLOAD OF PRIMARY SCHOOL TEACHERS

The data has been analysed to find out the workload of the teachers concerning subject and period load per week.

Table 5.2.3 Subject Load of Teachers

Number of subjects taught	Government	Deficit	Private	Total
1	25 (8.25)	6 (1.98)	-	31 (10.23)
2	59 (19.47)	19 (6.27)	21 (6.93)	99 (32.68)
3	57 (18.81)	17 (5.61)	15 (4.95)	89 (29.37)
4	54 (17.82)	18 (5.94)	12 (3.96)	84 (27.72)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table indicates that the percentage of teachers teaching only one subject was lowest (10.23 %). The highest percentage (32.67 %) of the teachers taught two subjects.

5.2.5 PERIOD LOAD OF TEACHERS PER WEEK

Analysis has been done from the responses given by the assistant teachers to find out the period load of teachers per week. It is given in table no. 5.2.4.



Table 5.2.4 Period load of teachers per week

Period load per week	Government	Deficit	Private	Total
20 – 25	15 (4.95)	5 (1.65)	2 (0.66)	22 (7.26)
26 – 30	55 (18.15)	19 (6.27)	12 (3.96)	86 (28.38)
31 – 35	60 (19.80)	24 (7.92)	22 (7.26)	106 (34.98)
Above 35	65 (21.45)	12 (3.96)	12 (3.96)	89 (29.38)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table 5.2.4 indicates that the highest percentage (34.98 %) of the teachers from different management of schools had to take 31 – 35 periods of classes in a week. Only 7.26 % of the teachers had to take 20 – 25 periods of classes in a week.

5.2.6 EXTRA COACHING CLASSES

The table 5.2.5 gives a clear view of the analysis of the data that has been collected from the sample of the assistant teachers regarding extra coaching classes taken by the teachers.

Table 5.2.5 Extra Coaching Classes

Extra Coaching classes taken	Government	Deficit	Private	Total
Often	27 (8.91)	7 (2.31)	16 (5.28)	50 (16.50)
Sometimes	82 (27.06)	41 (13.53)	21 (6.93)	144 (47.52)
Never	86 (28.38)	12 (3.96)	11 (3.63)	109 (35.98)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table indicates that 47.52 % of the teachers from different types of schools took extra coaching classes 'sometimes', 16.50 % took 'often' and 35.97 % of the teachers 'never' took extra coaching classes.

5.2.7 TEACHERS' REACTION TO THE PRESENT CURRICULUM

The majority of the teachers had stated that they were satisfied with the present curriculum. They had also stated that the primary schools in the state as a whole followed the curriculum as prescribed by the Meghalaya Board of School Education.

5.2.8 SUITABILITY OF PRESCRIBED TEXTBOOKS

The data collected has been analysed to find out about the suitability of textbooks from the respondents.

Table 5.2.6 Suitability of prescribed textbooks

Opinion of the teachers on textbooks	Government	Deficit	Private	Total
Suitable	165 (54.45)	33 (10.89)	24 (7.92)	222 (73.27)
Not suitable	30 (9.90)	27 (8.91)	24 (7.92)	81 (26.73)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table indicates that the majority (73.26 %) of the respondents from different categories of schools had opined that the textbooks prescribed for the primary schools were suitable for the students. In the opinion of the teachers, the textbooks should have more illustrations. It was also pointed out by the respondents that inadequate supply of textbooks was a great problem for the students.

5.2.9 METHOD OF TEACHING USED

The methods used by the teachers are shown in table no 5 2 7

Table 5.2.7 Method of Teaching used

Methods	Government	Deficit	Private	Total
Discussion Method	113 (37.29)	36 (11.88)	15 (4.95)	164 (54.12)
Question Answer Method	82 (27.06)	24 (7.92)	16 (5.28)	122 (40.27)
Playway Method	-	-	17 (5.61)	17 (5.61)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

Majority of the primary school teachers (54.12 %) used discussion method

5.2.10 DIFFICULT SUBJECT FOR STUDENTS

According to the response given by the teachers, 81.84 % found mathematics most difficult subject. Very few of them had revealed that students find difficulties in other subjects like geography and science.

5.2.11 TEACHING AIDS

Majority of the schools had only common teaching aids like blackboard, chalk, duster, chart and pointer. All the teachers stated that they used the aids available in the school and that they found the use of aids in teaching helpful.

5.2.12 SUPERVISION OF THE WORK OF THE TEACHERS BY THE HEAD TEACHERS

The majority of the teachers (75.24 %) revealed that the heads of the schools used to visit the classroom to supervise the teachers' work and hold discussion with them after the class.

5.2.13 JOB SATISFACTION OF TEACHERS

Table 5.2.8 Job satisfaction of Teachers

Extent of Satisfaction	Government	Deficit	Private	Total
Very satisfied	47 (15.51)	16 (5.28)	9 (2.97)	72 (23.76)
Satisfied	84 (27.72)	20 (6.60)	18 (5.94)	122 (40.27)
Not satisfied	64 (21.12)	24 (7.92)	21 (6.93)	109 (35.97)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table shows that 40.26 percent of the teachers were satisfied with their teaching job. 35.97 percent of the teachers were not satisfied, while 23.76 percent of the teachers were very satisfied with their teaching job.

5.2.14 REASONS FOR DISSATISFACTION GIVEN BY THE CONCERNED TEACHERS

Reasons for dissatisfaction given by the concerned teachers were analysed but not tabulated. It was found that the reasons furnished by them included one or the other or all of those mentioned below:

- (a) Poor service condition
- (b) Poor salary
- (c) Lack of recognition by the society and the government

5.2.15 PARTICIPATION IN THE SCHOOL ACTIVITIES

Majority of the teachers belonging to different categories of schools participated in the school activities as mentioned below:

- (a) Planning the school work
- (b) Time table preparation

- (c) Examination
- (d) Co-curricular activities

5.2.16 RECRUITMENT OF TEACHERS

The Respondents had revealed that the recruitment of the assistant teachers is made by the Deputy Inspector of Schools. In the case of private schools the managing committee appoints the teachers as per rule.

5.2.17 REACTION OF THE ASSISTANT TEACHERS TO THE PRESENT SYSTEM OF RECRUITMENT

The table 5.2.9 indicates the opinion of the teachers of different categories of schools with regard to the system of recruitment in the schools.

Table 5.2.9 Teachers reaction to the present system of recruitment

Responses	Government	Deficit	Private	Total
Satisfied	31 (10.23)	29 (9.57)	22 (7.26)	82 (27.07)
Not satisfied	164 (54.12)	31 (10.23)	26 (8.58)	221 (72.93)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table 5.2.9 shows that the majority (72.93) of the assistant teachers were not satisfied with the present system of recruitment.

5.2.18 STEPS SUGGESTED FOR IMPROVING SERVICE CONDITIONS OF TEACHERS

The data has been analysed to find out the suggestions of the assistant teachers with regard to their service conditions.

Table 5.2.10 Steps suggested for improving service conditions of teachers

Steps suggested	Government	Deficit	Private	Total
Giving Higher Pay Scale	168 (55.44)	29 (9.57)	21 (6.93)	218 (71.94)
Granting financial help for higher studies	27 (8.91)	14 (4.62)	8 (2.64)	49 (16.17)
Treating teachers at par with government employees	-	7 (2.31)	10 (3.30)	17 (5.62)
Giving pension benefits to the deficit schools	-	10 (3.30)	9 (2.97)	19 (6.27)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table indicates that the majority (71.94 %) of the teachers from different categories of schools spread over urban, semi urban and rural areas stressed the importance of giving higher pay scales to the primary school teachers

5.2.19 DIFFERENT TYPES OF LEAVE ENTITLED TO THE PRIMARY SCHOOL TEACHERS

It has been revealed that the government primary school teachers were entitled to the benefits of leave as per government rules. The different types of leave that were enjoyed by the government primary school teachers were casual leave, maternity leave for the women teachers, medical leave, earned leave, commuted leave, etc. Such benefit were not applicable to the private primary school teachers

5.2.20 TEACHERS' ASSOCIATION OR TEACHERS' UNION

Majority (90 %) of the teachers had stated to be members of one of the teachers' association

5.2.21 RATE OF SCHOOL DROPOUTS

The teachers were asked to give their opinion on the rate of dropouts in the primary school level

Table 5.2.11 Opinion on the rate of school dropouts

Rates	Government	Deficit	Private	Total
High	158 (52.14)	27 (8.91)	22 (7.26)	207 (68.31)
Low	37 (12.21)	33 (10.89)	26 (8.58)	96 (31.69)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The above table shows that a large majority (68.31 %) of the respondents opined that the rate of dropouts in the entire three districts of Garo Hills spread over urban, semi urban and rural areas was “high”.

The teachers had responded that there were various reasons for the high rate of dropouts. In their opinion the high rate of dropouts was caused due to the following reasons:

- (a) Failure in examination
- (b) Poor condition of the school
- (c) Unfavourable economic conditions at home

5.2.22 TRYING OUT INNOVATIVE IDEAS BY THE TEACHERS

The respondents were asked to state if they had tried any innovative ideas in classroom teaching. The responses were analysed accordingly in the table 5.2.12

Table 5.2.12 Trying out innovative Ideas by the teachers

Responses	Government	Deficit	Private	Total
Tried out	90 (29.70)	27 (8.91)	25 (8.25)	142 (46.86)
Not tried out	105 (34.65)	33 (10.89)	23 (7.59)	161 (53.14)
<i>Total</i>	<i>195 (64.35)</i>	<i>60 (19.80)</i>	<i>48 (15.84)</i>	<i>303 (100.00)</i>

The table indicates that 46.86 percent of the respondents tried out innovative ideas or practices in teaching. The description of innovative practices were analysed in the given table no. 5.2.13.

5.2.23 DESCRIPTION OF INNOVATIVE PRACTICES

The analysis has been done to find out from the respondents in what way they had tried to apply their innovative ideas or practices.

Table 5.2.13 Description of innovative practices

Innovative Practices	Government	Deficit	Private	Total
Teaching aids like chart, map, picture	37 (26.06)	11 (7.74)	10 (7.05)	58 (40.85)
Playway Method	30 (21.12)	8 (5.63)	9 (6.33)	47 (33.09)
Demonstration Method	23 (16.19)	8 (5.63)	6 (4.22)	37 (26.06)
<i>Total</i>	<i>90 (63.38)</i>	<i>27 (19.01)</i>	<i>25 (17.60)</i>	<i>142 (100.00)</i>

The highest percentage of teachers (40.84%) used different types of teaching aids like chart, map and pictures in teaching as an innovative activity.

5.2.24 PROBLEMS OF PRIMARY EDUCATION AS PERCEIVED BY THE TEACHERS

With regards to the problems of primary education the majority (54.12%) of the teachers stated that the main problem was the unsatisfactory service conditions of teachers. The other problems commonly indicated by the teachers include inadequate fund, inadequate teaching staff, unsatisfactory condition of school buildings.

5.2.25 STANDARD OF PRIMARY EDUCATION IN GARO HILLS

The respondents were asked to give their own view about the standard of primary school education in Garo Hills.

It has been found from the responses given by the teachers that in the opinion of the majority (55 %), the standard of primary education in Garo Hills had improved over the years

5.2.26 THE OTHER BENEFITS OF SERVICE OF TEACHERS

It has been revealed from the responses that the government school teachers were given regular time scale of pay and they were entitled to other benefits like pension, gratuity and G P F The deficit school teachers were given regular time scale of pay as per the government rules and they were entitled to gratuity and C P F In the case of private schools where salary was paid by respective managing committees, time scale of pay is not extended to the teachers but consolidated salary was paid to the teachers in private schools It has further been revealed that salary to the private school teachers were not paid in time

5.2.27 SPECIFIC PROBLEMS FACED BY THE TEACHERS

The teachers of the primary schools were asked to specify the problems with reference to organisational, curricular and financial aspects The common problems identified from the responses given by the respondents were as follows

- (i) Poor service condition and lack of promotional facilities
- (ii) Delay in issuing order of confirmation in service
- (iii) Lack of facilities for higher studies
- (iv) Inadequate facilities for in-service training of teachers
- (v) Absence of vocational courses in the curriculum
- (vi) Dearth of qualified teachers
- (vii) Inadequate supply of teaching aids in schools

- (viii) Poor condition of school building
- (ix) Inadequate number of furnitures in the classroom
- (x) Poor salary
- (xi) Irregular payment of salary

5.2.28 SUGGESTIONS, PLAN OR PROPOSALS GIVEN BY PRIMARY SCHOOL TEACHERS

The primary school teachers were asked to give their suggestions, plan or proposals for the removal of various problems

The common suggestions identified by the investigator from the responses are given below

- (i) The service conditions of teachers in schools should be improved in all types of schools (government, deficit and private) and should follow uniform service rules
- (ii) The salary of the teachers should be raised
- (iii) Teachers should be confirmed in service in time
- (iv) In-service training facilities should be strengthened
- (v) Teaching aids should be supplied by the government to all schools
- (vi) Promotion facility should be given according to qualification and seniority basis
- (vii) Salaries of teachers should be paid in time

- (viii) The conditions of private schools should be improved and the teachers working in these schools should be given time scale of pay

CHAPTER – VI

FINDINGS OF THE STUDY AND SUGGESTIONS

CHAPTER VI

FINDINGS OF THE STUDY AND SUGGESTIONS

6.0 INTRODUCTION

The present chapter gives the major finds with reference to the three objectives of the study. As regards the development of primary education in Garo Hills, vide the objective number one, a discussion has been made in Chapter IV. The major points with regard to this objective are however, given in this chapter along with the findings in respect of the other objectives. Towards the end of the chapter a list of topics suggested for future researchers can be seen.

6.1 DEVELOPMENT OF PRIMARY EDUCATION

The major findings are as under:

1. The Garos received education through the 'Nokpante', or bachelors' dormitory. That is the traditional institution which may be regarded as the centre of learning among the Garos. Almost every village had its Nokpante or Nokpantes. The word 'Nokpante' literally means "a house of bachelor" (Nok means house and pante means bachelor). With the introduction of Christianity and western education, the traditional Nokpante system became obsolete, but participation of the community in matter of educational development through the village durbar, a church organisation or just a group of people is still conspicuous. Initially, the community established venture schools because of their need to have a school for their children.

- 2 The first school especially for the Garos was established at a village called Singimari during 1826 – 1829, a small British outpost located at the western extremity of the Garo Hills through the efforts of David Scott. But this school did not last long, because it came too early and there was no suitable person to run the school and due to lack of teacher.
- 3 The next schools were established for the Garos in 1829 in Gauhati and at Goalpara in 1847.
- 4 According to the reports at the Jorhat Missionary Conference in 1926, the interest and progress of primary education in Garo Hills became greater than before. On March 31, 1926, there were 74 Mission Schools of which 5 had been closed during the year and 7 were given over to the government. In these 74 Mission Schools, there were 169 girls on a total enrolment of 1,899 pupils. There were 101 Government Schools, there was an enrolment of 3,442. Besides these, there were about 60 private schools with enrolment of about 1,000 making a total of about 6,000 or 7,000.
- 5 According to the report at the Missionary Conference held at Golaghat in 1927, there were 61 village mission schools in Garo Hills and 15 in Goalpara district, a total of 76 schools. Five of these were closed for various reasons so that in 1927, there were only 71 schools under the Mission care.
- 6 The pay of village teachers varied from Rs. 5 to Rs. 20, according to *qualifications and length of service*. The village contributions towards

teachers' pay varied between Rs 2 and Rs 9 per month per village. There were 76 village teachers employed by the Mission, of whom 31 held M E Certificates, 22 had had training as teachers at Tura and two of them had studied in High Schools, one finishing the 8th class. In these 76 primary schools, there were altogether 1,817 pupils of whom 584 were girls. Besides these, there were about 60 village schools in Garo Hills run by the Church Association and by the villages themselves without the help of the government or the mission. One church alone was found to maintain 14 primary schools.

- 7 Up to the year 1934, neither the Mission nor the Government offered scholarships for the post-Matric studies, but Rev R H Ewing, the American Baptist Missionary at Tura, realising the need for award of such scholarship gave four such scholarships in 1925. Messers Karnesh Marak, Wilson K Marak, Spurgeon Marak and Samson K Sangma were the first recipients of these scholarships and joined the Cotton College, Gauhati in 1925. Karnesh Marak and Wilson Marak were the first Garos to pass B A in 1930. The first Garo to pass M A was Haward Denison W Momin who passed in 1936.
- 8 The Sobha School or the First High School was opened at Tura by the Garo Baptist Convention held in 1934 and it was called "The Sobha School". Ramsing Sangma was one of the prime-movers for this school. The first teachers of this Sobha School were Mackenson Rongmitu and Jocksa S Momin and some of the first batch of students was Rev G Marak, Mrs H Bangshell, Mrs P W Momin. This school was taken over by the government in 1938 and Kandura W

Momin was its first Headmaster This was raised to the level of Government Multi-Purpose School in 1958 and it was brought down again as the Government Boys' High School in 1980

- 9 Since the educational policy in Garo Hills was to transfer the Mission or private schools to the government, there was an annual decline in the number of Mission schools and the corresponding rise in the number of government schools In pursuance of this policy, the government took over 29 Mission schools in 1940 and stopped the monthly grant of Rs 192 to the Mission
- 10 In 1940, there were altogether 108 private schools in the districts and an enrolment of 2,229 students These were wholly supported either by the local churches or from the 'Women Rice Fund'
- 11 In 1941, the Tura Government High School had attained the full status of a High School in 1944 Jackson Momin was appointed the Assistant Warden of the Christian Boys' Hostel where 65 boys were admitted in it
- 12 In 1933, the Roman Catholic Church came to Garo Hills and opened one Middle English School at Dalu and one L P School was started at Tura in 1938 and 40 boys were admitted into the school
- 13 Before independence in 1944, there were 12 village Mission schools, 30 local churches' schools, 100 private schools and the total number of pupils enrolled was 1022 out of which 443 were girls
- 14 In 1949, there were 13 mission schools and 52 local churches' schools and the total enrolment of pupils was 1594

15. In 1951, there were 12 mission schools and 56 local churches' schools where the total number of pupils enrolled was 1698 out of which 711 were girls.
16. In 1952, there were 14 mission schools and 54 local churches' schools where the total enrolment of students was 1415
17. In 1954 there were no more mission schools but there were 59 Baptist Association Schools, 2 Garo Baptist Convention Schools and 7 primary schools supported by mission funds.
18. Between 1911 and 1951, education in this District made slight though still insufficient progress. According to the 1951 Census, the percentage of literacy in this district was only about 7.3 compared to the all India average of 16 %. The total population of the composite district was 2,42,075 of whom only 17,706 were literates. An upward trend was apparent after independence, the most remarkable progress achieved being in the field of primary education. As a result, the literacy spread at a faster rate than in the plains, during the 1951 – 1961. At the 1961 Census the percentage of literacy in the district was given as just under 20 (males 25.9 % and females 13.8 %) against 27.4% for the whole state of Assam
19. The increase literacy has been due to the rapid increase in the number of educational institutions
20. In 1973 – 1974, there were 1,365 primary schools in the Districts of Garo Hills

- 21 The total number of Primary Schools in the Garo Hills Districts during the period from 1975 to 19871 was 1,644, with 74,796 students (40,905 boys and 33,891 girls) The number of teachers were 2,236 at the end of the current year
- 22 44 Junior Basic Schools have been established in the Districts since 1961 with 2,640 students on the rolls at the latest count
- 23 There are two Basic Training Centres located in the Districts – one at Tura and another at Resubelpara
- 24 The total number of Middle Schools in the Garo Hills Districts during the year 1981 – 82 was 194 with 17,059 students (including those in Madrassa Middle Schools) The number of boys was 10,513 and that of girls 6,546 The number of teachers for the same period was 874, of whom 705 were male teachers and 160 were female teachers
- 25 The total number of High Schools in the Garo Hills at the end of 1981 – 82 was 90 with a roll of 17,193 students (boys – 10,913 and girls – 6,280) The only Central School in the Districts is located at New Tura
- 26 The Roman Catholic Mission opened one M E School at Dalu in 1933 and in 1938, a Lower Primary School was started at Tura This school was upgraded to the Middle English School in 1957, and was finally elevated to the status of a High School in 1964 It now bears the name of Don Bosco High School In 1952, the Sisters of the Mission opened a separate M E Schools for girls This School is now a High School and bears the name of St Xavier’s Girls’ High School

- 27 Since then, progress has made great strides and the number of educational institutions in the districts in 1980 included 2 colleges, 90 High Schools, 194 Middle English Schools and 1664 Lower Primary Schools English continues to be the medium of instruction in High Schools and higher institutions In Middle and Primary Schools, the medium of instruction was the mother tongue Garo as the majority of the schools served the Garo community
- 28 Up to 1981, there were only two colleges in the Garo Hills – the Tura Government College in the West Garo Hills District and Mendipathar College in the East Garo Hills District Both Colleges are co-educational institutions, now affiliated to the North Eastern Hill University But the number of colleges has increased to eight or nine colleges now in the entire Garo Hills Districts
- 29 So till date, the total number of government primary schools in Garo Hills Districts were 2041 and Non-Government (Deficit and Private) were 430 and the number of teachers were 4205 in all

6.2 OTHER FINDINGS

The major finding relating to the existing system of administration and financing of primary education and the problems in relation to administration and financing and the role played by local bodies and voluntary organisation in the field of primary education are as follows

6.2.1 ADMINISTRATION OF PRIMARY EDUCATION

- 1 With the attainment of Independence, the schools in the hill areas were gradually brought under the state management The most important

event during the post independence period was the establishment of the Primary Education Board at Shillong, then the capital of Assam. The body had a full time Secretary and the Minister of Education was its President. The Board had full control over primary education and all primary schools in the state came under its jurisdiction. In 1954, the Primary Education Board was replaced by a new body, viz, the State Basic Education Board.

- 2 After the Sixth Schedule was incorporated into the Constitution, accordingly the District Councils for such autonomous districts in the tribal areas of Assam were set up. The administration of a autonomous district was vested in the District Council. Garo Hills Autonomous District Council was inaugurated in 1952.
- 3 The transfer of control and management of Primary Schools in Garo Hills was effected to its District Council in 1961.
- 4 In 1972, the District of Khasi Hills, Jaintia Hills and Garo Hills were separated from Assam and they together formed the Meghalaya state. The District Councils continued to look after the Primary Education in their respective Districts.
- 5 There is no consensus among the respondents regarding the improvement in academic administration. In the initial years, there were no major problems as the district council could manage with the resources provided by the government and by supplementing them with their own financial resources. Gradually as finance started dwindling the administration of primary education received a set back.

- 6 In 1980 – 81, the state government had to temporarily take over the administration of primary schools from the Autonomous District Councils
- 7 In 1993, the state government has restructured the primary education in the state with classes I to IV covering the age group of 6 to 9 years
- 8 In 1993, the Meghalaya Government decided to take over the primary schools from the District Councils throughout the state under the state legal provision of taking over District Council Primary Schools Act 1993
- 9 Even after the control and management of primary schools have been taken over by the state government, community participation and involvement in establishment and management of primary schools continued though with certain procedural modifications. After running the schools successfully for a few years, the concerned managing committees appointed by the village community or the religious organisations, approach the Deputy Inspector of Schools in charge of primary education at the sub-divisional level for permission. Thereafter, the schools are enlisted in the official register as unaided private schools. The posts of teachers to these unaided primary schools are subsequently sanctioned by the government on a regular pay scale, with all allowances applicable to government primary schools.
- 10 An interesting feature regarding the taking over of the administration of primary education from the district councils by the state

government through the Act of 1993 is that the taking over is only for the district council schools teachers. There were a number of non-district council schools which were run either by the mission or the village durbar, they were not included in the Act. They continued as privately aided schools under the state government which extends maintenance grant-in-aid to them. This grant covers the salary of teachers.

11 An important feature of the 1993 Act is that the government has not taken over the assets and liabilities of the movable and immovable properties of the school like school building, furniture, etc. but only the teachers and their services. The community, therefore, is still entrusted with the maintenance of the school buildings and other properties of the schools. The community and the state government are now working together to further the cause of primary education in the state.

12 The state government in 1997, restructured the Directorate of Public Instruction and issued notification specifying the powers, functions and jurisdiction of each newly created Directorate. The three new directorates thus created are

- (a) Directorate of Elementary and Mass Education to take care of elementary education, including adult and non formal education

- (b) Directorate of Educational Research and Training which is responsible for teacher education and all academic matters including the Meghalaya Board of School Education
- (c) Directorate of Higher and Technical Education to look after secondary, higher secondary, college and university and technical education
- (d) A subsequent notification on the same date, September 4, 1997 from the state government prescribed the functions, powers, jurisdiction and subjects of the newly setup directorates, ie, the Directorate of Elementary and Mass Education with its headquarter at Shillong. The notification reads as follows
 - (i) All matter related to establishment and staff appointment, transfer, leave, pension, etc of all government primary school and upper primary schools
 - (ii) All matters related to establishments, grants of permission to open new schools, managing committees, creation of posts, etc of all non-government primary schools and all non-government upper primary schools
 - (iii) Maintenance of grant-in-aid to non-government schools
 - (iv) Non-recurring grant-in-aid to non-government schools
 - (v) Deputation of teachers – trainees

- (vi) Teachers associations.
- (vii) All establishment matters at DTE level/district level/
sub-divisional level.
- (viii) Scholarships
- (ix) Banasthali school
- (x) Border Area Scheme pertaining to elementary
education
- (xi) Inspecting staff
- (xii) All establishment matters related to DSEO/DAEO
- (xiii) Educational Statistics
- (xiv) TLC and Post Literacy Education
- (xv) Adult and Non-formal Education

13. For administration purposes, the state is divided into seven districts which are further divided into sub-divisions and blocks.
14. The administrative setup at the district level is called the inspectorate in each district; it is headed by the Inspector of Schools (ISs). In districts which are comparatively larger in area, like the West Garo Hills, the ISs are assisted by an Assistant Inspector of Schools (AISs) and a number of Deputy Inspector of Schools (DISs) – their strength depending on the number of sub-divisions in a particular district.

The Deputy Inspector of Schools, assisted by one or two Sub-Inspectors of Schools (SISs) in each sub-division, is responsible for

the inspection and supervision of the upper primary and primary schools

6.2.2 FINANCING OF PRIMARY EDUCATION

- 1 Financial administration has been decentralised to a certain extent, at the civil sub-division level, and is under the Deputy Inspector of Schools, now designated as Assistant to Administration. The teachers were no longer required to come to the district headquarters for their financial transactions, which can be carried out at the sub-division level.
- 2 The non-recurring grants for items like school building, furniture, equipment of sports and games, free textbooks, etc. as sanctioned by the government are disbursed to all the schools. All the grants to a school are linked with a 'Deed of Acceptance', this is to be furnished by the concerned school, thereby, binding itself to certain conditions specified by the government.
- 3 The educational expenditure increased gradually. In 1998 – 99, the government of Meghalaya has sanctioned Rs. 2238.07 lakhs to Rs. 3236.82 lakhs in 2002 – 2003 for the salary of the government primary school teachers in the three districts of Garo Hills. In regards to the salary of the non-government primary schools in Garo Hills Districts, the government has sanctioned Rs. 415.41 to Rs. 701.77 lakhs during the year 2002 – 2003.

- 4 So far since 2000 – 2001, money has been sanctioned to 100 number of schools for building fund Per school was sanctioned Rs 2 (two) lakhs in the three districts of Garo Hills
- 5 The same year, i e , 2000 – 2001, Rs 26,300 per school had been sanctioned to 226 primary school in Garo Hills districts for the purpose of purchasing furnitures
- 6 Rs 2295 had been sanctioned per school to 260 primary schools in 2000 – 2001 for the purpose of purchasing textbooks
- 7 Again, under the Revised Basic Minimum Scheme the East Garo Hills Districts were given Rs 20 lakhs for 20 schools, West Garo Hills Rs 16 lakhs for 16 schools and South Garo Hills 8 lakhs for 8 schools by the government of Meghalaya towards building fund during the year 2000 – 2001
- 8 Under the Non-Lapsable Central Pool of Resources (NLCPR) Rs 76,50,000 was sanctioned to 51 primary schools in East Garo Hills towards building fund during 2000 – 2001 Rs 1,32,000 was sanctioned to 88 primary schools in West Garo Hills Districts and Rs 57,00,000 to 38 primary schools to South Garo Hills District of Meghalaya during 2000 – 2001
- 9 Under Non Lapsable Central Pool of Resources (NLCPR) Rs 15,00,000 was sanctioned to 20 primary schools in East Garo Hills District, Rs 30,00,000 to 40 schools in West Garo Hills District and Rs 10,50,000 to 14 schools in South Garo Hills District towards the construction of additional classrooms during the year 2000 – 2001

- 10 Under 10th Finance Commission Award of Education Department, a total number of 1955 schools were already provided drinking water facilities while water supply work for 681 schools were in progress till 2002 – 2003 Under ARWSP, water supply work for 102 schools was taken up during the year 2003 – 04 and 14 schools were taken up during the year 2003 – 2004 The work is still going on Under the Pradhan Mantri Gnamodaya Yojana (PMGY) work for the supply of water to a total number of 91 schools, taken up during 2002 – 03 is still in progress
- 11 At present, the Directorate of Elementary and Mass Education is doing all the necessary things for the primary education in Meghalaya
- 12 In the case of schools receiving grants-in-aid from the state government, relevant rules of the constitution of the managing committee are insisted upon by the state government

6.3 PROBLEMS OF PRIMARY EDUCATION

The problems of primary education in Garo Hills Districts, identified from the study of responses to the questionnaires and interview schedule as well as study of relevant records are given below

6.3.1 CURRICULAR ASPECTS

- (i) Since the curriculum revised in accordance with the requirement of the National Policy on Education 1986, it was found that the curriculum was being implemented in a phased manner since 1991 onwards

- (ii) As regards to examination conducted by the schools, it was found that most of the schools conducted one half yearly examination and one annual (promotion) examination. It appears that there was no uniform policy followed with regard to examination system in various schools.
- (iii) Adequate number of textbooks were not available in the market and inadequate supply of textbooks was considered to be a problem for the pupils especially for the poor children in the rural areas.
- (iv) The majority (73.26 %) in the sample had opined that the present textbooks are suitable for the primary school children. But some of them had given their opinion that there should have been more illustrations in the textbooks.
- (v) Majority (51 %) of the teachers in the sample taught three or more subjects. As a whole it was found that the number of subjects taught by teachers in private schools was higher than those teachers taught in deficit and government schools. There was no uniformity regarding distribution of subjects of teachers in various schools.
- (vi) The period loads of teachers in private schools were more than that of the teachers in government and deficit schools. The private school teachers were having less number of off periods per week. Scrutiny of the period load indicated that there was no uniformity of the period load among the teachers in different types of management of primary schools.
- (vii) Only 16.50 % of the teachers were found taking extra coaching classes.

- (viii) A large majority (80 %) of the teachers stated that children studying in Classes III and IV were found to be weak in Mathematics and English
- (ix) Due to inadequate facilities from workshop on examination reform only 17.58 % of the teachers were found to have attended workshops on examination reforms while the large number of teachers did not attend such programmes
- (x) It was found that very few schools provided co-curricular activities like sports and games or quiz and they were found in urban schools only
- (xi) 50.96 percent of the schools deputed teachers for undergoing professional training and among those teachers deputed, majority were from the government schools only
- (xii) The specific problems with regard to curricular aspects were
 - (a) Non-availability of some textbooks in the local market
 - (b) Inadequate supply of textbooks for the poor children in rural areas
 - (c) Dearth of teaching aids in schools
- (xiii) None of the schools were provided with library facility either in government or non-government primary schools
- (xiv) Majority of the schools were not provided physical education either in urban or rural areas

6.3.2 ORGANISATIONAL ASPECTS

- (i) Majority of the primary school teachers were untrained matriculates or H S L C passed. It was also found that some of the heads teaching in rural areas were under matric or class VIII or IX passed, but they are on the verge of retirement. Again in few schools it was found that even post graduates (M A) as headmasters in primary schools.
- (ii) Majority of the schools did not have Teachers' Common Room as well as separate Head's Room because most of the schools were having one single room or two rooms in rural areas. As a result there was no such provision for head's or teachers' common room and there were no pupils' common room also.
- (iii) Different kinds of facilities like annual increment, house rent allowances, dearness allowance, 15 days casual leave in a year, maternity leave with full pay for 3 months (for women teachers), half pay leave, medical leave were provided to government and deficit school teachers. Besides government school teachers were provided pension, provident fund, gratuity and earned leave. But such facilities were not extended to private school teachers.
- (iv) Majority of the teachers were found to be satisfied with the present system of recruitment. Those who were not satisfied gave their reasons for dissatisfaction as
 - (a) Recruitment rules were not followed
 - (b) Too much political involvement

- (v) Though the majority of the teachers in the government and deficit schools were satisfied with their teaching jobs, majority of the teachers working in private schools were not satisfied with their teaching job. The reasons for dissatisfaction were as follows
- (a) Poor service condition,
 - (b) Poor salary, and
 - (c) Lack of recognition
- (vi) The rate of dropouts in all types of schools especially in rural areas, was high in the opinion of the majority of the teachers and the major reasons according to them were as follows
- (a) Failure in examination
 - (b) Poor conditions at school
 - (c) Poor economic condition at home
- (vii) With regards to the major problems of the teachers as pointed out by them, the common problems were
- (a) Unsatisfactory service condition,
 - (b) Inadequacy of fund,
 - (c) Lack of adequate number of teachers in schools, and
 - (d) Irregular payment of salary
- (viii) According to majority (58.51 %) of the teachers in government schools, lack of promotional facilities as an acute problem. As regards the deficit primary school teachers, lack of promotional facilities and

absence of retirement benefit were the problems for the majority (63.33 %) of teachers. For the majority (65.45 %) of the private school teachers, poor salary and absence of retirement benefit were found to be acute problems.

- (ix) The specific problems with regard to organisational facilities as pointed out by the majority of teachers were
 - (a) Lack of facilities for higher studies
 - (b) Inadequate facilities for in-service training of teachers
 - (c) Non-availability of playground in the schools
 - (d) Inadequate facilities in respect of buildings
 - (e) Poor condition of schools situated in rural areas
 - (f) Inadequate and irregular inspection of schools

6.3.3 FINANCIAL ASPECTS

- (i) 50 % of the schools received some kind of funds from the contribution made by the local people or from the Mission or Church fund for construction of school buildings at the beginning while other schools had no funds of their own at the initial state.
- (ii) The other problems with regard to financial aspects as pointed out by the different types of schools are as follows
 - (a) Lack of grants from the government for repairs of school building and for purchase of furniture, books and teaching aids

- (b) Uneven distribution of funds/grants among different schools and delay in releasing salary grants
- (c) Poor salary and absence of retirement benefit

6.4 ROLE PLAYED BY VOLUNTARY ORGANISATION

There were some voluntary organisations which played some role in opening new primary schools in the rural areas of Garo Hills. Mention may be made of the organisations like the Mother's Union and the Garo Christian Women's Association.

Their main role was to raise funds for setting up of new Schools. They also took measures for the welfare of the rural society at large.

It was however, found that such voluntary organisations as well as the village durbars did not hold overall charge of any primary schools. They only extended their helping hands towards setting up of schools and continued to render support services wherever necessary even after a school had started functioning.

The voluntary organisations and the local bodies responded to needs and demands of the society and established schools without any help, generally, financial aid was made available to them only at a later stage.

The voluntary organisation, local agencies and the community play their own roles in the development of education in Garo Hills districts.

6.5 SUGGESTIONS FOR IMPROVING PRIMARY EDUCATION

On the basis of the findings after the study, the following suggestions are offered for improving primary education in the three districts of Garo Hills.

- (i) The government may take steps to recruit primary school teachers having prescribed qualification (i.e., 10 + 2 passed).

- (ii) The government has already made a clear policy for the recruitment of primary school teachers. Efforts should be made to follow the steps to recruit pre-trained, and this can be done only if the present practice of recruiting teachers first and sending them for training later is discontinued in a phased manner. This will reduce backlog of untrained teachers.
- (iii) In-service training courses may be organised from time to time so as to facilitate the teachers to keep themselves abreast of the latest developments in the field of primary education.
- (iv) The private primary schools run by the NGO or voluntary organisations were facing acute financial problems as a result of which they failed to provide requisite salary to the teachers and construct a school building with adequate number of rooms. Thus these private agencies were desirous of having these schools brought under the government management. The government may therefore extend facilities to these sick primary schools under the Operation Blackboard Scheme and also consider the feasibility of taking over these schools on a phased basis.
- (v) In the absence of any norm regarding workload, the workload of teachers varied from one type of school to another type. The Deputy Inspector of Schools may decide the number of periods to be taken per week and enforce it so as to avoid any confusion.
- (vi) Schools should be inspected frequently by the Inspectors of Schools to look into the problems of schools.

- (vii) Leave benefits should be extended to the teachers working in the private schools
- (viii) Adequate grants should be given by the government regularly to deficit schools as well as other aided schools
- (ix) Facilities from organising games and sports in different categories of schools should be provided by the state government by sanctioning liberal grants
- (x) Pay scale of teachers should be revised and linked to the cost of living Arrangement should be made so that teachers would receive their salary regularly Private schools should make endeavour to give time scale of pay to the teachers
- (xi) In order to ensure promotion facilities, the government may consider the feasibility of introducing grades with different pay scales for the teachers in primary schools
- (xii) The service condition of teachers in all types of schools (government, deficit and private) should be improved
- (xiii) Teachers should be confirmed in service in time
- (xiv) Study leave facilities should be extended liberally to teachers intending to go for higher studies
- (xv) Teaching aids should be supplied by the government to all types of schools
- (xvi) Co-curricular activities and physical education should be introduced in all schools

6.6 SUGGESTIONS FOR FUTURE RESEARCHERS

The present study was conducted on administration and financing of primary education in the three districts of Garo Hills, Meghalaya. Similar studies may be conducted by future researchers in the other districts of Meghalaya. Study may also be conducted on Secondary, Higher Secondary and Collegiate education in the various districts of the state. A few related topics on which studies may be conducted by the future researchers are listed below

- (i) A study of the progress and problems of secondary education in Garo Hills Districts
- (ii) An investigation into the progress and problems of education in the Collegiate Education in the districts of Garo Hills
- (iii) An appraisal of the Development of Women Education in Garo Hills
- (iv) An investigation into the teaching of Science and Mathematics at secondary and higher secondary levels in Garo Hills
- (v) An inquiry into the scope and effectiveness of Audio-Visual Instruction in improving teaching in high schools of Garo Hills
- (vi) An investigation into the programmes of Pre-service and In-service education in Garo Hills
- (vii) A critical study of the administration and supervision of education at secondary and higher secondary levels
- (viii) A critical study of the curriculum at the secondary and higher secondary schools of Garo Hills

- (ix) A study of the job satisfaction of secondary school teachers in Garo Hills in relation to teaching competency and teacher attitude
- (x) A study of the provision of teaching facilities for English in the Higher Secondary Schools of Garo Hills
- (xi) A critical study of the curriculum at the Primary level in different districts in Meghalaya
- (xii) A study of job satisfaction of primary school teachers in Khasi Hills Districts
- (xiii) A critical study of administration and supervision of education at primary level in Jaintia Hills District.

APPENDICES

APPENDIX - A

LIST OF PRIMARY SCHOOLS INCLUDED IN THE SAMPLE WITH THEIR MANAGEMENT

GOVERNMENT LOWER PRIMARY SCHOOLS

1	Agalgre Lower Primary School	Agalgre
2	Aguragre Lower Primary School	Aguragre
3	Agia Davengre Lower Primary School	Agia Davengre
4	Ampangre Lower Primary School	Ampangre
5	Anogre Lower Primary School	Anogre
6	Angalgre Lower Primary School	Angalgre
7	Asanang Lower Primary School	Asanang
8	Balupara Lower Primary School	Balupara
9	Bangdagre Lower Primary School	Bangadagre
10	Baurgre Lower Primary School	Baurgre
11	Bibragre Lower Primary School	Bibragre
12	Bolbokgre Lower Primary School	Bolbokgre
13	Baripara Lower Primary School	Baripara
14	Chandigre Lower Primary School	Chandigre
15	ChekWatgre Lower Primary School	ChekWatgre
16	Chibonggre Lower Primary School	Chibonggre
17	Chokagre Lower Primary School	Chokagre
18	Chisahgre Lower Primary School	Chisahgre
19	Chibragre Lower Primary School	Chibragre

20	Chiokgre Lower Primary School	Chiokgre
21	Chikasingre Lower Primary School	Chikasingre
22	Chiwatigre Lower Primary School	Chiwatigre
23	Dalmagre (R) Lower Primary School	Dalmagre
24	Dalmagre (J) Lower Primary School	Dalmagre
25	Dangsapara Lower Primary School	Dangsapara
26	Darakgre Lower Primary School	Darakgre
27	Dibillonggre Lower Primary School	Dibillonggre
28	Digranggre Lower Primary School	Digranggre
29	Digringre Lower Primary School	Digringre
30	Dittigre Lower Primary School	Dittigre
31	Dillonggre Lower Primary School	Dollong Manda
32	Dollong Manda Lower Primary School	Deponangre
33	Deponangre (J) Lower Primary School	Deponangre
34	Doponaygre (R) Lower Primary School	Doponaygre
35	Dumindikgre Lower Primary School	Dumindikgre
36	Galwang Charan Lower Primary School	Galwang Charan
37	G Chidekgre Lower Primary School	G Chidekgre
38	Galwang Songma Lower Primary School	Galwang Songma
39	Gambegre Lower Primary School	Gambegre
40	Garol Apal Lower Primary School	Garol Apal
41	Gondenggre Lower Primary School	Gondenggre
42	Garrol Songma Lower Primary School	Garrol Songma
43	Jenggitchakgre Lower Primary School	Jenggitchakgre
44	Jongdikgre Lower Primary School	Jongdikgre

45	Makragre Lower Primary School	Makragre
46	Marckapara Lower Primary School	Marckapara
47	Mank Jabetgre Lower Primary School	Mank Jabetgre
48	Marak Dilwang Lower Primary School	Marak Dilwang
49	Marak Nokat Lower Primary School	Marak Nokat
50	Marak Songma Lower Primary School	Marak Songma
51	Masumala Lower Primary School	Masumala
52	Misimagre Lower Primary School	Misimagre
53	Megapgre Lower Primary School	Megapgre
54	Mongalgre Lower Primary School	Mongalgre
55	Mrugre Lower Primary School	Mrugre
56	Oragitok Lower Primary School	Oragitok
57	Rangwalkamgre Lower Primary School	Rangwalkamgre
58	Rijonggre Lower Primary School	Rinonggre
59	Rengsangre Lower Primary School	Rengsangre
60	Ringgigre Lower Primary School	Ringgigre
61	Rombagre Lower Primary School	Rombagre
62	Romba Ading Lower Primary School	Romba Ading
63	Rongbakgre Lower Primary School	Rongbakgre
64	Rongbilbanggre Lower Primary School	Rongbilbanggre
65	Rongbrakgre Lower Primary School	Rongbrakgre
66	Rongdenggre Lower Primary School	Rongdenggre
67	Rongkagre Lower Primary School	Rongkagre
68	Rongmin Rongbakgre Lower Primary School	Rongmin Rongbakgre
69	Rongpotgre Lower Primary School	Rongpotgre

70	Rongronggre Lower Primary School	Rongronggre
71	Rongram Alagre Lower Primary School	Rongram Alagre
72	Rongnun Gorkha Lower Primary School	Rongnun Gorkha
73	Rongsep Adiang Lower Primary School	Rongsep Adiang
74	Rongsep Adagre Lower Primary School	Rongsep Adagre
75	Samingre Lower Primary School	Samingre
76	Sasatgre Lower Primary School	Sasatgre
77	Silbalgre Lower Primary School	Silbalgre
78	Sibotigre Lower Primary School	Sibotigre
79	Songitalgre (J) Lower Primary School	Songitalgre
80	Soragre Lower Primary School	Soragre
81	Srop Adingre Lower Primary School	Srop Adingre
82	Tapra Alda Lower Primary School	Tapra Alda
83	Tebronggre Lower Primary School	Tebronggre
84	Timbogre Lower Primary School	Timborgre
85	Waram Asingre Lower Primary School	Waram Asingre
86	Waram Songma Lower Primary School	Waram Songma
87	Wariapgre Lower Primary School	Wariapgre
88	Watregre Lower Primary School	Watregre
89	Gabil Mardip Lower Primary School	Gabil Mardip
90	Gabil Patal Lower Primary School	Gobil Patal
91	Dimit Kamagittim Lower Primary School	Dimit Kamagittim
92	Mami Apal Lower Primary School	Mami Apal
93	Nongbak Apal Lower Primary School	Nongbak Apal
94	Gildil Lower Primary School	Gildil

95	Mangsang Dosik Lower Primary School	Mangsang Dosik
96	Chitil Apal Lower Primary School	Chitil Apal
97	Ronga Agal Lower Primary School	Ronga Agal
98	Haslong Lower Primary School	Haslong
99	Chibok Apal Lower Primary School	Chibok Apal
100	Rongchek Lower Primary School	Rongchek
101	Mejolgri Lower Primary School	Mejolgri
102	Jalwagri Lower Primary School	Jalwagri
103	Imtra Lower Primary School	Imtra
104	Rangme Agal Lower Primary School	Rangme Agal
105	Dambo Bima Lower Primary School	Dambo Bima
106	William Nagar Town Lower Primary School	William Nagar Town
107	Old Sampalgri Lower Primary School	Old Sampalgri
108	Nabokgri Lower Primary School	Nabokgri
109	Jakopgri Lower Primary School	Jakopgri
110	Bawegri Lower Primary School	Bawegri
111	Nokil Awe Lower Primary School	Nokil Awe
112	Ganinggri Lower Primary School	Ganinggri
113	Rongreng Baiza Lower Primary School	Rongreng Baiza
114	Songma Simsang Lower Primary School	Songma Simsang
115	Kusim Kalgri Lower Primary School	Kusim Kalgri
116	Nokil Awe (L) Lower Primary School	Nokil Awe
117	Nabokgri Lower Primary School	Nabokgri
118	Ampangdangri Lower Primary School	Ampangdangri
119	Rapdikgri Lower Primary School	Rapdikgri

120.	Balsrigittim Lower Primary School	Balsrigittim
121.	Rongjeng Jambal Lower Primary School	Rongjeng Jambal
122.	Gabil Ading Lower Primary School	Gabil Ading
123.	Chigisim Lower Primary School	Chigisim
124.	Chenan Songgital Lower Primary School	Chenan Songgital
125.	Chetan Alda Lower Primary School	Chetal Alda
126.	Silchang Agal Lower Primary School	Silchang Agal
127.	Gabil Koksi Lower Primary School	Gabil Koksi
128.	Salwilgre Lower Primary School	Salwilgre
129.	New Rangmalgre Lower Primary School	New Rangmalgre
130.	Mandalgre Lower Primary School	Mandalgre
131.	Raja Apal Lower Primary School	Raja Apal
132.	Elatchi Apal Lower Primary School	Elatchi Apal
133.	Chokpotgre Lower Primary School	Chokpotgre
134.	Dame Apal Lower Primary School	Dame Apal
135.	Nengsa Apal Lower Primary School	Nengsa Apal
136.	Jogogre Lower Primary School	Jogogre
137.	Gia Lower Primary School	Gia
138.	Rongrong Apal Lower Primary School	Rongrong Apal
139.	Dalbot Songma Lower Primary School	Dalbot Songma
140.	Manda Apal Lower Primary School	Manda Apal
141.	Manda Chenan Lower Primary School	Manda Chenan
142.	Moranodi Lower Primary School	Moranodi
143.	Sralygre Lower Primary School	Sralygre
144.	Mendal Lower Primary School	Mendal

145	Akemgre Lower Primary School	Akemgre
146	Akarok Lower Primary School	Akarok
147	Abanda Lower Primary School	Abanda
148	Dagalgittim Lower Primary School	Dagalgittim
149	Mongnalygre Lower Primary School	Mongnalygre
150	Medu Apal Lower Primary School	Medu Apal
151	Jengjal Lower Primary School	Jengjal
152	Bolchugre Lower Primary School	Bolchugre
153	Chibokgre Lower Primary School	Chibokgre
154	Kalakgre Lower Primary School	Kalakgre
155	Allagre English Lower Primary School	Allagre
156	Damang Bisa Lower Primary School	Damang Bisa
157	St Anthony's Baljek Apal L P School	Baljek Apal
158	New Watregre Lower Primary School	New Watregre
159	Gimbilgre Lower Primary School	Gimbilgre
160	Arangre Lower Primary School	Arangre
161	Allagre English Lower Primary School	Allagre
162	Shullong Ranggre Lower Primary School	Shullong Ranggre
163	Sandagri Lower Primary School	Sandagri
164	Diwaligri Lower Primary School	Diwaligri
165	Dolbapara Lower Primary School	Dolbapara
166	Sonnanggri Lower Primary School	Sonnanggri
167	Banuapara Lower Primary School	Banuapara
168	Baljhora Lower Primary School	Baljhora
169	Sinagri Lower Primary School	Sinagri

170	Josipara Lower Primary School	Josipara
171	Dajigri Lower Primary School	Dajigri
172	Machangpari Lower Primary School	Machangpari
173	Babunambil Lower Primary School	Babunambil
174	Thibapara Lower Primary School	Thibapara
175	North Kijukura Lower Primary School	North Kijukura
176	Chardapara Lower Primary School	Chardapara
177	Koinadubi Lower Primary School	Koinadubi
178	Anchengbokgre Lower Primary School	Anchengbokgre
179	Karubra Lower Primary School	Karubra
180	Asha Bibra Lower Primary School	Asha Bibra
181	Rongbing Dalbot Lower Primary School	Rongbing Dalbot
182	Daringre Lower Primary School	Daringre
183	Akelgre Lower Primary School	Akelgre
184	Green Hill Lower Primary School	Tura
185	Vidaya Mandir Lower Primary School	Vidaya Mandir
186	Sokadam Agalgre Lower Primary School	Sokadam Agalgre
187	Barikgre Lower Primary School	Barikgre
188	Songsak Wagop Lower Primary School	Songsak Wagop
189	Sawegre Lower Primary School	Sawegre
190	Boregre Lower Primary School	Boregre
191	Tabekgre Lower Primary School	Tabekgre
192	Rongre Bazai Lower Primary School	Rongre Bazai
193	Napak Apai Lower Primary School	Napak Apai
194	Napak Tangkama Lower Primary School	Napak Tangkama

195	Snal Dajreng Lower Primary School	Snal Dajreng
-----	-----------------------------------	--------------

DEFICIT LOWER PRIMARY SCHOOLS

1.	Achapam Lower Primary School	Achapam
2	Amingokgre Lower Primary School	Amingokgre
3	Aminda Songgitham Lower Primary School	Aminda Songgitham
4.	Adugre Lower Primary School	Adugre
5	Anogre Lower Primary School	Anogre
6	Anogre Apal Lower Primary School	Anogre Apal
7	Chibra Agal Lower Primary School	Chibra Agal
8	Balamagre Lower Primary School	Balamagre
9	Chisnokgre Lower Primary School	Chisnokgre
10.	Chasamkolgre Lower Primary School	Chasamkolgre
11	Dokrangre Lower Primary School	Dokrangre
12	Debilbangre Lower Primary School	Debilbangre
13.	Dinamgre Lower Primary School	Dinamgre
14	Dalnagre Lower Primary School	Dalnagre
15	Donsimagre Lower Primary School	Donsimagre
16.	Dagalgre Lower Primary School	Dagalgre
17	Darigre Lower Primary School	Darigre
18	Darikgre Lower Primary School	Darikgre
19.	Dorengre Lower Primary School	Dorengre
20	Goeragre Lower Primary School	Goeragre
21	Jongbochiring Lower Primary School	Jongbochiring
22.	Jenggalohgre Lower Primary School	Jenggalohgre
23	Jengjalwatregre Lower Primary School	Jengjalwatregre

24	Jengragre Lower Primary School	Jengragre
25	Kalchenggre Lower Primary School	Kalchenggre
26	Kama Allagre Lower Primary School	Kama Allagre
27	Matchurigre Lower Primary School	Matchurigre
28	Manggakgre Lower Primary School	Manggakgre
29	Mebol Darechikgre Lower Primary School	Mebol Darechikgre
30	Mondagre Lower Primary School	Mondagre
31	Rongupgre Lower Primary School	Rongupgre
32	Rongalgre Lower Primary School	Rongalgre
33	Rongsep Kamagre Lower Primary School	Rongsep Kamagre
34	Robagre Lower Primary School	Robagre
35	Ringi Apal Lower Primary School	Ringi Apal
36	Selbal Nokatgre Lower Primary School	Selbal Nokatgre
37	Songkonggre Lower Primary School	Songkonggre
38	Sakalgre Lower Primary School	Sakalgre
39	Wakringtonggre Lower Primary School	Wakringtonggre
40	Waribokgre Lower Primary School	Waribokgre
41	Waram Dipogre Lower Primary School	Waram Dipogre
42	Dinasagre Lower Primary School	Dinasagre
43	Watregre Suggithar Lower Primary School	Watregre Suggithar
44	Dalu Bengali Lower Primary School	Dalu
45	Lokipara Lower Primary School	Lokipara
46	Kallapara Lower Primary School	Kallapara
47	Magupara Lower Primary School	Magupara
48	Halchati Lower Primary School	Halchati

49	Netaji Subhas Lower Primary School	New Tura
50	Balulla Lower Primary School	Balulla
51	Belebor Lower Primary School	Belebor
52	Tochapara Lower Primary School	Tochapara
53	Babagre Lower Primary School	Babagre
54	Upper Tekmanpara Lower Primary School	Upper Tekmanpara
55	Nahardagrei Lower Primary School	Nahardagrei
56	Asil Dikagre Lower Primary School	Asil Dikagre
57	Bansam Awe Lower Primary School	Bansam
58	Dilma Dilsek Lower Primary School	Dilma Dilsek
59	Mijaligre Lower Primary School	Mijaligre
60	Norek Dalbot Lower Primary School	Norek Dalbot

PRIVATE LOWER PRIMARY SCHOOLS

1	Don Bosco Lower Primary School	Mendal
2	St Francis Lower Primary School	Mendipathar
3	Bolmoram Adinggre Lower Primary School	Bolmoram Adinggre
4	Tebil Bonegre Lower Primary School	Tebil Bonegre
5	Rongalgre Lower Primary School	Rongalgre
6	Chidimit Nongapa Lower Primary School	Chidimit
7	Sacred Heart Lower Primary School	Purakasia
8	St Joseph's Lower Primary School	Araimile
9	Sonajuni Lower Primary School	Sonajuni
10	Kotchu Adok Lower Primary School	Kotchu Adok
11	Hatimana Lower Primary School	Hatimana

12	Porekhasir Lower Primary School	Porekhasir
13	Onthapara Lower Primary School	Onthapara
14	Lokshi Lower Primary School	Lokshi
15	Tangsim Village Lower Primary School	Tangsim
16	Damalgri Lower Primary School	Damalgri
17	Basulpara Lower Primary School	Basulpara
18	Rongap Songgital Lower Primary School	Rongap Songgital
19	New Rangmalgre Lower Primary School	New Rangmalgre
20	Dinajekgre Lower Primary School	Dinajekgre
21	Rongregre Lower Primary School	Rongregre
22	St Paul's Lower Primary School	Baghmara
23	Do gep Gipuram Lower Primary School	Do gep Gipuram
24	Gabil Wagop Lower Primary School	Gabil Wagop
25	Dagal Sumity Lower Primary School	Dagal Sumity
26	Dagal Aringga Lower Primary School	Dagal Aringga
27	Kokral Imong Lower Primary School	Kokral Imong
28	Bajasik Matwa Lower Primary School	Bajasik Matwa
29	Rongbokgre Lower Primary School	Rongbokgre
30	Rongreng Antidam Lower Primary School	Rongreng Antidam
31	Kalak Dorek Lower Primary School	Kalak Dorek
32	Busudare Lower Primary School	Busudare
33	Dagal Noapara Lower Primary School	Dagal Noapara
34	Kakwa Bonegre Lower Primary School	Kakwa Bonegre
35	Chichra Apal Lower Primary School	Chichra Apal
36	Dambo Reserve Lower Primary School	Dambo

37	Gabil Bisa Lower Primary School	Gabil Bisa
38	Rangme Apal Lower Primary School	Rangme Apal
39	Wakchikong Galpakpa Lower Primary School	Wakchikong Galpakpa
40	Galpakpa Lower Primary School	Galpakpa
41	Dingrepa Lower Primary School	Dingrepa
42	Akemgre Lower Primary School	Akemgre
43	Samia Chiading Lower Primary School	Samia Chiading
44	Rohanpara Lower Primary School	Rohanpara
45	Chanopara Lower Primary School	Chanopara
46	Morap Theerim Lower Primary School	Moral Theerim
47	Tallanggre Lower Primary School	Tallanggre
48	Upper Bamonpara Lower Primary School	Upper Bamonpara

APPENDIX – B

QUESTIONNAIRE FOR HEADMASTER/ HEADMISTRESS OF PRIMARY SCHOOL

APPEAL TO THE RESPONDENTS

To

Dear Sir/Madam,

I am conducting a study on “Administration and Financing of Primary Education in Garo Hills Districts of Meghalaya”, for my Ph D Degree under Education Department, NEHU

I shall be very grateful if you will kindly go through the questionnaires and give your response(s)/reply in the space provided therein. The responses received from you will be used for research purpose only and will be treated as confidential. The names of the respondents shall not appear anywhere in the research report.

Kindly return the questionnaires with your comments/responses as early as possible to the address given below.

Thanking you for your kind help and cooperation,

Yours sincerely,

(Ruth N Sangma)

C/o F R Marak

NABARD

Matchakolgre

West Garo Hills

Tura – 794 101

PART – I General Information

- 1 (a) Name Shri/Smt _____
- (b) Designation _____
- (c) Qualification _____
- (d) Name and address of the School

- (e) Year of Establishment _____
- (f) Year of recognition by the Government _____
- (g) Type of School Government ()
 Deficit ()
 Private aided ()
 Private unaided ()
 Grant-in-aid ()
- (h) Organisation Boys ()
 Girls ()
 Co-ed ()
- (i) Location of the School Urban ()
 Semi – urban ()
 Rural ()
- (k) Classes from _____ to _____

(l) Please give the total enrolment in your school class-wise since _____

Year	Class – I		Class – II		Class – III		Class – IV	
	Male	Female	Male	Female	Male	Female	Male	Female

2 (a) Number of Teachers _____

(b) Number of trained teachers _____

PART – II Questionnaire on plans and programmes of the Government of
Meghalaya for the development of Primary Education

School Building and Facilities

3 (a) Does your School have its own building? Yes () No ()

(b) What type of School building do you have? (i) Pucca ()

(ii) Temporary ()

4 Is the School Building structurally safe? Yes () No ()

5 Is the school located in a congenial surrounding

Free from noise and other disturbance? Yes () No ()

- 6 Does the school have adequate playgrounds
And open spaces for recreation? Yes () No ()
- 7 Does the School have proper boundary fencing? Yes () No ()
- 8 Does the school have a good communication
network? Yes () No ()
- 9 Is there any scope for future extension and
Improvement of the school? Yes () No ()
- 10 Does the school have the following additional facilities? (please tick)
- (a) A Head's Room ()
 - (b) Teachers' Common Room ()
 - (c) Office Room ()
 - (d) Pupils' Common Room ()
 - (e) Auditorium ()
 - (f) Science Laboratory ()
 - (g) Urinal and Lavatories ()
 - (h) Store Room ()
 - (i) Health Services ()
 - (j) Drinking water ()
 - (k) Audio Visual Room ()
 - (l) Library ()
- 11 (a) Does classroom have a blackboard? Yes () No ()
- (b) Does each classroom have chair and table
For a teacher? Yes () No ()
- (c) Does each classroom have enough desks
And benches for students? Yes () No ()

- (d) Are the classrooms spacious enough? Yes () No ()
- (e) Is there proper ventilation provided in the school building? Yes () No ()
- (f) Is there proper lighting arrangement in the school? Yes () No ()
- (g) Does the school provide any hostel or boarding for students? Yes () No ()
- (h) Do you have a playground in your school compound? Yes () No ()
- (i) Is the playground spacious enough? Yes () No ()

ADMINISTRATION

12 Who recruits the teacher in your school? (Please tick)

- (a) Headmaster/Headmistress ()
- (b) Managing Committee ()
- (c) District Education Officer ()
- (d) State Director of Elementary Education ()
- (e) Any other, please specify _____

13 Do you distribute the work of the school to each

each teacher equally in order to carry out the plan

successfully? Yes () No ()

- 14 Do you give them proper guidance in different activities for the betterment of the School? Yes () No ()
- 15 Are the teachers being deputed for in-service training? Yes () No ()
- 16 Do you allow school teachers to attend workshops on examination reform, if any? Yes () No ()
- 17 What procedure do you follow for admission of students in your School?
- (a) Personal Interview ()
 - (b) Written Test ()
 - (c) Oral Test ()
 - (d) Both written and oral test ()
 - (e) Any other, please specify _____
- 18 (a) Do you have physical education in your school? Yes () No ()
- (b) Is there any instruction of physical education? Yes () No ()
- (c) Is the instructor a full time or part time?
- (xiv) Full Time ()
 - (xv) Part Time ()
- 19 What type of physical education do you have in your school?
- (a) Parade ()
 - (b) Drill ()
 - (c) Exercise ()

- (d) Any other, please specify _____
- 20 Do you have separate period for Socially Useful
Productive Work in your school (SUPW) Yes () No ()
- 21 What kind of games and sports are generally being organised in your school?
- (a) Football ()
- (b) Basket Ball ()
- (c) Cricket ()
- (d) Any other, please specify _____
- 22 What co-curricular activities are organised in your school?
- (a) Debate ()
- (b) Quiz ()
- (c) Any other, please specify _____
- 23 Do you have facilities for medical check up for your
students? Yes () No ()

CURRICULUM

- 24 Who frames the curriculum of primary education?
- (a) Headmaster/Headmistress of the School ()
- (b) Meghalaya Board of School Education (MBOSE) ()
- (c) National Council of Research and Training (NCERT) ()
- (d) Any other, please specify _____

- 25 Des the present curriculum fulfil the requirements
of National Policy of Education, 1986? Yes () No ()
- 26 (a) Is there any revision of curriculum? Yes () No ()
- (b) How often is curriculum revised? _____
- (c) When was the curriculum revised last? _____
- (d) Have you ever been involved in curriculum
revision work? Yes () No ()
- 27 Who revised the curriculum?
- (a) Meghalaya Board of School Education ()
- (b) National Council of Educational Research and Training()
- (c) Inspectorate ()
- (d) Any other, please specify _____
- 28 How satisfied are you with the present curriculum?
- (a) Very satisfied ()
- (b) Satisfied ()
- (c) Not satisfied ()
- 29 If you are not satisfied with the present curriculum,
Please tick out the defects from the following
- (a) It does not cater to the need of the local students()
- (b) It is overloaded ()
- (c) It is bookish ()

- (d) It is theoretical ()
- (e) Any other, please specify _____
- 30 How are text books selected for the primary schools?
- (a) Prescribed by the Government ()
- (b) Prescribed by the Meghalaya Board of School Education ()
- (c) Prescribed by the NCERT ()
- (d) Any other, please specify _____

METHOD OF TEACHING

- 31 Do you ever take classes? Yes () No ()
- If yes, which class do you often teach? (Class I to IV) _____
- 32 What method/methods do you generally use in teaching?
- (a) Play way method ()
- (b) Discussion method ()
- (c) Question answer method ()
- 33 (a) Is your school equipped with adequate teaching aids? Yes () No ()
- (b) What aid/aids do you use in classroom teaching? (Please mention)
- _____
- (c) Do you use teaching aids in the classroom teaching? Yes () No ()

- (d) Do you feel that aids are helpful in making teaching effective? Yes () No ()
- 34 Do you supervise the teachers in their teaching? Yes () No ()
- 35 How do you supervise their teaching?
- (a) By holding discussion with teachers ()
- (b) By holding workshop or seminars ()
- (c) Teachers come to you for their guidance ()
- (d) Any other, please specify _____
- 36 How satisfied are you with your teaching job?
- (a) Very satisfied ()
- (b) Satisfied ()
- (c) Not satisfied ()
- 37 If not satisfied, please tick the reasons given below
- (a) The workload is heavy ()
- (b) Teachers are not co-operative ()
- (c) There is no support from the parents in Running the school properly ()
- (d) Any other, please specify _____

SCHOOL MANAGEMENT

- 38 (a) Is there any Managing Committee in your school? Yes () No ()
- (b) Does the Managing Committee hold the meetings regularly? Yes () No ()
- (c) Does the Managing Committee help in maintaining the academic standard of the school? Yes () No ()
- (d) Do you get help from the Managing Committee in improving the school? Yes () No ()
- (e) Do you maintain the minutes book for the Meetings held by the Managing Committee? Yes () No ()
- 39 (a) Do you have a Parent - Teacher Association in your school? Yes () No ()
- (b) Does this association help you to improve the academic standard of your school? Yes () No ()
- (c) Do parents consult regarding the education of their own children? Yes () No ()
- (d) Does this association help in maintenance of discipline in the school? Yes () No ()

- (e) If not, how do you deal with the problems
of maintaining school discipline? (please specify)
-

40 (a) Does the Inspector of School come to visit
your school? Yes () No ()

(b) How often does he come in a year? _____

(c) Are you being informed about the inspection
in advance? Yes () No ()

(d) When was your school inspected last? _____

41 Do you keep the following in your school office?

(a) Admission register ()

(b) Attendance register ()

(c) Transfer and leaving certificate register ()

(d) Accounts book ()

(e) Salary register ()

(f) Service book for teachers ()

(g) Circular file ()

(h) Casual leave register ()

(i) Students Conduct book ()

(j) Co-curricular activities register ()

(k) Supervision book ()

(l) Guardians' meeting proceeding register ()

42 Do the teachers enjoy benefit like the following?

(a) Casual leave ()

(b) Maternity leave ()

(c) Medical leave ()

(d) Earned leave ()

(e) Commuted leave ()

(f) Half-pay leave ()

(g) Any other, please specify _____

FINANCING

43 Who prepares the budget of your school?

(a) Yourself ()

(b) Yourself and the staff ()

(c) Managing Committee ()

(d) Government ()

(e) Any other, please specify _____

44 What are the sources of your school income?

(a) Government Grants ()

(b) Fees and Fines ()

(c) Donations ()

(d) Any other, please specify _____

45 (a) Do you receive financial assistance to purchase
books for your school library? Yes () No ()

(b) Who purchases the books for the school library? _____

46 Please tick from the following the type of financial assistance that your school is receiving from the Government

(a) Maintenance grants ()

(b) Salary for the teachers ()

(c) Building and furniture grant ()

(d) Scholarship for students ()

(e) Any other, please specify _____

47 Do you get financial assistance in time? Yes () No ()

48 Since when have you been receiving the financial assistance?

Date	Month	Year

49 Are the teachers entitled to draw the following?

(a) Annual increment ()

(b) House rent allowance ()

(c) Medical allowance ()

(d) Any other, please specify _____

50 Are the teachers entitled to get other benefits such as

- (a) Pension ()
- (b) Gratuity ()
- (c) Provident Fund ()
- (d) Benefits of higher studies ()
- (e) Any other, please specify _____

51 Problems

Kindly express your reaction to the following problems in relation to the administration and financing of Primary Education in Garo Hills District, Meghalaya

- (a) Problems with regards to physical facilities

- (b) Administrative problems

(c) Academic problems

(d) Financial problems

(e) Any other (please specify)

APPENDIX – C

QUESTIONNAIRES FOR THE PRIMARY SCHOOL TEACHERS

APPEAL TO THE RESPONDENTS

To

Dear Sir/Madam,

I am conducting a study on “Administration and Financing of Primary Education in Garo Hills Districts of Meghalaya”, for my Ph D Degree under Education Department, NEHU

I shall be very grateful if you will kindly go through the questionnaires and give your response(s)/reply in the space provided therein. The responses received from you will be used for research purpose only and will be treated as confidential. The names of the respondents shall not appear anywhere in the research report.

Kindly return the questionnaires with your comments/responses as early as possible to the address given below.

Thanking you for your kind help and cooperation,

Yours sincerely,

(Ruth N Sangma)

C/o F R Marak

NABARD

Matchakolgre

West Garo Hills

Tura – 794 101

Name

Shri/Smt

Qualification

Name and address of the School

Nature of the post held

Teaching experience

(Please specify the year)

Type of School

Govt /Deficit/Private

(Please tick)

A TEACHING WORK

1 Are you a trained teacher? Yes () No ()

If so, have you been benefited by the training? Yes () No ()

2 (a) Have you ever attended any short course/

in service training? Yes () No ()

If so please specify the course(s) you attended

(i) _____

(ii) _____

(iii) _____

(iv) _____

(b) Do you think that participation in such courses

from time to time is necessary for primary

school teachers? Yes () No ()

- (c) Do you think that adequate facilities for attending such courses are provided by the authorities? Yes () No ()
- 3 (a) How many classes do you have in a day? _____
- (b) Do you have any off period? Yes () No ()
- 4 Please give your workload in respect of the following
- (a) Name of the subject(s) you teach _____
- (b) Specify the classes you teach _____
- (c) Total number of periods taken per week _____
- 5 Are you in-charge of any extra co-curricular activities? Yes () No ()
- If yes, please specify the kind of activity _____
- 6 Do you give extra coaching to your students?
- (a) Often ()
- (b) Sometimes ()
- (c) Never ()
- 7 Are you satisfied with the present curriculum? Yes () No ()
- If you are satisfied with the present curriculum, (please tick)
- (e) very satisfied ()
- (f) satisfied ()
- (g) not satisfied ()

- 8 If not satisfied, please tick the reason given below
- (a) It does not cater to the needs of students ()
- (b) It is bookish ()
- (c) It is theoretical ()
- (d) Any other, please specify _____
- 9 Does the present curriculum fulfil the requirement
of National Policy of Education, 1986? Yes () No ()
- 10 Is there any revision of curriculum? Yes () No ()
- 11 Have you ever been involved in the curriculum
revision work? Yes () No ()
- 12 How often is curriculum revised? _____
- 13 When was the curriculum revised last? _____
- 14 Who revised the curriculum?
- (a) Elementary Board of School Education ()
- (b) National Council of Educational Research and Training ()
- (c) Inspectorate ()
- (d) Heads of the schools ()
- (e) Meghalaya Board of School Education ()
- (f) Any other, please specify _____
- 15 Are the present prescribed text books suitable
to the needs of the students? Yes () No ()

16. Are the prescribed text books available in the market
students' use? Yes () No ()

METHOD OF TEACHING

17. What method(s) do you generally use in teaching?
- (a) Discussion method ()
- (b) Question answer method ()
- (c) Playway method ()
- (d) Any other _____
18. Is your school equipped with adequate teaching aids? Yes () No ()
19. Do you use teaching aid(s) in classroom teaching? Yes () No ()
20. What aid(s) do you use in classroom teaching (please state)?

21. Are the aids helpful in making teaching effective? Yes () No ()
22. How well satisfied are you with regard to your teaching job?
- (a) Very satisfied ()
- (b) Satisfied ()
- (c) Not satisfied ()
- If not satisfied, please tick the reason given below:
- (a) Poor service condition ()
- (b) Poor salary ()
- (c) Lack of recognition by the society and the govt. ()

- (d) Work not challenging ()
- (e) Lack of competency ()
- (f) Interference in work ()
- (g) Any other, please specify _____
- 23 (a) Are the classrooms well ventilated? Yes () No ()
- (b) Are the classrooms well lighted? Yes () No ()
- (c) Are there enough furnitures for the students
in the classrooms? Yes () No ()
- (d) Are there tables and chairs for the teachers
in the classrooms? Yes () No ()
- (e) Are the classrooms spacious enough? Yes () No ()
- 24 (a) Who supervises the work for the teacher?

- (b) Does the headmaster/headmistress visit the
classroom while teaching is going on? Yes () No ()
- (c) Does the headmaster give proper guidance
in teaching? Yes () No ()
- 25 How does the Headmaster supervise the work of the teachers?
- (a) By holding discussions with the teacher ()
- (b) The teachers themselves come to the Head ()
- (c) Any other, please specify _____

26 Which subject do you find to be the most difficult for the students?

27 Do you participate in the following activities?

- (a) Planning the school work ()
- (b) Time – table preparation ()
- (c) Examination ()
- (d) School accounts ()
- (e) School Library ()
- (f) Co-curricular activities ()
- (g) Guidance and counselling ()
- (h) School Parents meeting ()
- (i) School supervision ()

C EXAMINATION

28 (a) How many times do you conduct examination in a year?

(b) In which class do they appear the Board examination?

(c) Have you attended any workshop in

examination reform?

Yes () No ()

D. SERVICE MATTERS AND TEACHERS' PROBLEMS

29. Who appoints the teachers in your school?

- (a) Headmaster/Headmistress of the school ()
- (b) Managing Committee of the School ()
- (c) Elementary Board of School Education ()
- (d) District Selection Commission ()
- (e) District Inspector of Schools ()
- (f) Any other, please specify _____

30. Are you satisfied with the present method of

Recruitment of teachers? Yes () No ()

31. If no, please state the reasons. Why?

32. Give your suggestions for the improvement of recruiting teachers and for improvement of teachers' service conditions.

33. Do you get pay and allowances and other

benefits as per the government approved rates? Yes () No ()

34 Do you think that the following steps may contribute to the efficiency and commitment of the teachers?

- (a) By giving higher pay ()
- (b) Providing financial assistance to continue
Higher studies ()
- (c) Treat them at par with Govt-employees in
Service matters ()
- (d) Providing pension schemes ()
- (e) Any other, please specify _____

35. Are the teachers entitled to get other benefits such as?

- (a) Pension ()
- (b) Gratuity ()
- (c) Provident Fund ()
- (d) Benefits for higher studies ()

36 Do teachers enjoy benefits like?

- (a) Casual leave ()
- (b) Maternity leave ()
- (c) Medical leave ()
- (d) Earned leave ()
- (e) Commuted leave ()
- (f) Half-pay leave ()

(g) Any other, please specify _____

37 (a) Are the teachers deputed to training regularly? Yes () No ()

(b) Is there teachers' union in your school? Yes () No ()

(c) If so, what are its functions?

E PROBLEMS OF PRIMARY EDUCATION

38 Do you think that dropout is high in primary schools? Yes () No ()

If so, please tick whether the following factors contribute

(a) Lack of better schools ()

(b) Lack of incentives ()

(c) Financial/Economic condition of the family ()

(d) Lack of hostel facilities ()

(e) Poor quality of teaching ()

(f) High rates of failure in examination ()

(g) Any other, please specify _____

39 What is your opinion about the standard of primary education in Garo Hills?

(Please state)

40. Some problems in the field of Primary Education are listed below. Please tick the problems that you think is/are attributable in the case of Garo Hills Districts.

- (a) Over crowded ()
- (b) Unsatisfactory service conditions of the teachers()
- (c) Untrained teachers ()
- (d) Lack of funds for Primary education ()
- (e) Unqualified teachers ()
- (f) Inadequate school building ()
- (g) Any other, please specify _____

41. Do you try any innovative ideas/practices in

your teaching? Yes () No ()

If yes, please describe _____

42. What specific suggestions and recommendations, plan or proposals would you like to offer in respect of the following?

(a) Service Conditions _____

(b) Salary _____

(c) Training _____

(d) Promotion _____

(e) Any other, please specify _____

BIBLIOGRAPHY

BIBLIOGRAPHY

- Acharya, A A , *Compulsory Primary Education in Andhra Pradesh : A Policy Analysis*, Ph D , Education, Osmania University, 1984
- Acharya, S C , *Pre – Primary and Primary Education in Tripura and Cachar, Developments and Problems*, Ph D , Education, Gauhati University, 1984
- All Garo Hills Primary Schools Teachers Association, Resolution, Passed on July 1, 1979, Tura
- All Garo Hills Primary Schools Teachers Association, Letter to the Chairman, Garo Hills District Council, April, 1980
- Bareh, H , *Progress of Education in Meghalaya*, First Cosmo Edition, published by Mrs Rani Kapoor, Cosmo Publication for Genesis Publishing Pvt Ltd, New Delhi, 1996
- Basic Information on Education in Meghalaya with special reference to Elementary Education, 2000
- Beeby, E C , *Planning and the Educational Administration*, UNESCO, Paris, 1967
- Bhatnagar, R R , and Verma, B K , *Educational Administration*, Loyal Book Depot, Meerut, 1978
- Bindi, Bimlesh, *A Study of the growth and development of the Primary Education in Punjab from 1947 to 1987*, Ph D , Education, Punjab University, 1992

- Biswas, N B , *A Study of the Curriculum for Primary Education in Bangladesh*,
Ph D , Education, M S U , 1886
- Boles, W H and Davenport A J , *Introduction of Educational Leadership*, Harper and
Row Publishers, New York, 1975
- Budget 1983 – 84, Volume II, Part I (Grant NOs 1 to 38) – Detailed Estimates and
Demands for grants for the year 1983 – 84, Finance Department,
Government of Meghalaya, 1983
- Budget 1984 – 85, Volume II, Part I (Grant NOs 1 to 38) – Detailed Estimates and
Demands for grants for the year 1984 – 85, Finance Department,
Government of Meghalaya, 1984
- Commission on *Primary Education*, Shillong, Report of the Commission on Primary
Education in Garo Hills Autonomous District, 1980
- Dale, E , *Management : Theory and Practice*, Tokyo, McGraw Hill, Kogakushar,
Tokyo, 1965
- Das, R C , *A Study of the Wastage and Stagnation at the Elementary Level of
Education in the State of Assam with special reference to the
Primary Stage*, SIE, Assam, 1969
- Das, R C , *Input of School Conditions in Primary Education*, SIE, Assam, 1974
- Das, R C , *Administration of Elementary Education in relation to the Programme of
Universalisation*, SIE, Assam 1979
- Debri, R , *Progress of Education in Assam 1882 – 1973*, Ph D Political Science,
Gauhati University, 1972

Devegowda, A C and Parameswaran, T R , *Progress of education in Mysore State from 1956 – 57 to 1968 – 69*, Bangalore, 1971

Devi, R , *Barriers in the Primary Education of Scheduled Caste Students* (in Hindi), Ph D , Education, BHU, 1985

Dixit, M A , *Comparative Study of Job satisfaction among Primary Schools Teachers and Secondary School Teachers*, Ph D , Education, Lucknow University, 1986

Dutta, B , *Primary Education in Calcutta – An Anthropological Appraisal*, Ph D , Anthropology, Calcutta University, 1985

Education, Meghalaya, Department of Education, Youth Welfare and Sports, Shillong, 1976

Education, Manpower and Development in South and South East Asia, Praeger Publishers, 111 Fourth Avenue, New York, Published in the States of America, 1975

Encyclopaedia of Educational Administration, Vol 5, *Educational Administration in India*, Edited by S R Vashis, Armol Publications Pvt Ltd , New Delhi

Ezkeil, N , *Teacher Participation in School Administration in Greater Bombay*, Bombay University, 1966

Garo Hills District Gazetteer, Government of Meghalaya, Published by Directorate of Arts and Culture, Shillong, 1996

- Gogate, S B , *A Study of Primary Education in Marathwada*, A project undertaken by the Swamy Ramanand Teerth Research Institute, Aurangabad in collaboration with IIE, Pune, 1984
- Griffiths, D E , *“Toward a Theory of Administrative Behaviour”*, Administrative Behaviour in Education, New York, Harper, 1957
- Gupta, B R , *An Exploratory Investigation into the Present Educational Administration with a view to streamlining it*, Ph D , Education, Baroda, 1979
- Indian Educational Review, Volume Thirty Six Number One January 2000, National Council of Educational Research and Training
- Jain, A , *Development of Primary Education under Local Bodies in Maharashtra (1882 – 1984)*, Ph D , Education, Poona University, 1985
- Journal of Educational Planning and Administration*, Volume IX, Number I, January 1995
- Journal of the North Eastern Council*, Vol. 22, No. 2 and 3, April – June and July – September, 2002
- Journal of Indian Education*, Volume Twenty Number Six – March 1995, National Council of Educational Research and Training
- Kapadia, K P , *A Study of the Development of Primary Education in the State of Gujarat after Independence*, Ph D , Education, SGU, 1984
- Kaur, S , *A Critical Study of the Organisation of Educational Administration and Finance in the State of Uttar Pradesh*, Ph D , Education, Avadh University, 1981

Krezevich, S T , *Administration of Public Education*, New York, Harpar and Row Publishers, 1975

Lyndem, B , *A Critical Study of the Development Plans and Programmes in Primary Education in the State of Meghalaya since Independence*, Ph D , NEHU

Majumdar, S , Mark, T , *Educational Administration in Meghalaya, Structure, Processes and Future Prospects*, NIEPA, Vikas Publishing House Pvt Ltd

Mali, M G , *A Critical Study of the Single Teacher Schools and Plan for Improvement*, Shri Mauni Vidyapeeta, Gangoti, 1984

Mandal, G L , *Universal Free and Compulsory Primary Education in Bihar (1950 – 1974) – A Study of Problems and Measures*, D L H Education, Bihar University, 1980

Mathur, S S , *Educational Administration and Management*.

Maxmillan, K , *A Study of the Role and Functions of the Districts Councils in the Administration of Primary Education*, Dissertation, Department of Educational Research and Studies, NEHU

Mukherjee, N S , *Administration of Education, Planning and Finance (Theory and Practices)*, Acharya Book Depot, Baroda, 1970

Naik, J P , *Educational Planning in India*, Bombay, Allied Publishers, 1965

Naik, Sipra, *Development of the Primary Education in Sundargarh district, Orissa with Special emphasis on the role played by local leadership*, Ph D , Education, North Eastern Hill University, 1992

- Narain, I , Pande, K C , & Sharma, M L , *A Case Study of the Management of Primary Schools under Panchayati Raj in Rajasthan*, Buch, M B , (ed), Second Survey of Research in Education, Baroda, Printed at Modern Printers, Ahmedabad, 1979
- Narbison, F , *Human Resources and Development in UNESCO's Economic and Social Aspects of Educational Planning*, Paris, UNESCO, 1964
- NIEPA, *A Study on the Administration of Elementary Education in relation to the Programme of Universalisation in Nine States*, 1979
- NIEPA, *Financing of Education and Equality of Opportunity with reference to Uttar Pradesh and Kerala*, New Delhi, 1986
- NIEPA, *Education Financing and Equity : A Comparative Study of Haryana and Kerala*, New Delhi, 1986
- Patel, V A , *Impact of the Panchayati Raj on the Administration of Primary Education in Mehsana District, North Gujarat*, M B Buch (ed), Second Survey of Research in Education, Baroda, Printed at Modern Printers, Ahmedabad, 1979
- Playfair, A , Major, I A , *The Garos*, United Publishers, Pan Bazar, Gauhati
- Pore, S K , *A Study of the time tables of the Primary Schools in the Maharashtra State with reference to the educational and administrative constraints*, M Phil , Education, Adarsha Comprehensive College of Education and Research, 1991
- Raghunath, S , Shaيدا, D B , *School Administration and organisation*, Dhanpat Rai and Sons, Delhi, 1975

- Raina, B L , *Education in a village of Jammu and Kashmir*, Ph D , Education, The Maharaja S Rao University of Baroda, 1986
- Rai, R M , *A Survey of Elementary Education of Ghazipur District*, Ph D , Education, BHU, 1987
- Ralte, L , *An analytical study of Primary Education in Mizoram during the Post-Independence period*, Ph D , Education, North Eastern Hill University, 1992
- Sangma, M S , *History and Culture of the Garos*, Books Today (Oriental Publishers), New Delhi
- Sangma, M S , *History of Education in Garo Hills*, Spectrum Publications, Guwahati, 1985
- Sarma, H N , Dutta, Bineeta and Sarma, Dipti, *Identification of the Problems of Primary Education, Independent Study*, Jorhat State Institute of Education, 1991
- Sharma, B D , *A New Concept of Educational Administration in India*, Ph D , Education, Vik U , 1964
- Sharma, R S , *Administrative and Financial Problems of Elementary Education in the Punjab and their impact on the Educational Progress in the State*, Ph D , Education, Punjab University, 1973
- Sharma, S R , *Research in Educational and Vocational Guidance*
- Sinha, A , Majumdar, S , & Bema, P K , *Educational Administration in Assam, Structure, Processes and Future Prospects*, NIEPA, Vikas Publishing House Pvt Ltd

Vora, M K, *The Role of School Libraries in Primary and Secondary Schools*,
Bombay University, 1975

CANDIDATE'S BRIEF BIO - DATA

1. Name : **Ms. Ruth N. Sangma**
2. Father's Name : **(L) Rev. Holdenson D. Sangma**
3. Date of Birth : **06.06.1960**
4. Permanent Address : **New Tura, Araimile P.O.**
West Garo Hills District
Meghalaya
5. Educational Qualification:

Examination	Year	Board/University
H.S.L.C.	1977	BOSE, Assam
P.U.C.	1980	NEHU, Shillong
B.A.	1982	NEHU, Shillong
B.Ed.	1995	NEHU, Shillong
M.A. (Edn)	1997	NEHU, Shillong

6. Area of Research : **Primary Education**

NEHU LIBRARY
Acc No... 103714
Acc By...
Date... 29-8-07
Class by...
Sub.Heading by...
Enter by...
Trans...