

**PRIMARY EDUCATION
IN THE
RURAL AREAS
OF EAST AND WESTKHASI HILLS DISTRICTS
OF MEGHALAYA : A CRITICAL STUDY**

ABSTRACT

BY

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**THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT OF THE DEGREE
OF DOCTOR OF PHILOSOPHY
IN EDUCATION**

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I. INTRODUCTION

Meghalaya, the 21st state of India, emerged as the full fledged state on the 21st January, 1972. It is a hilly state located in the eastern part of India.

The East Khasi Hills District covers a total area of 2748 Sq. Kms. It is situated between the North Latitudes of 25.15⁰ and 25.72⁰ and between the Longitudes 91.35 to 92.13⁰ East. The Northern portion of the District bounded by the plain of Ri-Bhoi District and Karbi Anglong District of Assam. It is gradually rising to southern portion forming deep gorges and ravines in Mawsynram and Shella Bholaganj C.D. Block. On the south is bounded by Bangladesh, on the East by Jaintia Hills District and on the West by West Khasi Hills District. Geographically the District consists of :

West Khasi Hills District presently the largest district in Meghalaya was carved out of the erstwhile Khasi Hills District on 28th October, 1976, and has completed it's 25th years of its existence. The District situates between 25* 10' and 25* 51 North Latitude and between 90* 44' and 91* 455 East Longitude. It is bounded on the North West by Kamrup District Assam, on the North East by Ri-Bhoi District, on the South by Bangladesh and on the West by South and East Garo Hills District.

2. NEED OF THE STUDY

Primary Education is the foundation of all later development of child's personality. The importance of Primary education in a developing country like India needs no special mention. But there is no denying the fact that while the benefit has facilitated easy-take off for rapid growth in other developed countries, the low literacy and low average attainment in our country have become matters of great concern. However, realizing the

goal of Universal Primary Education still eludes the policy makers and remains formidable challenge to counter. The 93rd Constitutional Amendment Bill which was passed on the 28th November 2001, includes free and compulsory education as a Fundamental Right till the age of 14 years. The underlying assumption behind Universal Primary Education is to stop the children from dropping out from school and that the individual who successfully completes primary stage would be equipped with basic skills and functional competencies which would enable him/her to participate effectively in the mainstream economy and other developmental sectors. It is in this context that when the country launched the National Policy on Education 1986, there has been an overriding priority for improving the quality of Primary Education.

Improving the quality of Primary education depends very much upon the kind of resources that are available in the schools as well as on the kind of learning that takes place inside the school during school hours. How far the basic facilities have been provided in the rural Primary schools and how many teachers are being involved in the training and orientation programs to improve their performance in the classrooms are question which are yet to be answered.

Meghalaya is a state, which has the second low literacy rate in the North Eastern States of India. Illiteracy is thought to affect one-third of the population with particular concentration in the rural areas. Rural parents were previously cited as heavily responsible for this phenomenon. Yet according to the recent surveys undertaken by the New Delhi School of Economics and the India.

Social Institute, many unsubstantiated beliefs about rural families and education is totally unfounded. For instance, the assertion that parents of rural children have little

value for education was incorrect and over 80% saw the importance of education for freedom and self-defence. Likewise the belief that rural children are expected to work on the land and do not have time for education is equally fictitious. The survey found that most rural children have plenty of time on their hands and it is in fact the schools, teachers and expense that keep the child away from education.

Studies showed that the factors for children only receiving an average two years of schooling revolved around the following :

- In rural areas schools have little or no facilities and many stand simple as huts with tin roof. There are often no toilets, desks, books, water or furniture. This environment especially in India's harsher climate makes any kind of learning very difficult.
- In some locations teachers have a reputation for being lazy, uninspiring and even violent towards the children. Once again such situation hardly encourages children to attend schools.

The present investigator felt strongly the need for undertaking a study on the Primary Education in Rural areas of the state of Meghalaya, and have selected two districts of the state for her study. The study would among other things reveal the kind of resources available in the primary schools in rural areas as well as the kind of learning that takes place inside the school and deals with the problem of dropout. The study will also bring out Primary Education-Package for the rural areas of the selected districts. Although some studies on problems of Primary Education have been carried out by DERT as well as individual researches, no systematic study on Primary Education in rural areas of the

various Districts of the state have been undertaken. Hence the justification of the present study.

3. STATEMENT OF THE PROBLEM

The problem of the present study may be stated as “Primary Education in the Rural Areas of East and West Khasi Hills Districts of Meghalaya : A Critical Study”

4. OPERATIONAL DEFINITIONS OF THE TERMS USED

Primary Education : Refers to the education of the children (usually 6 – 11 years) Provided in either independent primary school or primary schools attached to Upper Primary / Secondary Schools (integrated schools.)

Rural Areas : Refers to the areas outside the urban limits of Shillong, Sohra, Nongstoin and Mairang towns in East and West Khasi Hills Districts and under 13 blocks (8 in East Khasi Hills and 5 in West Khasi Hills)

5. OBJECTIVES OF THE STUDY

The major objectives of the present study are as follows :

1. To study the physical infrastructure of Primary Education in the Rural Areas of East and West Khasi Hills Districts of Meghalaya.
2. To study the instructional infrastructure of Primary Education in the rural areas of East and West Khasi Hills Districts of Meghalaya.

3. To study the problems related to the retention of students in the rural schools of the two districts of Meghalaya.
4. To study the problems faced by the heads and the teachers of primary schools in the rural areas of the two districts.
5. To suggest measures for qualitative improvement of Primary Education in the rural areas of the two districts.

6. METHODOLOGY

INTRODUCTION :

The investigator followed “Descriptive Survey Method”. This method describes and interprets what exist at present. This kind of investigation is concerned with conditions and relationships that exists, practice which prevail, beliefs, point of views or attitudes that are held, processes that are going on.

(a) Population

The population of the present study comprised all the primary schools in the two districts of Meghalaya. These schools in the districts of East and West Khasi Hills fall under the following categories according to management.

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

In order to get the exact information about the total population of primary schools, the investigator consulted different authorities like Directorate of Elementary and Mass Education, Inspector of Schools, Deputy Inspectors and from the records maintained by those offices.

(b) Sample

On ascertaining the location of different primary schools of East and West Khasi Hills Districts of Meghalaya, it was found that a large majority of them were located in the rural areas. The investigator decided to include 30% approximately of the schools taking schools from all the categories, government deficit and private as proportionately as possible in the rural areas of both the district.

The investigator decided to follow the stratified random sampling method for the present study. The sample for the present study included head teachers from the government, deficit and private primary schools spread over the rural areas of East and West Khasi Hills Districts.

Accordingly 315 primary schools located in the rural areas of the two districts were selected. The sample of 315 schools included Government, Deficit and Private Primary Schools drawn in consideration of the share of each in the total number of schools in the rural areas of the districts, so that the sample becomes representative of the population as far as possible with reference to the aforesaid strata. As regards the ruler of teachers (sample of teachers) selected for the study, it may be mentioned that the investigator decided to include one teacher from each of the selected 315 schools. Since it was found later that many of the primary schools in the rural areas were single teacher schools, it was

finally decided to include in the sample of teachers only the head teachers of the 315 schools. Thus the sample included 315 head teachers from the selected 315 schools.

(c) Sources of data

Primary and Secondary sources were used in the collection of pertinent information regarding the primary Education in the rural East and West Khasi 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 East and West Khasi Hills Districts. Data were also collected from the 300 head teachers / teachers by administering questionnaire and from parents and community leaders as well as selected students of Class-IV through interview.

7. TOOLS USED IN THE PRESENT STUDY

In each and every type of research study, certain instruments are required for collection of data. Such instruments are called tools. Different kinds of tools are used by researchers according to their needs. In the present study, the questionnaire and interview schedule were used for gathering data.

In the present study the investigator planned to collect information regarding various aspects like physical infrastructure, instructional infrastructure, problems related to retention of students and problems faced by heads and teaches in Primary School Education. (i.e. Class – I – IV) in East and West Khasi Hills Districts. For collecting data

from the head teachers the investigator used a questionnaire, while interview schedule was used for collecting data from the parents and community leaders.

(a) Construction of questionnaire

Questionnaires are one of the most important and extensively used research tools. As its name indicates, it is a device for securing information by administering a set of questions to the respondents.

The investigator decided to develop a questionnaire for collecting data from the teachers. The first few questions were included in respect of their personal data. E.g. Name, Designation, Name of the School, type of School, Qualification, Medium of Instruction.

The questionnaires included questions regarding physical infrastructure, instructional infrastructure i.e. curriculum, method of teaching examination, evaluation procedure, management of the schools as well as financial position were also included. The questions also included items relating to retention of students. The investigator consulted relevant literature available in this connection and drafted the questionnaire for the present study.

After developing the questionnaire, the investigator felt that it is necessary to ensure their content validity by obtaining the views and comments of a few experts. Accordingly, copies of the draft questionnaire for the present study were then submitted to five experts from the Department of Education. North Eastern Hill University, Shillong. The experts were requested to go through the questionnaire and give their expert comments and suggestions for improving the same. The experts offered some valuable

suggestions. Their suggestions were accepted and new items were added, while some other items modified. The questionnaire included both closed type and open-ended type questions. The closed questions included probable answers and the respondents were required to tick the most appropriate ones. An additional item “Any other, please specify” was given towards the end of the most of the items. In this way the questionnaire was finally constructed and photocopies were made and kept ready for administration.

(b) Construction of interview schedule

The investigator developed an interview schedule for collecting information from the officers of the Directorate of Elementary and Mass Education, Meghalaya, District Inspector of Schools in the East and West Khasi Hills District, Community Leader and Parents of both the Districts of Meghalaya.

8. DATA COLLECTION

The final collection was started in the month of September 2003. The investigator went personally and distributed the questionnaire to 314 head teachers of the selected schools, but in the case of interior places the questionnaires were sent by post along with stamped envelop for returning the questionnaires. The respondents were made to understand that their answers to the items in the questionnaire were intended for the purpose of research and would be treated as confidential. While distributing the questionnaires, the investigator requested the teachers to return the questionnaires promptly. Some of the respondents returned the questionnaire within a week whereas some had to be given copies twice. The investigator had to go from one school to another to remind them. But in spite of repeated request data could be collected from 300 head

teachers of Primary Schools only. Because of the time limit for completion and because of the fact that non-receipt of the data from 15 respondents would not affect the representative-ness of the sample, the investigator decided not to pursue them.

9. METHOD OF ANALYSIS

The data collected by administering the tools as well as by study of various records were analyzed and interpretations were given in terms of percentage.

10. FINDINGS OF THE STUDY

INTRODUCTION

The major findings of the study with reference to the various objectives of the study are given below :

10.1 GENERAL INFORMATION

1. The study revealed that 24.09 percent of the Primary Schools were established between the 50's and 60's, 23.43 percent were established between the 70's and 80's and 17.49 percent were established after the 90's.
2. As regards the qualifications, it was found that the percentage of matriculate teachers was the highest (33.99). A few teachers were having either undergraduate or post graduate degrees.
3. The study found that majority of the Primary Schools were of the co-education type.

4. As regards the age group, it was found that majority of the teachers were between 20 and 30 years of age. The next age group of teachers in order was 50 years and above.

10.2 PHYSICAL INFRASTRUCTURE

1. Majority of the Primary Schools in the two districts has school buildings, and in most cases the schools also owned their buildings. In a few they are operating in rented buildings. Almost all the Primary Schools have either kuccha or pucca type of buildings.
2. It was revealed from the study that majority of the schools (79.20%) found that the sizes of the classrooms were adequate. The studies of some (1960) Kamalamna (1969), Paranjape (1970), Ghatge (1973) Sharma (1973) and UNESCO (1979) have drawn a poor picture of the position of school buildings on other parts of the country. The present study shows that many school buildings were very old, and that majority (61.37 %) of the schools needed their buildings to be reconstructed or repaired. This shows that major investment was needed not for provision of schools in new areas but to equip the existing buildings in which schools were already operating.

3. To characterize a Primary Schools in general, it may be mentioned that buildings having rooms with inadequate size and consequently overcrowded classrooms and inadequate number of teachers were common in both the districts under study.
4. Majority of the school buildings in the two districts had two rooms each. Multi-grade teaching is less common in Primary Schools.
5. It was found that all the schools had classroom materials like benches, classes and blackboards. Some of the schools however, were not having sufficient number of all these materials.
6. No school had library facilities. Only few books were supplied to the schools under government management.
7. Since most of the schools had only one room each, most of the teachers felt the need for additional rooms for holding classes, and providing separate rooms for he office and the staff members. Holding classes for most of the students of different grades in the same room caused discipline problem in the opinion of the majority of the respondents.
8. Majority of the schools (58.98%) were not provided with almirah for keeping office materials as well as other equipments. Majority of the schools (57.42%) did not have dustbins for throwing garbage. Separate toilets for boys and girls were not

available in most of the cases. No schools were provided with hostels, staff quarters and immunization facilities. Very few schools were provided with proper ventilation, lighting and sanitary arrangements.

10.3 INSTRUCTIONAL FACILITIES

1. Majority of the teachers taught more than two subjects. On the whole it was found that the number of subjects taught by the teachers in the private schools was more than that of the teachers in government and deficit schools. There was no uniformity regarding subject load of teachers in various types of schools.
2. The period load of teachers in private schools was more than that of the teachers in government and deficit schools, because of inadequate staff. The period load indicated that there was no uniformity of the period load among the teachers in different types of primary schools. (Government, Deficit and Private).
3. It was found that majority of the primary school teachers prepared their lessons before going to the classroom. Teaching aids were not provided to the schools. A few schools used aids like charts and globe.

4. The medium of instruction in the majority of the primary schools was mother tongue. Some schools used English as the medium of instruction.
5. Most of the respondents stated that they gave homework to their students.
6. With regard to framing the primary school curriculum, it was found that the curriculum was framed by the Meghalaya Board of School Education. It was also found that the curriculum was not revised for a pretty long time.
7. The study found that majority of the teachers (70.62%) stated that they felt that the curriculum was not suited to the needs of the students.
8. Majority of the head teachers responded that there was no difficulty in teaching the prescribed curriculum to the primary students. It was also found from the responses that students in a large majority of the schools understand instruction better in mother tongue than in English.
9. Regarding the textbooks majority of the teachers in the sample had given the opinion that the present textbooks were suitable for the primary students. Some of them however opined that there should have been more illustrations for better understanding of the students.

10. The study found that the subjects included in the curriculum were mother tongue / regional language, maths, science and health education and moral education.
11. Mostly teachers depend on the textbooks. Among the teaching learning materials used, the most common were dictionaries. In many cases reference books and mathematics kits were not available.
12. It was found that in most of the schools, drawing and painting formed an integral part of the curricular activities. Music, dances, celebration of important days was organized in some schools. No school organized flowers show and dramatics.
13. Most of the schools, especially those with single teacher did not have physical instructor. The head teachers in some of the school used to teach students some physical exercises like parade and drill in the school premises.
14. As a vast majority of teachers have expressed their dissatisfaction over the sports and games facilities provided to students, it should be a matter of concern for all. Similar picture was evinced in some other parts of the country as shown by the studies of Daisy (1963) and Bakshi (1965, 1971). In the present study it was found that 34% of the schools organized sport in their schools and most commonly played games were football, skipping rope, ball throwing etc.

15. Majority of the primary schools had most participated in activities like essay competition and painting competition. Very few schools had participated in science competition.
16. It appears from the responses and also from the attendance registers that students in many schools did not attend their classes regularly. This might be due partly to the fact that most of the children in the rural schools were hailing from poor families which either needed the services of the children or partly to the fact that they had no positive attitude towards education.
17. As regards examinations conducted by the schools, it was found that most of the schools conducted one half – yearly examination and the annual / promotion examination. It appears that there was no uniformity with regard to the number of examination held in the various schools. The system of continuous assessment and cumulative evaluation on the basis of the whole year's performance was not needed in the schools under study.

10.4 SCHOOL MANAGEMENT

1. In 1993, the Meghalaya Government took over the administration of the primary schools from the District Council as per the Primary Schools Act 1993. Even after the control and management of Primary Schools having been transferred to the

state government, community efforts to establish new primary school were allowed to continue. After running the schools successfully for a few years, the managing committees of such schools approach the Deputy Inspector of schools in-charge of primary education at the sub-divisional level for granting permission. Thereafter, the schools are enlisted in the official register as unaided private schools. The posts of teachers to these unaided primary schools were subsequently sanctioned by the government on a regular pay scale, with all allowances applicable to government primary schools.

2. Maintenance of academic standard 'to some extent' by the managing committee received the highest percentage of responses (29.37%). In the opinion of a few, the managing committee did not help at all in the maintenance of academic standard and majority of the schools did not get co-operation adequately from the managing committee.
3. A large majority of the schools did not maintain the minute books for recording the proceeding of meetings of the managing committee.
4. As reported by the respondents a large number of schools were not inspected for years. The respondents from both the districts in the sample indicated that some of the schools were not at all inspected; majority of the schools did not get

information regarding inspection of schools well ahead of time. The inspections of primary schools are conducted by the Deputy Inspector of schools. Most of the respondents were found not happy with the present state of inspection. The teachers felt they did not get adequate support from school inspection and supervision processes. The inspectors very rarely focus an academic aspect. They mostly concentrate on checking records and dealing with other administrative issues.

5. The highest percentage of schools (34.65%) had total number of students ranging from 26 to 45. It was found that no private school had the roll strength of students above 85%.
6. Majority of the schools got co-operation from parents. Most of the schools have Parent-Teachers Association (PTA) and their participation had played an important role in the development of the schools. However the contact of teachers with parents was not being made frequently. Usually they had meeting. Only once a year, that is, after the half yearly examination when report cards are distributed. Majority of the schools stated that they were fully satisfied with the co-operation of Parents who would generally keep in touch with the school to be aware of their children's progress in studies.

7. The study found that majority of the government and deficit schools did not get financial assistance regularly. While most of the private primary schools did not have adequate fund for maintenance.
8. It may be pointed out that the emoluments of primary school teachers particularly those working in private schools were not satisfactory.
9. It has been found that majority of the schools used 'first come first serve' basis in admitting students.
10. The percentage of female teachers working in primary schools is fairly high. Maybe, women prefer teaching job to other types of jobs.
11. The backlog of untrained teachers in the rural primary schools of East and West Khasi Hills Districts revealed an alarming situation only 40.26% of the teachers were trained. It seems that the total untaken capacity of all training institutes put together was not enough to accommodate all the untrained teachers in course of a decade or so. Since many schools were run by a single teacher, the questions of providing substitute would have been a difficult matter altogether. Moreover, many teachers in some schools did not possess the requisite general qualification and there was no provision of alternative programme of training in which they could participate. Again because of existence of a large number of single teacher schools,

most of the rural school teachers found it difficult to attend short course in-service training which were not generally held during vacation time.

12. It was revealed that in the case of recruitment of teachers the Government schools the District Level Selection Committee along with the Deputy Inspector of Schools carried out the job of appointing teachers. In the private schools, the teachers were appointed by the respective Managing Committees.
13. Facilities for improving qualifications is provided to Government Primary Schools only.
14. Very few teachers attended workshop, seminars and symposium.
15. Majority of the schools maintained the following schools records:
 - i) Attendance Register
 - ii) Progress Reports
 - iii) Admission Register
 - iv) Fees Register
 - v) Staff Confidential Report (Government Schools only)

16. The study revealed that Government schools were fully financed by the State Government. Deficit Schools received grants from the Government as well as donations from the missionaries, Private Schools usually received income from fees as well as donations from various sources.
17. Teachers possessing higher qualifications were given advance increments in Government Primary Schools only.
18. In the opinion of the majority of the teachers the status of primary school teachers in the society was 'moderate'.

10.5 PROBLEMS OF HEAD TEACHERS

1. According to the respondents the 'very acute' problems in the Government Primary Schools were shown as (i) Lack of facilities for in-service training and (ii) Lack of housing facilities.

Again in the Deficit Schools the "very acute" were (i) poor salary, (ii) inadequate staff, (iii) absence of retirement benefit, (iv) lack of in-service training facilities and (v) lack of aids.

In the Private Schools the 'very acute' problems included (i) inadequate staff (ii) heavy workload (iii) lack of housing facilities.

2. In the opinion of the large majority of the respondents the dropout rate was very high and the reasons for this included (i) economic (ii) educational and (iii) social and (iv) personal reasons.

10.6 POSITION OF DROPOUT AT THE PRIMARY STAGE

Study of the position of dropout in the rural primary schools of the two districts revealed a very sorry state of affairs. It was found that out of the total number of students admitted to Class – I in 1995 only 32.85% continued till Class – IV, the percentage of dropout being 67.15%. Out of the total number of Students admitted to Class – I in 1996 only 37.62% continued till Class – IV out of those admitted in 1997 only 40.31% continued till Class – IV. The position of those admitted in 1998 and 1999 to Class – I indicates that 39.79% and 43.47% respectively continued till Class – IV. It has thus been seen that a large majority of students admitted to Class – I, in each of the five years from 1995 – 1999 dropped-out before reaching Class – IV.

10.7 COMMUNITY PARTICIPATION

1. Management at the school level depends to a large extent, on community support.

The community support was elicited only through Parent Teachers Association.

Infact, most of the Primary schools in the sample were found to have Parent Teachers Association.

2. Voluntary Organisation as well as Village Durbars did not help much to bring about change in the schools as perceived by the respondents. They only extended their helping hands towards setting up new schools.

10.8 SUGGESTIONS

Suggestions for improvement of Primary Education

The findings of the study are indicative of the steps to be taken for removing the problems faced by the primary school teachers in rural areas of East and West Khasi Hills District of Meghalaya. The following suggestions are put forward on the basis of the findings of the study.

1. As suggested by the majority of the teachers and in the opinion of the present investigator candidates having passed higher secondary examination along with

basic training should be appointed as primary school teachers. The education department may consider feasibility.

2. In-service training courses may be organised from time to time so as to facilitate the teachers to keep abreast of the latest development in the field of primary education. The District Level Education Officers (D I's) may take necessary steps for organizing such courses from time to time. Besides untrained in-service teachers may be provided facilities for doing certificate course in Primary Education (CPE) under correspondence offered by IGNOU.
3. Adequate school building should be provided with separate class rooms, separate room for head teachers and teachers. The school authorities should also take steps to repair the school buildings in time. Sufficient fund should be ear-marked for the schools for annual repairs and extension buildings.
4. Library with sufficient books should be provided and students should be encouraged to develop independent reading habit.
5. In the absence of any norms regarding workload, the workload varied from one type of schools to another type. The Deputy Inspector of Schools may decide the number of periods to be taken by a teacher per week and enforce it so as to avoid any confusion.

6. Every teacher should be given at least one off period daily for relaxation. This can however be ensured by providing adequate number of teachers to each schools.
7. The feasibility of incorporating some subjects suited to the needs and interest of rural students may be considered by the authorities. Work experience activities should be given due weightage in the curriculum.
8. Audio-Visual aids should be provided to the schools and teachers should make use of aid materials to create interest in learning.
9. Facilities for sports and games should be a matter of responsibility for the authorities. Such activities should form an integral part of the curriculum
10. The method of assessment at the primary should be revamped. Continuous and comprehensive evaluation should be made compulsory, so as to have a uniform evaluation in the whole state. The School Board may consider the feasibility.
11. Co-curricular activities should be introduced in all the schools. Such activities should form an integral part of the time table.

12. The Managing Committees may take necessary steps to bring the private schools under Government management. The Government may take over all the primary schools in a phased manner.
13. Schools should be inspected frequently by the inspectorate to look into the problems of the schools, and ensure qualitative improvements.
14. Since it has been found that the schools having Parent Teachers Association were getting co-operation from the parents, forming of such Association may be made compulsory for all the schools. Frequent interaction between the teachers and parents may ensure better education for the children.
15. The Government should provide adequate financial assistance on time to the primary schools, particularly to the private aided schools.
16. Feeling of insecurity among the teachers of the deficit and private schools, which as perceived by the teachers themselves was due to lack of future benefits like pension, gratuity etc, should be removed. In this connection taking over all the primary schools of East and West Khasi Hills Districts of Meghalaya on a phased basis, as has already been suggested will remove the problems.

17. Pre-service training of teacher should be emphasized. The inspectorate may take special measures for deputation of sufficient number of stipendiary teachers of the primary schools for training. The number of seats should be increased in training institutes so as to reduce the back log of untrained teachers. The inspectorate and the Education Department as a whole may have to work out a time bound programme in this connection.
18. Private school teachers receiving less salary compared to the salary of the Government school teachers, should be give appropriate time scales of pay. The school should try to seek the help and contribution of the community and endowments to combat this problem.
19. Advance increments for higher qualifications of teachers should be provided, so that more qualified teachers are attracted to teaching in rural primary schools.
20. In order to ensure promotion facilities for primary school teachers, the State Government may consider the feasibility of introducing grade, like senior grades, selection grade teachers with different pay scales.
21. Pay scale of teachers should be revised and linked to the cost of living.

22. As suggested by the majority of the teachers and in the opinion of the present investigator chances should be given to each teacher on rotation to attend short-term in-service training courses.
23. The service condition of the teachers in all types of schools (government, deficit, private) should be made uniform.
24. Teachers should be confirmed in-service in time. The school authorities should take appropriate steps in this regard.
25. Study leave facilities wherever necessary should be extended to teachers to go in for higher studies.
26. The problem of dropout being a very acute one in the two districts under study, it is suggested that the school authorities, parents and the department of education of the state may work together to get over the problem. It is through collective efforts only that such a problem can be tackled.
27. The Government schools are provided with certain incentives like free text books, mid-day meal, uniform and tuition fee for the children. Such incentives have to be

extended to all the other types of schools. Besides the parent teacher contacts should be strengthened for mutual co-operation in this regard.

28. Community participation at the primary stage is inadequate. The Community at large should be made aware of its responsibility towards the school. This can be done by ensuring more community participation in the activities of the school.
29. Participation of the schools and the community in the district level planning for education should be encouraged by the State Department of Education.
30. The Managing Committee of each school should maintain a minute book for recording the proceedings of each meeting.

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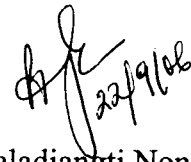
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I, Baladiangti Nongbri, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award; of my previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for my research degree in any other University / Institute.

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

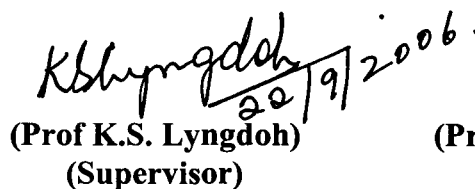


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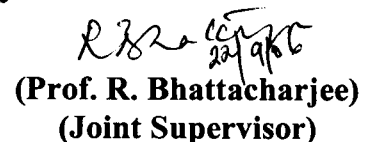


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Shillong
Dated 22nd September, 2006


(Baladiangti Nongbri)

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CHAPTER - I

INTRODUCTION

CHAPTER-I

INTRODUCTION

1.1 PROFILE OF THE STATE OF MEGHALAYA

Meghalaya “*the abode of clouds*”, became a full fledged State on January 21, 1972. It is bounded on the north by Goalpara, Kamrup, Nagoan and Karbi Anglong districts of Assam State, and on the east by the districts of Cachar and north Ccahar Hills, also of the state of Assam. On the south and west is Bangladesh.

1.1.1 AREA

The total area of the State is 22,429 square kilometer with a population of 23,06,069 (2001 census). The State is now divided into seven administrative districts. They are (i) Jaintia Hills District, created on February 22,1972. (ii) East Garo Hills District and (iii) West Garo Hills District created on October 22, 1976 (iv) East Khasi Hills and (v) West Khasi Hills District created on October 28, 1976. (vi) Ri-Bhoi District created on June 4, 1992 and (vii) South Garo Hills District created on June 18, 1992. They are predominantly inhabited by the Khasis, the Jaintias and the Garos. These tribal communities are the descendants of very ancient people having distinctive traits and ethnic origins.

1.1.2 NATURAL FEATURES

The Khasi Hills and the Jaintia Hills which form the central and eastern part of Meghalaya is an imposing plateau with rolling grasslands, hills and river valleys. The southern face of the plateau is marked by deep gorges and abrupt slopes. Waterfalls rush down steep slopes and carve deep valleys through which swift flowing rivers descend to the plains. At the foot of these slopes, a narrow strip of plain land runs along the international border with Bangladesh.

The northern section of the plateau has an undulating topography with a series of hills rising to almost the same height, extending northwards to slope gradually, merging with the plains of Assam. The accordant summit of these hills vary from 170m to 820m. Nongpoh village lying half way on the Guwahati-Shillong road, stands on a flat top of 70m high on this hill section.

The height of the central plateau of the Khasi Hills hovers around 1500m with the Shillong Peak (1965m), the highest point in the plateau, overlooking Shillong town.

The Garo Hills which form the western part of Meghalaya are lower in elevation. The greater part of Garo Hills range in height from 450m to 600m and drop

steeply to the Brahmaputra valley on the north and to the plains of Bangladesh on the south. Nokrek Peak (1412m) at east of Tura Town, is the highest peak in western Meghalaya.

A number of rivers, none of them navigable, in this mountainous State. In the Garo Hills, the Manda, the Damring and the Janjiram flow towards the north while the Ringge and the Ganol flow in the westerly direction. Those that flow to the south are the Simsang, which is the biggest river in Garo Hills and the Bhogai.

In the Khasi and the Jaintia Hills, the rivers that flow in the northerly direction include the Khri, the Umtrew, the Umiam, the Umkhen besides the Kupli on the border between Jaintia Hills and North Cachar Hills. The Kynshi, the Umiam Mawphlang and the Umngot flow to the south into Bangladesh.

1.1.3 CLIMATE

The state of Meghalaya is directly influenced by south-west monsoon and the north-east winter winds. The four seasons of Meghalaya are :- Spring- March and April, Summer- (Monsoon)- May to September, Autumn- October and November and Winter- December to February.

During March and April, the atmosphere gradually warms up with the advent of Spring. From the middle of April the temperature starts rising to the maximum in the month of June and then decreases gradually. This period may be term as the Summer (Monsoon) season. The maximum temperature recorded is 34° Celsius at Tura and West Garo Hills district and 28° Celsius at Shillong.

October and November are the two months when the climate is cool and temperate. After November, the winter season sets and continue up to the end of February. During these months the temperature comes down to as low as 2° Celsius in the Khasi Hills.

Rainfall starts by the third week of May and continues right up to month of September and sometimes well into the middle of October. The maximum rainfall occurs over the southern slopes of Khasi Hills, i.e., over Cherrapunjee and Mawsynram platform which receives the heaviest rainfall in the world. The average rainfall in the State is 12,000m.

1.1.4 CAPITAL

Meghalaya's capital, Shillong and also the district headquarters of East Khasi Hills District, is situated at an altitude of 1,496 meters above sea level. The capital

city has a bracing climate throughout the year. This City has been the seat of Government since the consolidation of the British Administration in this part of India, over a century ago.

According to legends, Shillong derived the name from the deity named “Shyllong” whose dwelling is also known as “Shyllong Peak” and from whose niece the Syiem clan of Khyrim, Myllem, Maharam, Mawlaisohmat, Bhowal and Langrin sprang up.

The City is one of the few hill stations with motorable roads all-over Shillong has its own charm, different from other hill stations, and presents a natural scenic beauty with waterfalls, brooks, pine grooves and gardens. The place, the people, the flora and fauna and the climate all combine to make Shillong an ideal resort throughout the year. Shillong offers arrangements for tourists with good hotel accommodations, facilities for sports, fishing and hiking.

Shillong is connected by a good arterial road with the rest of the country through Assam. A good roads connects Shillong with Sylhet in Bangladesh. It is also connected with other important towns of the State like Jowai and Tura. An airport at Umroi, about 30Kms from Shillong, connects Shillong by air with the rest of the country.

Shillong is also the headquarters of the North Eastern Council, the Eastern Air Command, the Assam Rifle, the Assam Regimental Centre and 101 Comm. Zone. Here, there is the North Eastern Hill University and the official residence of the Governor of Meghalaya. A Bench of the Guwahati High Court has been set up in Shillong.

1.1.5 POPULATION- AREA AND LITERACY:

Table 1.1 gives the district-wise area, population and literacy rates as in 2001.

TABLE 1.1

District	Headquarters	Area	Population	Literacy
1. East Khasi Hills District	Shillong	2748 Sq. Km	6,60,994	74.74
2. Ri-Bhoi District	Nongpoh	2448 Sq. Km	1,92,795	63.67
3. West Khasi Hills District	Nongstoin	5247 Sq. Km	2,94,115	65.50
4. East Garo Hills District	Williamnagar	2603 Sq. Km	2,47,555	61.57
5. West Garo Hills District	Tura	3714 Sq. Km	5,15,813	50.78
6. South Garo Hills District	Baghmara	1850 Sq. Km	99,105	55.21
7. Jaintia Hills District	Jowai	3819 Sq. Km	2,95,692	52.79
		22,429 Sq. Km	23,06,069	

Source: *Meghalaya statistical handbook 2002, Directorate of Economic and Statistics, Government, Meghalaya.*

1.1.6 PRINCIPAL LANGUAGES

The principal languages in Meghalaya are Khasi and Garo with English as the official language of the State. It was at the initiative of the Christian Missionaries that the Khasi and the Garo languages and literature have developed and emerged

in the list of Modern Indian Languages. Now Khasi and Garo language are taught as subjects of study up to the Post Graduate level.

1.1.7 ADMINISTRATION

The State has a unicameral legislature. The Legislative Assembly consists of 60 Members-29 from Khasi Hills, 7 from Jaintia Hills and 24 from Garo Hills.

Meghalaya originally comprised of two districts and three Sub-Divisions. In order to accelerate the pace of development and to bring the administration closer to the people, the state has been reorganized into seven districts and eight Sub-Divisions. For an all round development of the rural areas, the whole State is covered by 39 Community Development Blocks. There are three Autonomous District Councils in the State, namely the Khasi Hills Autonomous District Council, the Garo Hills Autonomous District Council, and the Jaintia Hills Autonomous District Council. These Councils discharge the functions and duties as assigned to them under the provisions of the Sixth Schedule of the Constitution of India.

The functions and duties in each Council are discharge through the 'Executive, Legislative and the Judiciary Wings'.

The members of the councils are elected by the adult suffrage for a term of five years.

1.1.8 The Educational Structure and Pattern in the State

The Educational Department, Government of Meghalaya, in 1990 has announced the new structure of school education in the State as per the Government Notification No. EDN. 167/89/47 Dt.23rd March 1990, and its implementation are being taken up.

The age of admission for formal education Class-I is 6+. The primary stage comprises of Classes-I, II, III and IV with attached pre- primary section for the 4 to 5 years age-group. Upper Primary stage of three classes-V, VI and VII generally for the age-group 10 to 12 years, Secondary school comprises of Classes- VIII, IX and X (13 to 15 years) and Higher Secondary School comprises of Classes- XI and XII (16 to 17 years).

After passing Upper Primary Examination, a student becomes eligible for admission to an Industrial Training Institute or general education in secondary schools. After passing Secondary School stage, student enters the higher secondary school or Pre-University course or Polytechnic. After Pre-University,

the students becomes eligible for three years Degree Course or for a professional course in areas like Medicine, Engineering, Agriculture, etc., The State has made provision for instruction in professional courses like Law and Teacher Education besides Post-Graduate and Research level studies in different disciplines. The salient features of different stages of education in the State are described below:

1.1.9 Pre-Primary Education

In the state, there is a mushroom growth of pre-primary schools. These schools are particularly popular in urban areas where there is a great need as well as demand for such schools for children below the age of five years. The urban pre-primary schools are established primarily by voluntary agencies and a few of them get a nominal ad-hoc grant from the state government. Attempts to control or regulate the establishment of pre-primary schools have been, so far rather negligible. There is, as yet, no prescribed or regulated pay scale for the pre-primary school teachers, neither are there any norms for students admission or for school fees.

Under the re-structured school education in the state, all primary schools comprise class I to IV with a pre-primary section attached to them. Statistic indicate that the children in the pre-primary section only account for more than half of the

total number of children in the primary schools.

The programmes for pre-primary school children, implemented by various departments of the state government, include the Supplementary Nutrition Programme (SNP) conducted by the Social Welfare Department. This department, at present, runs more than 60 centres in the urban slum areas of all the district and covers more than 16,400 beneficiaries.

About 30 community development (CD) blocks implement the SNP in approximately 10 centres each. In addition, the Social Welfare Department implements about 30 Integrated Child Development Scheme (ICDS) Projects covering all the CD blocks of the state with about 2,006 centres in the rural areas of the state. In CD blocks, the programmes is under the charge of the Community and Rural development Department. The Department of Health also runs programmes for the prevention of certain diseases and general well being of children upto 5 years of age.

The state has proposed to take the following course of action to improve the implementation of Early Childhood Care and Education (ECCE) programme :

(a) Widening the coverage with co-operation from all concerned department

(b) Co-ordination and convergence of services of all department as also the Village Education Committee (c) Improving the content and process of pre-school education by including activities like regular medical check up, promotion of language skills and promotion of muscular development, etc and (d) the training of man power.

The ECCE programme aims not merely at the Custodial Care of Children but, at initiating the process of development in them. This requires a large number of trained child-care workers. The SCERT, SRC and DIET's would provide technical resource support to all the components of the ECCE programmes. In order to ensure the success of these programmes, there is a need to upgrade the ECCE functionaries remuneration and honorarium so that it commensurates with their skill and the hours of work.

1.1.10 Elementary Education

Before the introduction of the restructured pattern of education in the State, primary education consisted of five year schooling classes (A-B, I-III) and the responsibility of management rested with the District Councils of the State except in the Shillong Municipality. It maybe interesting to mention that prior to 1958,

(before Meghalaya was created) the management and control of Primary Education in the Autonomous Districts fell under the purview of the respective district councils as provided in Para 6 in the Sixth Schedule of the Constitution of India. However, the State government (then Assam) at the request of respective district councils had been managing primary education in the hills. In the year 1960, a decision was taken to transfer primary education to the control of the District Councils.¹ Hence all the primary and junior Basic Schools in Khasi and Jaintia Hills (except those located within Shillong Municipality area) were transferred to district councils of Khasi and Jaintia Hills with effect from April 1962. Since then the primary education was under the District Councils. The State extended necessary academic and supervising assistance and the entire cost of maintenance and expansion of primary schools along with necessary equipments and furniture was borne by the State²

But when there was discontentment on the part of the primary school teachers due to mismanagement of schools by the District Councils, once again, the government took over and in accordance with the Act passed by the Meghalaya

1 *Educational Administration in Meghalaya - A Survey report, N.I.E.P.A., 17-B Sri Aurobindo Marg, New Delhi - 1611980*

2. *Education Meghalaya 76, Department of Education, Youth and Welfare & Sports, Meghalaya, P-8*

Legislative Assembly known as the Meghalaya (taking over of District Council Lower Primary Schools) Act 1993.³ Under the provision of the Act, the entire control of Primary Schools came under the State Government thereby ending the decade old uncertainty of the problem of administration of the primary school in the State.

The Government of India announced the National Policy on Education in 1986 and its Programme of Action (POA) and made universalization of Elementary Education as the main activity to be taken up by all states in the country. As a follow-up, the Meghalaya State Government has also made universalisation the main policy item for achieving the constitutional requirement of providing free and compulsory education to all children till the age of 14 years. Towards this end, a White Paper⁴ on education was prepared which apart from laying down the guidelines for administration and regulation of the Primary Education in the State also reiterated some of the innovations envisaged in the National Policy of Education (NPE) 1986.

3. *Program of action 1995, Department of Education, Govt. of Meghalaya, Shillong, 1995.*

4. *White Paper on Education, Govt. of Meghalaya, Shillong, 1988.*

Though the State did not prepare any programme of action of its own in the State at the time to implement the above policies, yet the government took the following action.

The system of education in the State was restructured in 1988 after the State adopted the National Pattern of Education as envisaged in the NPE 1986. According to the restructured system, the elementary education comprises of two levels – the Primary comprising of Classes-I to IV and Upper Primary level comprises of Classes – V to VII. It has not been possible to adapt the National Pattern on its totality then, due to certain practical problems inherent in the system itself.

Under the new structure, the pre- primary stage is also attached to the Primary Schools. According to the statistics⁵ (Provisional Statistics of Sixth All-India Educational Survey 1993) all the primary schools in the State has pre-primary sections. In fact, the available statistics indicates that the children in the pre-primary section accounts for more than half of the total number of children in a primary school.

5. *Sixth All-India Educational Survey, Provisional Statistic Publication Department, NCERT, New Delhi-16(1996)*

The media of instruction at the primary stage are Khasi and Garo for the Khasi and Garo speaking communities respectively. Besides, the linguistic minorities of the State are provided all the facilities for imparting instruction through their mother tongue like Assamese, Bengali, Nepali, Hindi, Mizo, and the like.

The medium of instruction in the State at the Upper Primary stage is English

1.1.11 Organisation and Administration of Education in Meghalaya

Prior to Indian Independence, the administration of education in the region, then under the jurisdiction of the province of Assam, was looked after by an Assistance Inspector of Schools (AISs) posted at Shillong. He was assisted by two Sub-Inspector of Schools (SISs). Subsequently, to look after the educational administration of the state of Meghalaya which came into existence in 1972, after reorganization of the erstwhile state of Assam, the Education Department of Meghalaya emerged out of the parent department of the Government of Assam and two posts of Inspector of Schools (ISs) were created-one each for the two districts councils consisting of United Khasi and Jaintia Hills and the Garo Hills.

At the initial stage of the formation of the state, a composite department known as the Social Service Department was formed to take care of subjects like Health,

Education, Social Welfare and Labour. An independent Department of Education was created much later and it dealt with subjects like Education, Youth Services, Social Welfare, Sports, Public Relations, Art and Culture and Library Science as well as Art and Culture were segregated from the Department of Education and two separate directorates one for sports and the other for Art and Culture were formed, each with its own minister. At the present, the Department of Education looks after subject pertaining only to education.

(a) Secretariat

The Education Department has an organization setup at different hierarchical levels of the machinery, namely the Secretariat, Directorate and Inspectorate.

Under the Minister of Education, the Secretariat is headed by the Commissioner and Secretary who is a member of the Indian Administrative Service. He is assisted by two Secretaries and two Under Secretaries, one each for school, Higher and Technical Education and the State Council of Educational Research and Training (SCERT), Adult and Non-formal Education.

The Secretariat is responsible for policy formulation, policy decisions, and for the provision of guidelines and direction in all matters pertaining to education from pre-primary education to college level, including higher and technical education. It is responsible for the supervision of educational activities in the state; it is also responsible for co-ordination with other departments. The other functions of the Secretariat include matters pertaining to the appointment, posting, transfer, promotion, conduct grant of leave, pension etc, of all gazetted officers, framing of rules and ordinances related to education of and sanction on items of expenditure for which the administrative departments are empowered under the delegation of financial power (DFP) Rules of the State Government. Since there is no norm regarding the strength of the Secretariat in terms of the number of officers posted therein like the Secretary, Additional Secretary, Joint Secretary and Deputy Secretary, the number of these officers in the department varies from time to time.

The State Council of Educational Research and Training was established in 1976 as the academic wing of the Directorate to take care of all academic responsibilities, under the leadership of the Director, assisted by the Secretary and an officer of council's Technology Cell. The responsibility include conducting

in service training programme for teacher of various categories and organising workshop, seminars, refresher courses and conferences. To help and advice the government in all matters related to the Council, there is an advisory Committee comprising representatives from the NCERT and University, as well as other eminent educationists.

In 1997, with the reorganisation of the administrative setup, these new directorates have been set up and activities of the SCERT have been taken change of by the Directorates of Education Research and Training (DERT)

The Meghalaya Board of School Education (MBOSE), constituted by a legislative act, is an autonomous institution at the state level. It functions under the chairmanship of the DPI and is responsible for the review, revision and framing of Curriculum and Syllabus as also conduct of public examinations at the Secondary level. In 1989, the Meghalaya Board of School Education (MBOSE) was established to take care of primary education.

(b) The Directorate

Meghalaya, till recently, maintained the pre-independence structure of educational administration with the Director of Public Instruction as the chief educational

administrator at the directorate level, called the Directorate of Public Instruction.

In this set up, the DPI was assisted by the three Additional DPI's (ADPI's) three Joint DPI's (JDPI's) and three Deputy DPI's (DDPI's) in looking after general education, the SCERT and the MBOSE. Besides, there were other subordinate officers to help the DPI, like the Administrative officer who looked after all establishment matters, the Secretary of the SCERT, the officer in-charge of the Educational Technology Cell, the Planning and Statistical officers, the Finance and Accounts officer, the Science officer, the Assistant DPI (Monitoring), the Audit officer and two Registrars.

Of the three Additional Directors of Public Instruction (ADPI's) one each was incharge of (a) School Education (b) Technical Education and (c) Planning and Budget. The ADPI, School Education was assisted by a Joint Director, Deputy Director and Science officer, the ADPI, Technical Education looked after the Government Polytechnic which was headed by the principal and ADPI, Planning and Budget was assisted by the Statistical officer and a Planning officer of the three. JDPI's, one each looked after the Colleges, Schools and Adult and Non-formal Education. Each JDPI was assisted by a Deputy Director.

The Directorate was responsible for the implementation of all educational programmes in the state and for the utilization of funds and grants approved and sanctioned by the State Government. It was also in charge of the SCERT and the MBOSE, though these were separate organizations under the State Education Department. The State government, in 1997, reconstructed the Directorate of Public Instruction and issued a notification specifying the powers, functions and jurisdictions of each newly created directorate. The Directorate of Public Instruction, consequent to this restructuring, ceased to have any powers, functions etc.

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 Education, Research and Training which is responsible for teacher education and all academic matters, including the Meghalaya Board of School Education and
- c) Directorate of Higher and Technical Education to look after secondary and higher secondary college and university and technical education.

The functions, powers, jurisdictions and subjects of these directorates were defined by a government notification as also were the number of posts allocated to the newly created directorates.

(c) Inspectorate

The administrative set-up at the district level is called the inspectorate. In each district, it is headed by the Inspector of Schools (IS's). In district which are comparatively larger in area, like the East Khasi Hills and the West Garo Hills, the ISs are assisted by the Assistance Inspector of Schools (AIS's) and a number of Deputy Inspectors of Schools (DIS's) – their strength depending on the number of sub-divisions in a particular district. For the sectors of non-formal education and adult education, the IS's are assisted by the District Adult Education Officer (DAEO) District Social Education Officer (DSEO) and their assistants.

Though the Inspector of Schools is supposed to be the Principal Education Officer at the district level, his functions are limited to administration of the Secondary and Higher Secondary Schools and the teachers, training institutions located in the districts. He is also responsible for the inspection and supervision of the secondary schools. The Deputy Inspectors of schools (DI's) who look after

elementary education, though under the administrative control of the IS's, function almost independently in discharging their administrative duties in respect of the primary and upper primary levels of education in their respective sub-divisions. Consequently, integration and co-ordination among the various functionaries of the Education Department and of the allied sector like sports, art and culture, child care etc, at the district and sub-district levels, is weak.

The Deputy Inspector of Schools, assisted by one or two Sub-inspectors of Schools (SIS's) in each sub-division, is responsible for the inspection and supervision of the upper and primary schools. The DAEO and DSEO is assisted in the supervisory work related to adult education and non-formal education by a number of social education organiser. There is no educational administrative functionary at the community development block level except for Adult and Non-formal Education.

The three Autonomous District Council (ADC) of Khasi Hills, Garo Hills and Jaintia Hills were formed in 1952 under the provisions of the Indian Constitution. The latter states that the District Council of an autonomous district may establish, construct or manage primary schools and may with previous approval of the Governor, prescribe the language and the manner in which primary education is to be imparted in the primary schools of the district.

Till 1961-62 at the request of the ADC's the State Government looked after the administration of Primary Education in the ADC's of Garo Hills and Khasi and Jaintia Hills. They were responsible for the administration of all primary schools, within their respective jurisdiction, other than those within the area of Shillong Municipality and Education Officer and number of Sub-Inspectors of Schools, was in charge of the administration of such schools. Gradually, administration of primary education was passed on to the district councils.

In the initial years, there were major problems, as the district council could manage with the resources provided by the government and by supplement them with their own financial resources. Gradually, as finance started dwindling, the administration of primary education received a set-back. Over the years, the administration of primary education under the ADC's proved to be ineffective, and in 1980-81, the State government had to temporarily take over the administration of primary schools from the ADC's. However, the administration of primary schools in the Shillong Municipality and Cantonment areas, is under the control of an Executive Member of the Council assisted by the Education Officer and a number of Sub-Inspectors of Schools.

The reorganization of the Directorate of Public Instruction in 1997 has resulted in many changes which have been also reflected in the inspectorate.

(d) Meghalaya Board of School Education

The Meghalaya Board of School Education (MBOSE) was established in 1973 under the Meghalaya Board of School Education Act, 1973. The Board is an autonomous body with the main functions of prescribing courses of instruction for the primary, middle and school stages, conducting and supervising public examinations etc. It conducts the High School Leaving Certificate (HSLC) Examination, at the end of class X, Middle English School Leaving Certificate (MSLC) Examination and the Primary School Leaving Certificate (PSLC) Examination at the end of class VI and class III, respectively. The MSLC examination and PSLC examination are not compulsory for the students and are conducted only for awarding scholarships to the deserving ones. The responsibility of conducting the PSLC examination has been recently transferred to the newly set-up Meghalaya Board of Primary Education from 1996 onwards, MBOSE has been entrusted with the responsibility of prescribing courses of studies and conducting public examinations for Higher Secondary Examination at the end of +2 stage. Prior to this, North Eastern Hill University (NEHU) was responsible for conducting PU Examination in the state.

According to the Meghalaya Board of School Education Act 1973, the DPI is the Chairman of MBOSE, the Secretary is appointed by the State government. Normally, he belongs to the Education Service and is on deputation to the Board. Other than the Chairman and Secretary of the MBOSE, all Staff and personnel are directly recruited. Other Officer in the Board are the controller of Examination, the Deputy Secretary and the Assistant Secretary.

(e) Meghalaya Board of Primary Education

The Meghalaya Board of Primary Education (MBOPE) – an autonomous body was established by the Meghalaya Board of Primary Education Act 1988. Its main function is to prescribe courses of instruction for the primary school stage and to conduct and supervise the Primary School Leaving Certificate (PSLC) Examination at the end of class III which earlier, used to be conducted by the MBOSE.

The problem of co-ordination and linkages between the different academic bodies is made easy by the fact that their role and functions are specified and clearly laid down. With regard to the preparation of the syllabus and formulation of the curriculum, the MBOSE and DERT coordinated their functions and activities.

The DERT revised the syllabus and curriculum from classes I to X and prepared the textbooks and guidebooks, though this is also one of the responsibilities of the Board, it only puts into use the revised items.

1.1.12 Production and distribution of Text Books :

In Meghalaya textbooks were written and prepared by private publishers in conformity to the requirements of the syllabus as prescribed and subsequently approved by the MBOSE. The private publishers solely responsible for printing and distributions of these textbooks. However, with the introduction of the revised curriculum and syllabus from the academic session of 1990-91, the Board has taken over the responsibility of planning and management of the preparation, production and distribution of the textbooks and also the teachers guidebooks. Nevertheless, some textbooks were prepared by the erstwhile SCERT, now DERT, (Directorate of Educational Research and Training). Certain textbooks especially those used in the higher classes are recommended by the NCERT. The private publisher has obtained the copyright from the NCERT for printing these textbooks. These textbooks are distributed and circulated only in Meghalaya, by the publishers, through the agencies, but the responsibility for preparing the manuscript obtaining the copyrights taking a decision on the number of copies to be printed and fixing a ceiling on the price rests with the Board.

1.1.13 Pupil Evaluation

There is no organizational arrangement and system of pupil evaluation, at the state level, except that of the MBOSE and MBOPE. The individual institutions assess their students internally. The SCERT, as a central external agency, evaluates pupils for the award of State Talent Search Scholarship to students of class X and VI is also conducts the National Talent Search (NTS) Examination annually in collaboration with the NCERT.

1.1.14 Community Participation.

The people of Meghalaya have always supported educational enterprises, community participation in education is not a new feature in the region. Education, in a broad sense of the term, had been introduced to them even before David Scott – the man who first conceived the idea of educating the Garos and attempted to educate them long before the American Baptist Missionaries brought Christianity to them. The Garos received education through the ‘Nokpante’ or bachelor’s dormitory, that is, the traditional institution which may be regarded as the center of learning among the Garos. Almost every village could boast of its

own such dormitory built at the center of the village opposite the chief's house.

In the bigger villages, each clan had its own such center.

At the nokpante, various arts and crafts of wood, cane and bamboo crafts, etc, were taught by the old and experience members of the community. The latter, along with the senior inmates of the Nokpanite taught the younger boys the art of playing the drum, the flute, the harp, etc, as well as dancing. Besides these gymnastics, wrestling, high jump, long jump and other games of strength were practiced and practical lessons on discipline and a sense of duty were given. At night all unmarried boys from the age of seven or eight years were required to sleep in Nokpanite. At this time, the older one related stories about the heroic deeds of their ancestor and orally the history of the village was passed on from one generation to the next.

With the introduction of Christianity and Western Education the traditional nokpanite system became obsolete, but, participation of the community in matters of educational development through the village durbar, a church organization 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. Now, these schools are set up for various reasons including parochial, business etc,

resulting in their mushroom growths especially in the urban areas. In a village, sometimes more than two schools exist, this not only drains the scarce resources, but, nurtures unhealthy competition. Today the participation of the community is, in general on the wane, more so when such a school is taken over by the government, that is, 'provincialised'.

At present, in each and every school there is a managing committee or governing body. In the case of private school, the committee consists of twelve to fourteen members and is usually constituted by the organization which sponsors or established the school. To illustrate, in case of school established by the village durbar, it is constituted by the durbar. In respect of a mission or church school, the mission or the church constitutes the management committee.

In the case of schools receiving grants in and from the state government, relevant rules for the constitution of the management committee are insisted upon by the state government. It, after ensuring that the guardians and the teachers have their representatives in the committee, gives approval for the constitution of such a committee. The constitution of such a committee is not statutory, but, by executive order. This provides the school with the leeway to misuse the government grants.

At beginning of each financial year, all grants-in-aids, including the maintenance grant for payment of salary to the staff, is given to the management committee.

The secretary of such a committee is usually the headmaster or head teacher of the school. He is authorized to operate this fund. However, in keeping with the rules of grant-in-aid, the managing committee have to sign the deed of acceptance of the grant and ensure its proper utilisation.

Prior to the transfer of administration of primary school the government looks after the maintenance of all primary schools. After transfer, it continued to extend grand-in-aid to the schools for their maintenance and improvement as also the establishment of new schools in the council areas. Though the government had made clear that excess expenditure would have to be met by the D.C's from their own resources, in actual practice, it was the government which had to shoulder the entire financial responsibility. Till 1970's the District Council were able to manage the schools because of their small number and perhaps because the administrative procedure and policy laid down by Government of Assam was strictly followed. By the end of the 1970's, the problems started, the factors of discontent being indiscriminate appointment and transfer of teachers without any

regard for qualification, merit or need (s) of the schools or villages. The most conspicuous of all grievances was the irregularity in receipt of teachers salaries, arrears, etc. The Public was also discontented with the District Councils mismanagement of finances allocated for primary education.

An interesting feature regarding the taking over of the administration of primary education from the District Council by the State Government through the Act of 1993 is that the taking over is only for the District Council schools and teachers. There are a number of non-district council which are run either by the mission or the village durbars, these are not included in this act. They continue as privately aided schools under the State Government which extends maintenance grant-in-aid to them, the grant covers the salary of teachers.

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 building 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.

1.2 A PROFILE OF EAST KHASI HILLS DISTRICT

1.2.1 Area and Location

The East Khasi Hills District covers a total area of 2748 Sq. Kms. It is situated between the North Latitudes of 25.15 degrees and 25.72 degrees and between the Longitudes 91.35 degrees to 92.13 degrees East. The Northern portion of the District bounded by the plain of Ri-Bhoi District and Karbi Anglong District of Assam. It is gradually rising to rolling grassland of Shillong plateau interspread with river valleys, then falls sharply in the southern portion forming deep gorges and ravines in Mawsynram and Shella Bholaganj C.D. Block. On the south is bounded by Bangladesh, on the East by Jaintia Hills District and on the West by West Khasi Hills District. Geographically the District consists of :-

1.2.2 Ranges:

War area which lies in the Southern part of the District. It was so called because the hills and ranges in this portion fall abruptly to an elevation of 150 meters (approx) to the plain of Bangladesh. The hills and ranges look like massive wall rising from the plains towards the North. The people living in these areas are called Wars.

1.2.3 The Land:

The other part where ranges run parallel from east to west on the upper portion of the District is a highland area. The people living in this area are called the Khyntiam.

The area occupied the highest peak in the State called the Shillong Peak with the height of 1965 meters from the sea level. Shillong Peak is situated on the Eastern Part of Shillong, the capital of the State of Meghalaya. From the summit of the Shillong Peak a panoramic view of Jaintia Hills, West Khasi Hills, Ri-Bhoi District and parts of Assam and Bangladesh and Himalayas can be seen as the sentinel of the country. The average height of the Khasi highlands is 1000 meters. The Khasi highland starts from the very edge of the escarpment overlooking the War areas and slopes gradually northwards to the Central range, which at its highest point reaches altitudes of 1,700 meters approx. The range acts as a rain barrier. The southern part of the belt received markedly heavy rainfall and consists of largely of sterile grassland and sparse growth of trees called ka Ri-Sohra Cherrapunjee (Sohra) and Mawsynram, two places in the District receives the highest rainfall in the world. This is one of the factors that lead to the decision to transfer the erstwhile capital of Assam, Cherrapunjee to Shillong in 1864.

The typical tree of this region is the Khasi Pine, *Pinus Kesiya* which attains good size and birth Timber of this tree is widely used for construction of houses and furniture's. The District is also rich in medicinal plants. There are varieties of Orchids and different species of Oak.

1.2.4 Rivers:

Almost all the major rives of the District rise from the Shillong plateau and drain their waters either to Brahmaputra river in Assam or Surma in Bangladesh. The Uiam rivers rising from the North of Shillong Peak flows northward between Ri-Bhoi District and Karbi Anglong of Assam. The Uiam river rising from the range West of Shillong Peak flows past through Ri-Bhoi District until it reaches and joins the Umsning river. The Uiam Mawphlang is another river rising on the Southern slopes of the Shillong Peak near Pomlakrai village and crosses by Shillong Cherra road on an iron bridge at Umtngar and emerges into the ravines of the eastern side of Mawphlang bridge, and passes through Shella village until it reaches the Surma west of Chatak in Bangladesh. Near Mawphlang a Dam is constructed across the river for the greater Shillong Water Supply Schemes. Another beautiful river, the Umngot river rises from the eastern part of the

Shillong Peak near Smit village. The river towards the South where it forms the demarcating boundary between the East Khasi Hills and the Jaintia Hills District. It continues to flow through fine gorges via Dawki until it reach Surma valley in Bangladesh. At Dawki the river is crossed by a motor way suspension bridge in the Shillong Dawki road connecting East Khasi Hills District with Jaintia Hills District in the border (War) area.

1.2.5 Water Falls:

The terrain of Khasi Hills lends itself to the formation of magnificent waterfalls.

The following are among the mere well-known waterfalls in the Khasi Hills.

- (a) Kshaid Nohsngithiang: It is a spread of many falls that can be seen to the east of Mawblang 5 Kms from Cherrapunjee.
- (b) Kshaid Noh-ka-likai situated west of Mawmluh near Cherrapunjee.
- (c) Kshaid Dain-thlen: It is situated to west of Noh-ka-likai.

These are the beautiful falls connected with many legends of the Khasi people. In and around Shillong there are waterfalls viz. Kshaid Umshyrpi (Beadon

falls), Sunapani (Bishop's falls), Kshaid Umdiengpun (Elephant's falls) and Weitdem (Sweet falls).

1.2.6 Climate: The climate of the District ranges from temperate temperature in the plateau region to the warmer tropical and sub-tropical pockets on the Northern and Southern region. The South West Monsoon influences the whole of the District, which begin generally from May, continues till September. The weather is humid for the major portion of the year except for the relatively dry spell usually between December and March.

1.2.7 ADMINISTRATIVE SETUP

The Deputy Commissioner is the Administrative head of the District with its headquarter is at Shillong. Shillong is also the capital of the state of Meghalaya. The District is divided into two Civil Sub-Division. The two Sub-Divisions are Shillong Sardar Civil Sub-Division and the Sohra Civil Sub-Division. In the District there are eight Community & Rural Development Blocks viz. Myllem, Mawphlang, Mawryngkneng, Mawsynram, Mawkynrew, Pynursla, Shella Bholaganj and Laitkroh Community & Rural Development Block. The Civil Sub-Division

Officers are the heads at the Sub-Divisional level and the Block Development Officers at the Block level. The Development departments like Agriculture, Animal Husbandry and Veterinary, Soil Conservation, etc., also have the District heads and similar structure extends up to the Block level where the Extension Officers are functioning at the Block Development Officers Office. The Deputy Commissioner co-ordinates the development works of the various departments. Traditionally the District is also having the traditional institution called Syiemship (Kingdom). They have their own administrative and judiciary forms of Government as per the sixth schedule of the constitution of India. The grassroot traditional institution is the Village Dorbar headed by Sirdar or Rangbah Shnong (Headman). All the traditional Institutions discharge their responsibility in a pure democratic manner. All these traditional Institutions are under the Khasi Hills Autonomous District Council which was created under the 6th Schedule of the constitution of India safeguard the customs and culture of the indigenous tribal people. It has the power in managing, the internal affairs relating to land rights, revenue, Forest, Tribal Customs, etc. It enjoys executive, legislative and judiciary on matter provided by the 6th Schedule of the constitution.

1.2.7 Population in the District, Block wise and Town wise:-

The distribution of population, block wise and town wise in the district, is given in the table-1.2

Table 1.2 POPULATION IN THE DISTRICT BLOCK WISE AND TOWN WISE

SlNo.	Name of CD Block/Town/District	Area in Kms.	No. of inhabited Village	Population		
				Total	Male	Female
1.	Mawphlang C & RD Block (R)	290	156	55617	27526	28091
2.	Mylliem C & RD Block (R)	407	97	98745	51611	47134
3.	Mawryngkneng C & RD Block (R)	293	61	49180	24583	24597
4.	Mawkynrew C & RD Block (R)	355	65	34122	17029	17093
5.	Mawsynram C & RD Block (R)	523	151	45003	22728	22275
6.	Shella-Bholaganj C & RD Block (R)	578	180	44013	22515	21498
7.	Pynursla C & RD Block (R)	505	144	56347	27862	28485
8.	*Laitkroh C & RD Block (R)	-	-	-	-	-
9.	Mawlai Town (U)	6.14	-	38241	18411	19832
10.	Nongthymmai Town (U)	2.93	-	34209	17015	17194
11.	Madanrting Town (U)	2.02	-	16700	8478	8222
12.	Shillong Municipal(U)	10.36	-	132876	66129	66747
13.	Shillong Cantonment(U)	1.84	-	12385	7069	5316
14.	Pynthor Umkhrah (U)		-	22108	11387	10721
2.1 Table 1.2 POPULATION IN THE DISTRICT BLOCK WISE AND TOWN WISE1						
15.	Nongmynsong (U)	-	-	11362	5927	5435
16.	Cherrapunjee (U)	7.8	45	10086	4917	5169
	Rural	-	-	383027	193854	18917
	Urban	-	-	277967	139333	13863
Total	East Khasi Hills District	2984.2	899	660994	333187	32780

Source: Meghalaya Statistical Handbook 2002, Directorate of Economic and Statistics, Government of Meghalaya.

1.2.9 Literacy: - The literacy rate in East Khasi Hills District is 74.4% which is the highest in the state. Male literacy rate is 74.89% and Female Literacy rate is 74.58%.

1.3 PROFILE OF WEST KHASI HILLS:

1.3.1 Area and Location :

West Khasi Hills, presently the largest district of Meghalaya, was carved out of the erstwhile Khasi Hills District on the 28th October, 1976. In the same year, on 10th November, the Mairang Civil Sub-division was inaugurated, whereas the Mawkyrwat Block was converted into an Administrative Unit. With the up-gradation of Mawkyrwat into a full fledged Sub-Division on June 26th 1982, the District now comprises of three Sub-Divisions (including the Sadar Sub-Division), an Administrative Unit viz., Mawshynrut which came into being on the 9th February, 1996 and 6 (six) C & R D Blocks viz., Nongstoin, Mairang, Mawkyrwat, Mawshynrut, Ranikor and Mawthadraishan Block which was created vide Govt. Notification NO. CDD. 232/89/Pt/61, dt. 20th March, 2001.

This District lies in the central part of the State of Meghalaya and is situated between approximately 25 degree 10' and 25 degrees 51' N latitude and between 90 degree 44' and 91 degree 49' E longitude. It is bounded on the north-west by Kamrup district of Assam, on the north-east by Ri Bhoi district, on the east by

East Khasi Hills district, on the south by Bangladesh, on the west by Garo and South Garo Hills districts. The district comprises an area of about 5,247 sq. kms which is 23 percent of the total area of the state. Nongstoin, covering an area of about 76.000 Sq. Kms, is the Headquarter of the District.

1.3.2 PHYSIOGRAPHY :

The District may be divided into four broad geographical units. There is the western sector with dense jungles with an elevation of 600 to 900 metres, bordering the Garo Hills. In the Southern sector, especially the south-eastern part, the hills slope rather abruptly to an elevation of about 150 metres, close to the plains of Bangladesh. In the Northern sector, there are a series of hills and ranges which gradually slope down to an altitude of about 150 metres till they reach the plains of Assam. In the central sector, the hill ranges run parallel from East to West forming the highest part of the district with an average altitude of about 1400 metres.

1.3.3 RIVER SYSTEMS :

There are two important river system in the district, the Kynshi and the Khri, with a number of tributaries in the southern slopes of Marpna Peak near Mawmaram

village (about 10 kms from Mairang on the way to Shillong). It follows a westerly course for a considerable distance then take a sharp bend to the east and enters the plains of Bangladesh at Ranikor. The Khri (Laitdom) river rises near Mawiong (Nonglyput) and flows northwards where it joins the Khri Synnia river before it enters the plains of Assam. Other important rivers that constitute the drainage system of the district are the Umngi, Wahblei, Rilang, Riangdo, Tyrsung, Ryndi, Rwiang, Umit, Umbah (Rambrai) Synthi and Btit.

1.3.4 Block-wise Population of a District

The Block-wise population of a district is given in Table - 1.3

1.3 BLOCK-WISE POPULATION OF WEST KHASI HILLS

C.D. Block	Males	Females	Total
1. Nongstoin Block	31431	30221	61652
2. Mawshynrut Block	28417	27340	55757
3. Mairang Block	33322	32826	66139
4. Mawkyrwat Block	21466	21282	42748
5. Ranikor Block	16014	15444	31458
6. Mawthadraishan Block	19078	18704	37791
TOTAL	149728	145817	295545

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

1.3.5 LITERACY: -

West Khasi Hills is one of the most backward districts in Meghalaya. The literacy rate according to the census 2001 is 54.30% for males and 52.27% for females

with an over all rate of 53.29%, which is far below the state level literacy rate of 61.30%.

1.3.6 THE PROGRESS OF EDUCATION IN WEST KHASI HILLS

From time immemorial till the year 1855, the word “SCHOOL” had never been of in this area. The people were very backward. However, people could exchange their ideas among themselves through conversation and experiences in social contact in markets and social gatherings. There were different dialects in different places and there was no common language that they could talk. The Syiem or Sirdars sent message to any person through a messenger only. In such a state of backwardness, the flame of Education was lighted in this land of ours by the hands of the British Missionaries. The progress of Education in this area could be justified from the summary of how schools came into being.

This progress can be seen in two distinctive periods: -

- (i) The period before the Independence.
- (ii) The period after the Independence.

1.3.7 (i). The Period before Independence.

During the British rule in India, the Presbyterian church of Wales started

Mission in Cherrapunjee through which education was imparted to some Khasi

youths of that locality. Thomas Jones I frames the Khasi Alphabet out of the English Alphabet to suit the Khasi pronunciation. Having setting up a school there at Cherrapunjee, Some Khasi Youths were educated of whom Larsingh Khongwir was one of them. In 1853, Sir Lewis set up a school at Manai, a village at Nongkhlaw Syiemship (14-8 Syiemship as we called it) and appointed Larsingh Khongwir as a teacher there. On 23-11-1855, Larsingh left Manai for Nongstoin and reached Nongstoin on 27-11-1855. There at Nongstoin he was most welcomed by the then Raja, U Don Singh Syiem. Don Singh requested Larsingh to stay for a longer period so as to enable the Syiem to set up a school, but Larsingh could not comply with that request. He stayed only 3 (Three) weeks and during this short period he preached the Gospel of Jesus Christ and taught the young people of Nongstoin how “to sing, to read and to write”. The sweet taste of that art of learning roused the curiosity of the youths of Nongstoin. Since that year up to the close of the 19th century, we did not exactly know how education was imparted at Nongstoin.

But we came to know that some youths were able to read and write Khasi properly. Ka Tarabon Syiem, Ka Phuh Sngi Syiem and ka Phlang Syiem were the first educated youths of Nongstoin.

In 1902 U Dor Singh Nongrem was appointed as an evangelist and teacher at Nongstoin. In the same year the Assembly of the Presbyterian Church held at Laitkynsew received a fund donated by Miss Hannah Jones of England for the Progress of Education. The Assembly decided to utilize that fund for Education in Ri-Lyngam under the supervision of Rev. E.H Williams. U Dor Singh, being the Son-in-Law of the Raja of Nongstoin got the upper hand to set up more schools in Lyngam area. After 6 years of his hard labour as an evangelist and teacher, he was ordained as a Pastor in 1908. (Courtesy – History of the Presbyterian Church page 109 & 155). This patron of learning passed away in 1922; but before that he could see the fruits of his labour. The following were some of the schools sponsored by Presbyterian church with co-operation of the villagers during that time:-

The Pariong M.E. School: - The Pariong M.E. School was the most prominent school in the western part of the District. Most probably this was the only M.E. School in Western part of the district before the Independence this School was taken over by the Government of Assam. At the same time the Presbyterian church of Mawphlang Presbytery set up a High School at Pariong in 1952 known as “The United Christian High School Pariong”.

1.3.8 (ii) The Period after the Independence:

After the Independence, the progress of education was faster, people were more conscious of education and the Government took the responsibility in maintaining the schools in various parts of the District. In the second parts of the 20th century, some other church organizations and social organizations took the responsibility in making the progress of Education.

The Langrin Govt. M.E. School, Wahkaji :

In 1956 the local leaders of Langrin Syiemship decided to set up one M.E. School in Langrin Syiemship. Under the leadership of Shri. S. Gosley Imiong, Kendro Lyngdoh and Sep Singh Lyngdoh, the Langrin M.E. School was opened on 15-03-1965. In 1996 the Education Department of the Govt. of Assam Granted a Provisional recognition. Since that time the school had shown its progress and finally the school was taken over by the Govt. on 01-01-1970. The following were the outstanding personalities who remained as the backbone of the school: The Mairang Sub-Division comprising of the Hima Nongkhlaw and the Hima Myriaw was created on the 10th November 1976 with Mairang as it's headquarter. It is situated on the North Eastern parts of West Khasi Hills District. The place is very Famous as it is associated with U Tirot Singh Syiem, the freedom fighter and

the Syiem of Hima Nongkhlaw. The people of this area are very proud of him and in memory of this legend a monument was laid at Mairang.

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	EAST KHASI HILLS	WEST KHASI HILLS
Government/Aided Schools		
Government	194	274
Aided	732	738
Single Teacher School	64	199
Trained Teachers	1051	865
Untrained Teachers	1903	1688

1.4 NEED OF THE STUDY

Primary schools are social institutions because they are created by the people to meet an important social need- the education of children. The number of children

attending elementary schools forms the largest of the individuals attending schools.

Many primary schools in the district were finding it difficult to secure and retain the good teachers mainly because of low social status. The service condition of the primary teachers were far from satisfactory.

The state has been able to come up with various programmes to arrest dropout and stagnation to attract children to attend school at the primary level. This programmes are being launched in a way to bring in quantitative as well as qualitative development of education.

The present investigator felt strongly the need for undertaking a study on the Primary Education in Rural areas of the state of Meghalaya, and have selected two districts of the state for her study. The study would among other things reveal the kind of resources available in the primary schools in rural areas as well as the kind of learning that takes place inside the school and deals with the problem of dropout. The study will also bring out a primary education- package for the rural areas of the selected districts. Although some studies on problem of Primary Education have been carried out by DERT as well as individual researchers, no systematic study on primary education in rural areas of the various district of the state have been undertaken. Hence the justification of the present study.

1.5 STATEMENT OF THE PROBLEM

The problem of the present study may be stated as “Primary Education in the Rural Areas of East and West Khasi Hills Districts of Meghalaya : A critical Study”

1.6 OPERATIONAL DEFINATIONS OF THE TERMS USED:

Primary Education: refers to the education of the children (usually 6-11 years) Provided in either independent primary school or primary schools attached to Upper primary / Secondary schools (integrated schools).

Rural Areas: refers to the areas outside the urban limits of Shillong, Sohra, Nongstoin and Mairang towns in East and West Khasi Hills districts and under 13 blocks (8 in East Khasi Hills and 5 in West Khasi Hills).

1.7 OBJECTIVES OF THE STUDY

The major objectives of the present study were as follows:

1.To study the physical infrastructure of Primary Education in the Rural areas of East and West Khasi Hills Districts of Meghalaya.

2. To study the instructional infrastructure of Primary Education in the rural areas of East and West Khasi Hills Districts of Meghalaya.
3. To study the problems related to the retention of students in the rural schools of the two districts of Meghalaya.
4. To study the problems faced by the heads and the teachers of primary schools in the in the rural areas of the two districts.
5. To suggest measures for qualitative improvement of Primary Education in the rural areas of the two districts.

1.8 DELIMITATION OF THE STUDY

1.The study was delimited to the Primary Schools; with Class-I-IV, in the two districts of East and West Khasi Hills.

2.The study was further delimited to the following aspects of Primary Education: -

- (i). Physical Infrastructure.
- (ii). Instructional Infrastructure.
- (iii). Various Problems.

The study was restricted to the selected Government Officials, Heads and Assistant teachers, Community Leaders and parents from different types of Primary Schools.

CHAPTER - II

REVIEW OF RELATED LITERATURE

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION :

This chapter gives our reviewed of the related earlier studies carried out in India and abroad. In fact such a reviewed gives a theoretical orientation for the study undertaken by the present investigator.

2.1 STUDIES IN INDIA

Tiwari (1964)¹, conducted a study on Primary Education in Uttar Pradesh while traced the development of the administration and organization of primary education in Uttar Pradesh, pointed out problems connected with enrolment of children. Some of these problems are poverty, unsuitability of schools hours, long distances, indifference of parents. Child labour, and single teacher schools extending the thoughts, these problems could also be considered as those contributing to irregular and non-attendance of children to primary schools.

Naik (1964)² reports that the local School Committees in Madras collected funds and gave free uniforms to the poor and needy children. This was entirely a voluntary movement and received no assistance from the state. This movement grew strength as it is reported by Venkatasubramaniam (1982) that in an effort to introduce compulsory education in the elementary stage, Tamil Nadu has introduced the scheme of free distribution of clothes and uniforms to all primary school children.

¹ Tiwari D.D. *Primary Education in Uttar Pradesh, unpublished Doctoral Dissertation, Allahabad University, 1964.*

² Naik ;J.P: *Auxillary Services. In the Indian Year Book of Education. (Second Year Book): Elementary Education, NCERT; New Delhi. 1964.*

Ezekiel (1966)³ studies the problems of teacher's participation in school administration and observed that democratic school administration facilitated improvement communication whereas the authoritarian violated the principles of science.

N.C.E.R.T. (1967)⁴ in its study on parent-teacher Associations in India the educational Survey Unit has revealed that these associations helped in supplying free uniforms to the needy pupils.

Pal and Ghosh (1968)⁵ investigated into the workload of the teachers working in the higher secondary school in Uttar Pradesh. The investigation revealed that -

(i) The teachers entered the profession with the favourable attitude towards teaching but later on the circumstances the service condition and other factors contributed to their frustration and dissatisfaction.

(ii) The teachers suffered on account of low socio-economic status

³Ezekiel; *Teachers participation in schools administration in great Bombay. Unpublished Doctoral Dissertation, University of Bombay, 1966. Abstract taken from Buch. M.B(ed) 2nd Survey of Research in Education.*

⁴ N.C.E.R.T. *The Indian Year Book of Education First Year Book; New Delhi; 1967.*

⁵ Pal, S.K. and Ghosh; *B.A. Survey of the workload of teachers working in higher secondary school in Uttar Pradesh. (1967).*

(iii) A vast difference existed between the service condition of Government and private school teachers.

(iv) The wholesome service conditions and great impact on the physical and mental life of the teachers.

(v). Teachers training did not help in ministering the workload of teachers.

(vi). Workload was more for private school teachers than for government school teachers due to the teacher pupil ratio and job insecurity.

(vii). Method of teaching number of school subjects taught and heterogeneity of class contributed to the load of work.

Kamat (1968)⁶ Studied the progress of education in Rural Maharashtra. The study found that primary schools established during the pre-independence period had grown in size and classes. Many new primary schools had been opened in small and remote villages. As a result of the implementation of the compulsory primary education programme, eighty to ninety percent of males had acquired literacy. An increasing number of girls had also received education and education had spread in the backward areas.

⁶ Kamat, A.R. " *Progress of Education in rural Maharashtra (Post-Independence Period)* Gokhale. Institute of Political and Economics-Poona, 1968.

Arumugam and Narayan Swami (1970)⁷ . Studied the educational facilities needed in Primary Schools in Perianaic Kanpalayam Panchayat Union. The study reveals that:-

(1). All the primary schools require teaching aids in service, History, Geography, Majority of the schools were poorly equipped with regard to sports and games materials.

(2). Latrine facilities were not very hygienic.

(3). Almost all the schools require library facilities with a number of books.

Finance and Planning Department (1974)⁸ conducted a survey of Primary Education in Telegana Region. The main findings were: -

(i). The percentage of villages not having primary school was highest in Adilabad District.

(ii). Urban schools were run by the government whereas rural by Panchayat Samities.

(iii). More than half of the schools in urban and rural are located in healthy places.

⁷ Arumugam and Nurayan Swami "A study of the educational facilities needed in Primary Schools in Perianaic Kanpalayam Panchayat Union" Abstract taken from a Thesis published in the journal of Educational Research and Education Vol.8; No.3,Jan 1972.

⁸ Finance and Planning Department. Survey of Primary Education in Telegana Region;Hydrabad, 1974. Abstract taken from Third Survey of Research in Education , M.B. (ed).

Sailo (1974)⁹ conducted a study on the institutional problems faced by the heads of Secondary Schools in Shillong indicated the following findings:-

Unsuitable location of schools, poor ventilation and light, lack of water and sanitary arrangement. There was lack of facilities for extra-curricular activities, insufficient run by untrained teachers and supply of book by the Inspector were some of the problem by the schools. Though library work did not find a place in daily routine in many school children and good reading habit except in Co-Educational Schools.

Sahasrubudhi (1975)¹⁰ conducted a study of community living programme as implemented in Primary Schools. The major findings were:-

- (1). 20 percent of schools allotted time for community programme
- (2). 50 percent schools sung national anthem.

⁹ Sailo; D. "A study of Institutional Problems faced by the Heads of Secondary Schools in Shillong 1974, N.E.H.U. Shillong", Quoted from D. Thongkolet Haokip.

¹⁰ Sahasrubudhi;DH "A study of Community Living Programme as implemented in Primary Schools, Dharampeth, Nagar", 1975(MSBTPLR financed). Abstracted from Third Survey of Research in Education, Buch, M.B.(ed).

Mandal (1976)¹¹ – Conducted a study of control and administration of primary education by local authorities. The findings were :-

- (i). Bihar needs expansion of primary education providing universal, compulsory and free elementary education.
- (ii). Powers and malpractices should be stopped.
- (iii). Irregularities of pay is too much.
- (iv). Local control should look for the future of primary education.

The Education Commission, Meghalaya (1977)¹² reports the reasons for non-enrolment of pupils in primary schools to be the lukewarm attitude of parents, non-availability of schools, rigidity of schools, shifting population, poor teaching etc.

In an attempt to identify the educational (Planning) problems of Lanjia Soara areas of Orrisa, Srivastava (1970) found that the supply of reading and writing materials to the Soara students was unsatisfactory.

¹¹ Mandal; G.S. 'A study of control and Administration of Primary Education by Local Authorities', Ph.D. at Pat. University 1976, abstracted from Third Survey of Research in Education, Buch; M.B. (ed).

¹² Report of the Education Commission, Meghalaya; 1977, Directorate of Public Instruction, Government of Meghalaya, Shillong. 1977.

Hossain (1978)¹³ conducted a study on the problems of introducing Universal Primary Education. Poverty of the state and parents hindrance is the introduction of Primary Education.

Problems also occurred due to financial difficulties of government. Parents unable to afford expenses on clothes, medical, textbooks etc., weak teachers- parent relationship, un-adequate inspecting personnel want of separate administrative structure for primary education.

The least important point on the problem was the parents felt the education would spoil boys girls early marriage and system of heavy punishment at school.

Sreenivasan (1979)¹⁴ conducted a study comparing the development of Primary Education in the rural and urban areas in the state of Karnataka since 1956. The findings revealed that there was slight difference in enrolment of boys and girls in the urban and rural areas. Increased in primary enrolment both in rural and urban areas. Average size of primary school was not in time.

Singh(1980)¹⁵ conducted a mini study of education at the school in the state of Meghalaya. The major findings were:-

¹³ Hossain, M.D. "A study of the problems of introducing Universal Primary Education System in Bangladesh. Ph.D. Education. Delhi University. 1978. Abstracted from Third Survey of Research in Education, Buch;M.B. (ed).

¹⁴ Sreenivasan; A. "A comparative Study of the Development of Primary Education in the Rural and Urban Areas in the state of Karnataka. (Since 1956)", Ph.D. Education; Mys.U. 1979. Abstracted from the Third Survey of Research in Education. Buch; M.B. (ed).

¹⁵ Singh; M.N. " A mini study of Education at the school stage in the state of Meghalaya". Office of the field advisor N.C.E.R.T., Shillong, 1990

- (i). In academic year 1976-77 in all 24.5 percent were trained teachers and 75.5 percent untrained teachers.
- (ii). Approximately, 5,000 were untrained at all levels, viz, high, middle, primary and pre-primary levels.
- (iii). Expansion of high school stage during 1971-76 as well as in the middle stage.
- (iv). To provide instruction in science at the primary and secondary stages, a science education programme with all assistance of UNICEF/NCERT was launched in the state.
- (v). The medium of instruction was mostly Khasi, Jaintia and Garo up to middle stage and English at the high school stage.

Sinha(1981)¹⁶ in his study found that 66% of the teachers agreed that they were not respected in society, while 26% disagree. 545 of the teachers reported that they were not provided with adequate book, journals and apparatus. The size of the class was very large, their being 100-150 students in each class. Only 24

¹⁶ Sinha (1981), *University. Teachers and Their Problems. Ruba Publications, New Delhi.*

percent teachers had their independent rooms. The average monthly income of teachers was Rs.413. This study further revealed that very few teachers had educated wives.

Kaur (1981)¹⁷ 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.

¹⁷ 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).*

(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.

(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.

According to the report of the Commission of Inquiry on Primary Education in the Jaintia Hills Districts (1982)¹⁸, school uniform were not supplied to all schools, and only few schools received the benefit of it.

¹⁸ *Government of Meghalaya: Report of the Commission of Inquiry on Primary Education in the Jaintia Hills District. Shillong –1982.*

The University of Bombay. Teachers Association (1954) in its study on position and problems of University teachers of Bombay found that 25% teachers did not regard their position as honorable of the society.

Gogate(1983)¹⁹ conducted a study on the “Training of Primary School Teachers in the context of universal primary education. The outcomes of the project were :-

1. A set of 16 booklets written in simple language was made available for orientation programmes and self-learning of primary school teachers.
2. A new method of orienting primary school teachers had been established.
3. Teachers particularly from rural areas were aware of the social, cultural and economic needs of rural society.
4. Teachers understood that development was possible through education.
5. Teachers understood that education was the main instrument of child development and they had a social responsibility for achieving this development.

¹⁹ Gogate S.B. *Training of Primary School Teacher in the context of Universal primary Education 11E, Pune 1983. (UNICEF financed). Abstract taken from Fourth Survey of Research in Education, Buch, M.B. (ed).*

6. Teachers were aware of the methods of formal and non-formal systems of education. They knew that, at some stage in the future, there would have to take responsibility for non-formal education.

7. Teachers developed proper attitudes, towards the problems of children with high intelligence, education of children from weaker sections of the society and problems of education of girls.

8. Teachers were now aware of the extent and the cause of the problems of wastage and stagnation.

Acharya, A.A., (1984)²⁰ 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.

²⁰ 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).

(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 sections 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.

(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). 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.

(viii). There was only one special school in Warangal Districts for physically and mentally disabled but no serious effort was being made to enroll all children of the village.

(ix). 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.

(x). Difference 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.

(xi). Headmaster and teachers did not show personal interest in accelerating enrollment and retention of children.

(xii). People preferred separate Schools for girls, at least special amenities for girls in mixed school to attract more girls.

(xiii). There was agreement between teachers, executives and parents with regard to causes of poor enrolment and dropouts.

(xiv). 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.

Acharya, S.C. (1984)²¹ 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.

²¹ Acharya, S.C., *Pre-primary and Primary Education in Tripura and Cachar, Developments and Problems Ph.D. Education Guahati University 1984. (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).*

(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.

(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 Textbooks 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)²² conducted a critical study of the Single Teacher Schools and Plan for Improvement.

The major findings were: -

- (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

²² Mali, M.G. (1984) *A Critical Study of the Single Teacher Schools and Plan for Improvement*, Shri. Mouni Vidyapeeth, Gangoti (Abstract taken from M.B. Buch, *Fourth Survey of Research in Education Volume II*).

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 Class 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.

Lyndem (Laso) (1984)²³ ,B, A critical study of Developmental Plans and Programmes in Primary Education in the state of Meghalaya since Independence.

The main objectives were to study the development, developmental plans,

²³ Lyndem (Laso) B, A Critical Study of development Plans and Programmes in Primary Education in the state of Meghalaya since Independence (1984).

programmes and its implementation launched by the government of Meghalaya in the field of primary education. Its main findings were: There was progress in various aspects in primary education and Meghalaya had implemented several developmental programmes in the field of primary education to achieve the goal of Universalisation.

Goyal and Chopra (1984)²⁴ conducted a comparative study of Teacher Profiles in their Rural and Urban Settings in Elementary School System. The major findings of the study were :-

1. More male teachers were working in rural areas and in backward states compared to urban areas and advanced states.
2. A majority of teachers were found in the age group of 30-40 years, having more than 11 years of experience, working in permanent capacity and were married.
3. Mostly teachers belonging to Scheduled Castes, Tribes and backward classes were found in the schools of urban areas and backward States.

²⁴ Goyal, J.C. and Chopra, R.K. " A Comparative Study of Teachers Profiles in their Rural and Urban Settings in Elementary School System, NCERT, 1984. Abstract taken from Buch, M.B. (ed). *Fourth Survey of Research in Education*.

4. Teachers in urban areas and backward States were more qualified than their counterparts in rural areas and advanced States.
5. The workload of the backward States teachers was comparatively heavier.
6. Teachers working in rural areas and advanced States got more opportunities to attend the service programmes than those in urban areas and in the backward States.
7. No significant disparity was found between male and female teachers of rural and urban areas and educationally backward and advanced states in respect of socio-economic status and attitudes towards the teaching profession.
8. Regarding materials purchased by more urban teachers than rural teachers.
9. More teachers of rural areas and advanced states were members of professional organizations. But in large number of teacher in urban areas and in the backward States were members of social and cultural organizations.
10. Job satisfaction among advanced state teachers tended to be higher than that of the backward States teachers.

11. Rural and female teachers had less empathy with and understanding of their colleagues feelings and needs than urban and male teachers.

Dutta, B. (1985)²⁵ 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.

²⁵ Dutta, B. (1985) *Primary Education in Calcutta. An Anthropological Appraisal, Ph.D. Anthropology, Calcutta University (Abstract taken from M.B. Buch Fourth Survey of Research in Education Volume II).*

- (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.
- (ix). Teachers had experience of between 5 and 15 years.
- (x). For the majority of teachers, the pay range was Rs. 300-500 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 kilometers.
- (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' organizations) was afraid to face them.

Devi, Rajpati (1985)²⁶ conducted a study on Barriers in the Primary Education of scheduled caste students (in Hindi). The study revealed that :

²⁶ Devi, Rajpati, (1985) *Barriers in the Primary Education of Schedule Caste Students (in Hindi)*. Ph.D. Education, BHU-1985 (Abstract taken from M.B. Buch, *Fourth Survey of Research in Education Volume II*).

(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.

Jain. A (1985)²⁷ conducted a study on the development of Primary Education under Local bodies in Maharashtra found that before 1963, all the primary schools

²⁷ Jain;A, *Development of Primary Education under Local Bodies in Maharashtra (1882-1894)* Ph.D. Education Department Poona University (1985).

were financed and administered by the State Education Department. The Primary Education Act 1947

introduced major changes in the administration. Only a few 'Authorized Municipalities were given power to manage primary-education within their areas and were vested with similar powers at the District Local Boards.

Mishra (1986)²⁸ conducted a study of Growth of Teachers Education for women and problems thereof. The major findings were:

1. There was a steady growth in the number of training institution for women, especially in post independence India. The last teacher education department for women was opened in 1973. A study of the number of books in the library, furniture, building and staff revealed that the investment of grants on these items had also grown. Examination results, both in the theory paper and practical and also showed improvement.
2. Regarding teachers education at the primary level, the findings showed that a numbers of programmes has been launched in the past and with the march

²⁸ Mishra,A, *Growth of Teachers Education for women and Problem Thereof (with special reference to U.P.). Ph.D.Edu. Gor. U. 1986. Abstracted taken from Buch, M.B.,M.B. (ed) Fourth Survey of Research in Education*

of time, they had been amalgamated under a new nomenclature finally leading to the emergence of the BTC courses.

3. Regarding the problems at the higher level, it was found that the staff were confronted many difficulties arising out of the grip of private managements and local political pressures with regard to examinations and admission. They had also some problems with building accommodation. Government colleges had no such problems, except the problem of transfer and stagnation. At the BTC stage women teacher educators suffered from scarcity of living quarters, water supply and personal insecurity. In the institutions located in the interior, there was no regular electric supply.

Rai, R.M. (1987)²⁹ did a Survey of Elementary Education of Ghazipur District and the major findings of the study were:

1. All primary schools worked under the administration of the Basic Education Council and there was a village committee for primary education in every village.

²⁹ 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*).

2. Average strength of teachers per school was four.
3. There was a primary school for every 20,000 population. Average strength of students per school was 216.17.
4. In rural areas, 79,85 percent boys and 20,17 percent girls belonged to backward classes.
5. Average literacy percentage in the district was 25.96 in which male literacy was 39.82 percent and female literacy was 12.4 percent.
6. Eighty seven percent of the schools were located in buildings constructed by the Basic Education Committee.
7. The greatest problem of teachers in the schools was economic.
8. The main source of income of students in these areas was agriculture.
9. Forty-three percentage of teachers studied up to Class-X only.
10. About 23.93 percent of mothers and 44.31 percent of fathers were literate.
11. Ninety percent of the students used chalk for writing.
12. Internal assessment was prevalent in these primary schools.

13. About 68 percent of the students sat on the floor during school hours.

Grover; (1988)³⁰ conducted a study on Enrolment and Retention trends in primary education in rural community in Haryana. The findings were:-

- (i). There were no proper school building.
- (ii). The school were barely provided with any teaching aids, furniture, stationery items, sports equipments, books and play facilities.
- (iii). Classes were held in lawns in the summer seasons.
- (iv). The discrepancies in enrolment occurred on the basis of caste and sex.
- (v). Although enrolment did not increase each year, the general trend tended to increase uring each decade and appeared to be more stable at the later stage.
- (vi). The number of students passed the class-v examination further increase each year.
- (vii). The dropout rate from 1954-1985 was 52% and the pass percentage over the years ranged from 71%-100%.

³⁰ Grover, I 1988 "Enrolment and Retention trends in primary education in the rural community in Haryana. A longitudinal perspective. *Indian Educational Review* Vol;23(4):129-134.

It was also found that the percentage of girls completing primary education was small, especially those belonging to the non-sat households.

Thakur. T, Sarma; Nirmala, Mahanta; U.J Sarma, Dipti and Goswami, G.C. 1988³¹ conducted a study on Dropout in the primary schools of Assam, the main objectives were: -

(i). To compute the dropout rate, stagnation rate and rate of regular promotion in the primary stage of education in Assam.

(ii). To study the sex wise, area wise and community wise variation of dropout and stagnation in Assam. The major findings were, the rate of dropout was highest in class-I and the boys have a lower percentage of dropout and stagnation. The rate of regular promotion was higher for boys than girls. The rate of dropout has been higher in scheduled tribes area and rural area. Out of 22 sub-division, Nalbari sub-division recorded the lowest rate of dropout and Mangaldoi sub-division recorded the highest dropout rate. In respect to stagnation, Mangaldoi recorded the lowest i.e., 39.10 and Barpeta recorded the highest dropout rate.

As regards total wastage, Barpeta recorded the highest rate and Dibrugarh recorded the lowest.

³¹ Thakur, T, Sarma; Nirmala, Mahanta, U.J Sarma, Dipti and Goswami. G.C. 1988 'Dropout in the primary school of Assam'. A report Independent Study Assam State Institute of Education.

Raina, B.L. (1988)³² conducted a study of Education in a village of Jammu and Kashmir. The major findings were :-

(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.

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.

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.

³² 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).*

(iv). Two adult education centers operating in the village were unutilized but the two craft centers 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 utilized 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.

Gonsalves, F 1989³³; in his study of job satisfaction of the primary teachers found that half the percentage of teachers were not satisfied with their job. The reason for their dissatisfaction with their job is because of their transfer to remote places and other tasks, which were assigned to them such as family planning, preparation of electoral rolls surveys etc. He also found out that teachers were genuinely interested in teaching but reference books, audio-visual aids etc were not available in the school. The teachers were quite satisfied with respect to education Policy; the teacher-administrator relationship teacher's ethical values, time with time and teacher's service conditions.

³³ Gonsalves, F. 1989 "A Critical Study of the job Satisfaction of the Primary teachers". Ph.D. Edu. Shreemati Nathibai Damodar. Thackersey Women's University.

Packkiam, M. (1990)³⁴ conducted a study of operation Blackboard scheme in trying to find out the extent of the implementation in Sakkottai Panchayat. The findings were: -

- (i). Eighty three percent of the primary schools in the primary schools in the Panchayat union did not have adequate physical facilities.
- (ii). All the primary schools had two and more than two teachers.
- (iii). The OBS materials were utilized by the teachers in primary schools to a great extent.
- (iv). Teachers in Government P.S. utilized the teachers' materials to a great extent than teachers in private P.S.
- (v). When compared to teachers working in P.S teachers working in private management schools utilized classroom teaching materials, physical science kits, library books, classroom equipments and miscellaneous equipments to a greater extent. There was no significant difference between private and government schools.

³⁴ Packkiam M. *A study of operation Blackboard scheme implemented in Sakkottai Panchayat Union.*

Sarma; H.N. Dutta, Bineeta and Sarma, Dipti (1991)³⁵ makes an attempt at identifying the problems of the primary education and their relationship to pupil achievement. The major

findings were :-

i). Lack of physical facilities at school was the major problem of primary stage.

(ii). All headmasters were trained whereas assistant teachers only some had undergone normal/basic training course. Fifty three percent of teachers did not apply training methodologies in the actual teaching learning situation.

(iii). There was a significant co-relation between pupils academic achievement in class-III and IV. This implies that if proper academic guidance is given good students will tend to show better result in future.

(iv). The co-relation between pupil's regular attendance and their academic achievement was found to be insignificant.

(v). The co-relation co-efficient was found to be insignificant between pupil's academic and physical facilities at home.

³⁵ Sarma; H.N.,Dutta: Bineeta and Sarma, Dipti. *Identification of problems of primary education. Independent Study, Jorhat State Institute of Education. 1991.*

Pore, S.K. (1991)³⁶ conducted a study of the time- tables of the primary schools in the Maharashtra State with reference to the educational and administrative constraints. The major findings are :-

(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 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 68.48% 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.

³⁶ 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 Comprehensive College of education and research (Abstract taken from Fifth Survey of Research 1988-92 Volume II, NCERT).*

(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 utilized mechanically without any planning which became sheer waste from the students' point of view.

Naik, Sipra (1992)³⁷ 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 tribal sub-plan approach as well as the introduction of various incentives seems 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.

³⁷ 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 (Abstract taken from Fifth Survey of educational Research 1988-92 Volume II National Council of Educational Research and Training).*

(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 the schools did not have the one –teacher one-class status.

(iv). The percentage of boys dropping out of the primary schools was more than the 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 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)³⁸ 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.
- (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.

³⁸ Ralte, Lalliani (1992) *An analytical study of primary education in Mizoram during the Post-Independence period. Ph.D. Education North –Eastern Hill University (Abstract taken from Fifth Survey of Educational Research 1988-92 Volume II). NCERT.*

(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 appeared in the Primary School 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)³⁹ conducted a study on the growth and development of the primary education in Punjab from 1947 –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 Education Act was introduced in the State. The enrolment rose by 23 % within two years, but compulsion had not been introduced by 1987. The all India percentage of

³⁹ Bindi, Bimlesh (1992) *A Study of the growth and development of the primary education in Punjab from 1947-1987. Ph.D. Education, Punjab University (Abstract taken from Fifth Survey of Educational Research 1988-92 Volume II National Council of Research and Training).*

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 nationalized 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.

Thongkholet (1994)⁴⁰ conducted a study of the problems faced by Primary School Teachers working under the District Council of Churachandpur District, Manipur.

The specific objectives of the study were: -

To find out the socio-economic problems of primary school teachers in Churachandpur district. To identify factors responsible for socio-economic problems, viz. service condition, salary, social recognition and family background etc., in Churachandpur district. The major findings were: -

(i). The highest percentage of the teachers (36.41%) were found undergraduate.

⁴⁰ Haokip Thongkholet, D, (1992-94). "A Study of the problems faced by the Primary School Teachers working under the District Council of Churachandpur District, Manipur". Unpublished M.A. Dissertation, Deptt. Of Education, NEHU, Shillong, 1994.

- (ii). Majority of the teachers (67.17%) were not professionally trained. Only 32.83% received in-service training.
- (iii). Teaching staff in the primary schools were found inadequate. 73.85 percent of the teachers required additional staff.
- (iv). Majority of the teachers (69.23%) were found dissatisfied with their job.
- (v). 55.09% of the teachers were living in rented houses, while few of the teachers (44.91%) lived in their own houses. Majority of the teachers pointed out that lack of housing facilities were serious problems of the teachers.
- (vi). A large majority of the teachers (67.17%) did not get the opportunity for attending in-service training during the last three years. (i.e., 1991-93).
- (vii). Regarding the physical facilities in the classrooms, majority of the schools did not have comfortable classrooms and essential equipments for the classrooms.
- (viii). The study found that none of the schools had provision of mid-day meals for the students. Free uniforms, hostels facilities, facilities like audio-visual aids, laboratory and computer etc., were not provided to the schools.

2.2 STUDIES DONE ABROAD

The study conducted by Seymour (1941)¹ revealed that students dropout from school in order to help and pay expenses at home.

U.S. office of education (1962)² found that 13 percents of all dropouts left school in grade 12. In Orange County, California, the dropout percentage was 24.9, whereas in Louisiana it was 9 percent.

Jones (1964)³ in his studies in Louisiana revealed that 1,436 left school in grade 7th, 1,897 left in grade 8th and 3,173 left in grade 9. A total of 6506 or 40 percent dropped out of school to enter the world of work, with less 9 years of schooling. In several other studies, as many as 70 percent had been retained at least once and 40 percent twice or more.

Schrieber (1964)⁴ conducted a study in project school dropouts involving more than 500,000 High School pupils in 128 cities with the population of over 90,000. It was found that 15.1 percent of the high school dropout left school in grade 12.

The UNESCO (1968)⁵ reported that the U.S.S.R. 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.

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1. Seymour 1941 : *Survey of School Leavers in Rochester New York*
 2. U.S. Office of Education (1962) : *Holding Powers of U.S. Schools Rises in School Life. U.S. Office of Education (1962)*
 3. Jones (1964) : *The School Dropout in Louisiana, 1963-64. Bulletin No. 1026. Louisiana Department of Education, 1964.*
 4. Schreiber (1964) *The School Dropout; Washington D C*
 5. UNESCO : *Educational Planning in U.S.S.R., UNESCO International Institute for Educational Planning Paris, 1968.*

Neil (1979)⁶ in his study revealed that the number of dropout from Secondary Schools, as a proportion of the total rise from 29 percent in 1954 to 33.2 percent in 1978.

Chapman and Luther (1980)⁷ conducted a study on teachers satisfaction with teaching and found that women teachers indicated greater satisfaction with their career than men. Teachers who assigned more importance to their own leadership activities as a basis of judging their own profession success were less satisfied with their career.

Moore and Hanley (1981-1982)⁸, conducted a study on identification of elementary teachers needs and found that, in elementary education changes that were implemented have not met the actual needs of elementary teachers in America. Subsequently, the desired improvement in elementary schools learning has not been achieved. An examination of the elementary school teachers' responses to high priority needs. The teachers also pointed out a desire in counseling children and in-service training on technique for increasing their class room effectiveness.

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6. Neil S.B.(1979) : *Keeping students in Schools Problems and Solution. Washington D.C. American Association of Administration; Critical issues, Report Arlington, Va : 179 pp-32*
 7. Chapman and Luther (1980), *Teachers Satisfaction with Teaching (State University of New York)*
 8. Moore and Hanley, *An identification of Elementary Teachers Needs' University of Science and Arts of Oklahoma, Chichasha and University of South Florida, Tampa, America, Education Research Journal, Spring. vol : 19, No. 1, 1982 pp 137-149*

The investigator also found that in elementary schools, teachers were concerned with discipline problem within the classroom as well as outside the classroom.

The findings of the study indicate that elementary school teachers perceived a moderate need for help in six need area :-

1. Developing children to set up and achieved realistic goals.
2. Locating materials and in-service support for more effective learning.
3. Guiding children and effective learning and a mastery of the basic skills.

Biswas, N.B.(1986)⁹ 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 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 textbooks were mostly according to the content included in the syllabus prescribed by the National Curriculum and Syllabus Committee.
- v) The textbooks were very poor with regard to physical aspects.

9. *Biswas, N.B. (1986) A study of the curriculum for Primary Education in Bangladesh. Ph.D. Education; M.S.U. 1986 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education)..*

CHAPTER - III
METHODOLOGY

CHAPTER III

METHODOLOGY

3.0 INTRODUCTION.

This chapter gives the method and procedure adopted to obtain the necessary data with reference to the objectives of the present study. The investigator followed 'Descriptive Survey Method'. This method describes and interprets what exist at present. This kind of investigation is concerned with conditions and relationships that exist, practices which prevail, beliefs, point of views of attitudes that are held, processes that are going on, effects that are being felt and trends that are developing.

The main objectives of the present study may be recalled here. These were-

1. To study the physical infrastructure of primary education in the rural areas of East and West Khasi Hills districts.
2. To study the instructional infrastructure of Primary Education in the rural areas of East and West Khasi Hills District of Meghalaya.

3. To study the problems related to retention of students of Meghalaya in the rural schools of the two District of Meghalaya.
4. To study the problems faced by the heads and the teachers of primary schools in the rural areas of the two districts.
5. To suggest measures for qualitative improvement of Primary Education in the rural areas of the two districts.

3.1. POPULATION:

The population of the present study comprised all the Primary schools in the two districts of Meghalaya. These schools in the districts of East and West Khasi Hills fall under the following categories according to management.

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

In order to get the exact information about the total population of primary schools, the investigator consulted different authorities like Directorate of Elementary and Mass Education, Inspector of Schools, Deputy Inspectors and from the records maintained by those offices.

Table 3.1 Number of Primary Schools and Teachers Sub-Division are given below:

Sl. No	Sub-Division	Number of Schools		Total
		Government	Non-Government	
1.	Shillong	160	566	726
2.	Sohra	34	63	97
3.	Nongstoin	95	198	293
4.	Mairang	75	109	184
5.	Mawkyrwat 103	172	275	
	Total	467	1108	1575

Table 3.2

Sl. No	Sub-Division	Number of Schools		Total
		Government	Non-Government	
1.	Shillong	530	1502	2032
2.	Sohra	77	126	203
3.	Nongstoin	263	353	616
4.	Mairang	228	186	414
5.	Mawkyrwat 103	323	305	628
	Total	1421	2472	3893
		GRAND TOTAL - 3893		

SOURCE: Basic Information on Education of Meghalaya with special reference to Elementary Education 2000.

There are all together 467 Government Lower Primary Schools and 1108 Non-Government Lower Primary Schools in the East and West Khasi Hills Districts of Meghalaya at the time of inception of the study.

It is found that a total number of 1421 Government and 2472 Non-Government Lower Primary School Teachers (including Head Teachers) were serving in 1575 school spread over East and West Khasi Hills Districts of Meghalaya.

3.1.1 SAMPLE:

On ascertaining the location of different primary schools of East and West Khasi Hills Districts of Meghalaya , it was found that a large majority of them were located in the rural areas. The investigator decided to included 30% approximately of the schools taking schools from all the categories, Government deficit and Private as proportionately as possible in the rural areas of both the districts.

The investigator decided to follow the stratified random sampling method for the present study. The sample for the present study included head teachers from the Government, deficit and private primary schools spread over the rural areas of East and West Khasi Hills District.

According 315 primary schools located in the rural areas of the two districts were selected. The sample of 315 schools included government. Deficit and private Primary schools drawn in consideration of the share of each in the total number of schools in the rural areas of the districts, so that the sample becomes

representative of the population as far as possible with reference to the aforesaid strata. As regards the number of teachers (Sample of teachers) selected for the study, it may be mentioned that the investigator decided to include one teacher from each of the selected 315 schools. Since it was found later that many of the primary schools in the rural areas were single teacher schools, it was finally decided to include in the sample of teachers only the head teachers of the 315 schools. Thus the sample included 315 head teachers from the selected 315 schools.

3.1.2 SOURCES OF DATA:

Primary and Secondary sources were used in the collection of pertinent information regarding the primary Education in the rural East and West Khasi 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 East and West Khasi Hills Districts. Data were also collected from the 300 head teachers/teachers by administering questionnaire and from parents and community leaders as well as selected student of Class-IV through interview

3.2. TOOLS USED IN THE PRESENT STUDY:

In each and every type of research study, certain instruments are required for collection of data. Such instruments are called tools. Different kinds of tools are used by researchers according to their needs. In the present study, the questionnaire and interview schedule were used for gathering data.

In the present study the investigator planned to collect information regarding various aspects like physical infrastructure, instructional infrastructure, problems related to retention of students and problems faced by heads and teachers in primary school education (i.e., CL-I-IV) in East and West Khasi Hills districts. For collecting data from the head teachers the investigator used a questionnaire, while interview schedule was used for collecting data from the parents and community leaders and selected students of Class – IV.

3.2.1 CONSTRUCTION OF QUESTIONNAIRES:

Questionnaires are one of the most important and extensively used research tools. As its name indicates, it is a device for securing information by administering a set of questions to the respondents.

The investigator decided to develop a questionnaire for collecting data from head teachers. The first few questions were included in respect of their personal data. Eg. Name, designation, name of the school, type of school, qualification, medium of instruction.

The questionnaires included questions regarding physical infrastructure, instructional infrastructure i.e., curriculum, method of teaching, examination, evaluation procedure, management of the schools as well as financial position were also included. The questions also included items relating to retention of students. The investigator consulted relevant literature available in this connection and drafted the questionnaire for the present study.

After developing the questionnaire, the investigator felt that it is necessary to ensure their content validity by obtaining the views and comments of a few experts. Accordingly, copies of the draft questionnaire for the present study were then submitted to five experts from the Department of Education, North Eastern Hill University, Shillong. The experts were requested to go through the questionnaire and give their expert their expert comments and suggestions for improving the same. The experts offered some valuable suggestion. Their suggestions were accepted and new items were added, while other items modified. The

questionnaire included both closed type and open-ended type questions. The closed type questions included probable answer and the respondents were required to tick the most appropriate ones. An additional item “Any other, please specify”, was given towards the end of most of the items. In this way the questionnaire was finally constructed and photocopies 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 the East and West Khasi Hills District, community leaders and parents of both the districts of Meghalaya.

3.3 DATA COLLECTION:

The final collection was started in the month of September 2003. The investigator went personally and distributed the questionnaire to 315 head teachers of the selected schools, but in the case of interior places the questionnaires were sent by post along with stamped envelop for returning the questionnaires. The respondents were made to understand that their answers to the items in the questionnaire were intended for the purpose of research and would be treated as

confidential. While distributing the questionnaires, the investigator requested the teachers to return the questionnaire promptly. Some of the respondents returned the questionnaire within a week whereas some had to be given copies twice. The investigator had to go from one school to another to remind them. But in spite of repeated requested data could be collected from 300 head teachers of primary schools only. Because of the time limit for completion and because of the fact that non-receipt of the data from 15 respondents would not affected the representative ness of the sample, the investigator decided not to pursue them.

3.4 METHOD OF ANALYSIS:

The data collected by administering the tools as well as by study of various records were analyzed and interpretations were given in terms of percentage.

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.0. INTRODUCTION:

The present chapter is concerned with the analysis and interpretation of data collected through the administration of the questionnaire and interview schedule as well as study of records. The questionnaire for the Head Teachers included as many as 84 questions. The interview schedule was administered to Government officials, Community leaders, and selected Class IV students, parents, in a face-to-face relationship. The analysis and interpretation of the collected data are given as under:

4.1.1 ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM THE HEADS OF PRIMARY SCHOOLS.

The analysis of data collected from the heads of primary schools regarding Physical Infrastructure, Instructional Infrastructure, School Management and Problems etc., The data under various headings were analyzed and tabulated and interpret in terms of percentages. The figure inside the bracket in various tables indicates percentages while figure outside brackets indicate numbers.

4.1.2 YEAR OF ESTABLISHMENT

The analysis of data relating to the year of establishment of schools of different types is given in table – 4.1

Table: - 4.1 Year of Establishment

Year	Government	Deficit	Private	Total
1950-1960	27(08.91)	16(05.28)	11(03.63)	54(17.82)
1961-1970	18(05.94)	22(07.26)	09(02.97)	49(16.17)
1971-1980	33(10.89)	32(10.56)	08(02.64)	73(24.09)
1981-1990	29(09.57)	26(08.58)	16(05.28)	71(23.43)
1991 onwards	21(06.93)	19(06.27)	13(04.29)	53(17.49)

The study revealed that 24.09 percent of the primary schools were established between the 70's and 80's , 23.43 percent were established between the 80's and 90's and 17.49 percent were established after the 90's.

4.1.3 EDUCATIONAL QUALIFICATION

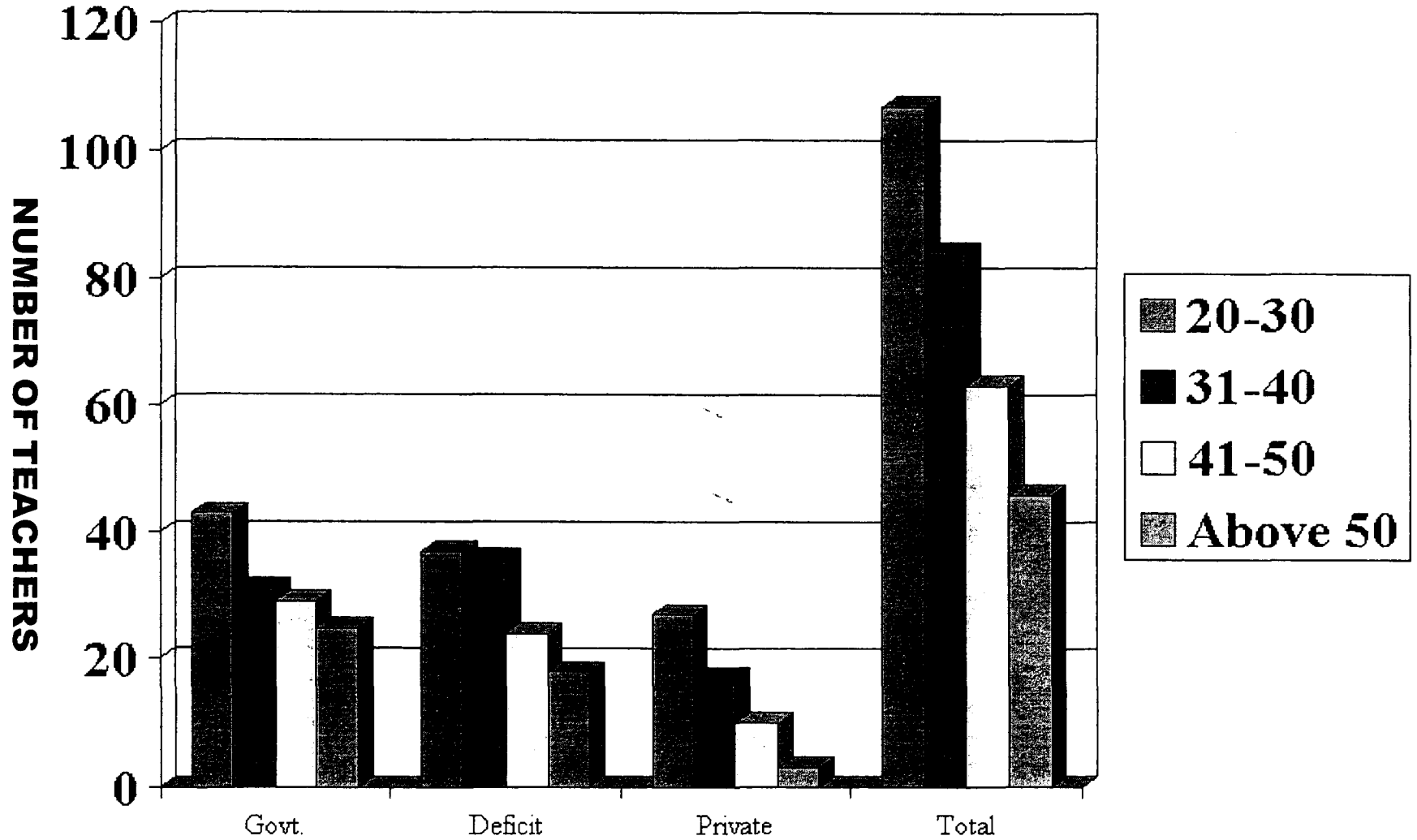
The analysis of data regarding the qualification of the head teachers is given in table – 4.2

Table: - 4.2 Educational Qualification

Qualifications	Government	Deficit	Private	Total
H.S.L.C.	47(15.51)	39(12.87)	17(51.61)	103(33.99)
Undergraduates	56(18.48)	63(20.79)	27(81.91)	146(48.18)
Graduates	19(06.27)	11(31.63)	13(41.29)	43(14.19)
Post Graduates	06(01.98)	02(00.66)	-	08(02.64)

The table indicates that 48.18 percent of the head teachers were undergraduates, 33.99 percent were H.S.L.C. passed, 14.19 percent of the head teachers were graduates and 02.64 percent were postgraduates.

FIGURE - 4.1 AGE OF THE HEAD TEACHERS



4.1.4 TYPES OF SCHOOLS

The study found that majority of the primary schools were of the co-education type.

4.1.5 AGE OF THE HEAD TEACHERS

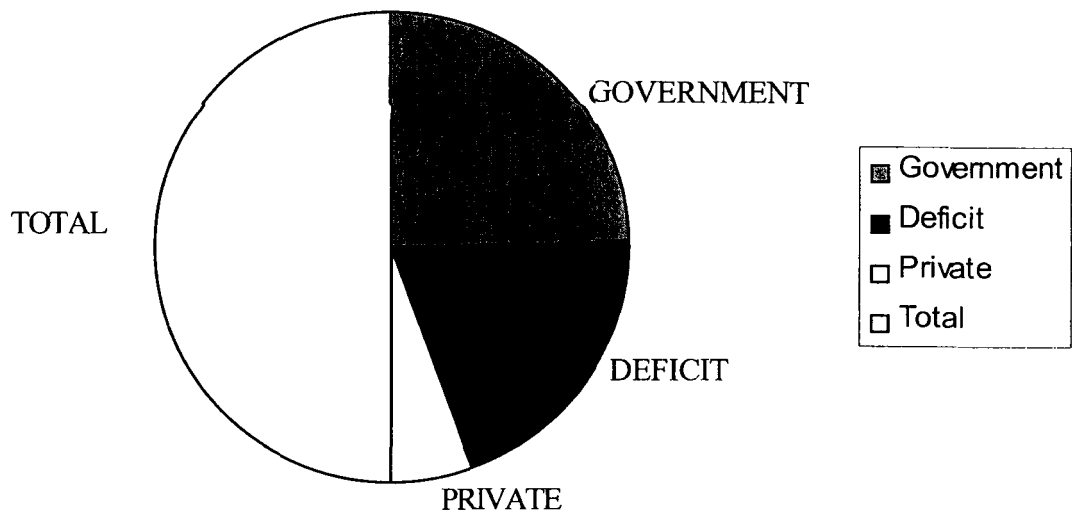
Table 4.3 gives the analysis of data regarding the age of the head teachers.

Table: - 4.3 Age of the Head Teachers

Age Group	overnment	Deficit	Private	Total
20-30	43(14.19)	37(12.21)	27(08.91)	107(35.31)
31-40	31(10.23)	36(11.88)	17(05.61)	84(27.72)
41-50	29(09.57)	24(07.92)	10(03.30)	63(20.79)
Above 50	25(08.25)	18(05.94)	03(00.99)	46(15.18)

The table indicates that the percentage of teachers in the age group 20-30 years was the highest (35.31%). The percentage of teachers above 50 years of age was the lowest (15.18%).

Fig 4.2 SIZE OF THE CLASS ROOM



4.2.1 SCHOOL BUILDING:

The analysis of data regarding the availability of school building, types and stability are given in table: - 4.4

Table: - 4.4 School Building

Availability and types of school building	Government	Deficit	Private	Total
Availability of School Building	126(41.51)	113(37.29)	54(17.82)	293(96.62)
Thatched Type	-	02(01.00)	03(01.00)	05(02.00)
Kuccha Type	70(23.11)	61(20.13)	12(03.96)	143(47.19)
Pucca Type	68(22.44)	57(18.81)	27(08.91)	152(49.35)

The table above indicates that majority (96.62 percent) of the school had school buildings. 49.35 percent had Pucca type and only 2.00 percent were of the Thatched type of school building

4.2.2 SIZE OF THE CLASSROOM

The analysis of data on teachers' opinion regarding adequacy or inadequacy of the size of the classroom is given in table – 4.

Table :- 4.5 Size of Classroom

Size	Government	Deficit	Private	Total
Adequacy	118(38.94)	95(31.35)	27(08.91)	240(79.20)
Inadequacy	10(03.30)	20(06.60)	30(09.90)	60(20.80)

The table indicates that majority of the schools had classroom with adequate size.

4.2.3 CONDITION OF SCHOOL BUILDING

The analysis of data regarding condition of school building is given in the table –

4.6 Table :- 4.6 Condition of School Building

Condition of School Building	Government	Deficit	Private	Total
Needs to be Constructed	93(30.69)	69(22.77)	27(08.91)	189(62.37)
Needs Major Repair	30(09.90)	29(09.57)	26(08.58)	85(28.05)
Needs No Repair	05(01.65)	17(05.61)	04(01.32)	26(08.58)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table above indicate that majority of the schools 62.37 percent needs to be constructed. 8.58 percent of the schools needs no repair.

4.2.4 NUMBER OF CLASSROOM

The analysis of data regarding number of classroom are given in table – 4.7

Table 4.7 Number of Classroom

Category	Government	Deficit	Private	Total
1	3(1)	9(2.97)	13(4.29)	25(8.25)
2	52(17.16)	68(22.44)	21(6.93)	141(46.53)
3	45(14.85)	26(8.58)	14(4.62)	85(28.05)
4	28(9.24)	12(3.96)	9(2.97)	49(16.17)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that only 16.17 percent of the schools had four classrooms. 8.25 percent of the schools have only one classroom. The percentage of schools having 2 classrooms was the highest (46.53%).

4.2.5 CONDITION OF CLASSROOM

The analysis of data regarding condition of classroom is given in table – 4.8

Table 4.8 Condition of Classrooms

Government		Deficit		Private		Total	
Satisfactory	Not Satisfactory	Satisfactory	Not Satisfactory	Satisfactory	Not Satisfactory	Satisfactory	Not Satisfactory
19(6.27)	109(35.97)	6(1.98)	106(34.98)	3(1)	54(17.82)	28(9.25)	282(93.06)

On analysis it was found that large majority of the schools (93.06%) did not possess satisfactory classrooms.

4.2.6 CLASSROOM MATERIALS

On analysis of the responses given by the heads, it was found that all the schools had classroom materials like benches, chairs and blackboards. Some of the schools however were not having sufficient number of all these materials.

4.2.7 LIBRARY FACILITIES IN PRIMARY SCHOOLS.

From the responses given by the head teachers in the sample it was found that none of the primary schools had a library in the school.

4.2.8 AVAILABILITY OF SEPARATE ROOMS.

Table – 4.9 gives the analysis of data regarding the provision of facilities like separate room for the head, school office room, staff room, assembly hall and auditorium.

Table: - 4.9 Availability of Separate Rooms

Rooms	Government		Deficit		Private		Total	
	Provided	Not Provided	Provided	Not Provided	Provide	Not Provided	Provided	Not Provided
Head's Room	40(13.33)	88(29.04)	37(12.21)	78(25.75)	10(3.30)	47(15.51)	87(28.71)	213(70.29)
School Office Room	29(9.57)	9(32.67)	25(8.25)	90(29.7)	3(1)	54(17.82)	57(18.81)	243(80.19)
Staff Room	16(5.28)	112(36.96)	14(4.62)	101(33.33)	7(2.31)	50(16.5)	37(12.21)	263(86.79)
Assembly Hall	-	-	-	-	-	-	-	-
Auditorium	-	-	-	-	-	-	-	-
Store Room	12(3.96)	116(38.28)	9(2.97)	106(34.98)	2(1.00)	55(18.48)	23(7.59)	277(91.41)

The table indicates that majority of the Schools (70.29 percent) were not provided separate rooms for Head Teachers. 80.19 percent of the schools were not having School office room 86.79 percent were not having Staff room and 91.41 percent of the schools were not having Storerooms. None of the Schools had Assembly Hall as well as Auditorium.

4.2.9 AVAILABILITY OF FACILITIES

The analysis of data regarding the availability of other facilities in different types of schools is given table – 4.10

Table - 4.10

Availability of Facilities

	Government		Deficit		Private		Total	
	Provided	Not Provide	Provided	Not Provided	Provided	Not Provided	Provided	Not Provided
Almirahs	68(22.44)	60(19.80)	37(12.21)	78(25.74)	19(6.27)	48(15.84)	124(40.92)	176(58.08)
Dustbins	74(24.42)	54(17.82)	29(9.57)	86(28.38)	23(7.59)	34(11.22)	126(41.58)	174(57.42)
Toilet For Boys	25(8.25)	103(33.99)	6(1.98)	109(35.97)	-	-	31(10.23)	269(88.77)
Toilet For Girls	25(8.25)	103(33.99)	6(1.98)	109(35.97)	-	-	31(10.23)	269(88.77)
Hostel	-	-	-	-	-	-	-	-
Staff Quarters	-	-	-	-	-	-	-	-
Immunization Facilities	-	-	-	-	-	-	-	-
Ventilation	102(33.66)	26(8.58)	71(23.43)	44(14.52)	35(11.55)	22(7.26)	208(68.64)	92(30.36)
Lighting	87(28.71)	41(13.53)	65(21.45)	50(16.50)	21(6.93)	36(11.88)	173(57.09)	127(41.91)
Sanitary Arrangement	8(2.64)	120(39.6)	4(14.19)	111(36.63)	7(2.31)	50(16.65)	12(3.96)	288(95.04)

The table indicates that only 22.44 percent of the schools were provided with Almirahs. 24.42 percent of the schools were provided with Dustbins and only 6.00 percent were provided with separate Toilet for boys and girls. 33.66 percent of the schools were provided with proper ventilation and only 8 percent were provided with Sanitary Arrangements. None of the schools were provided with Hostels, Staff Quarters, and Immunization facilities.

4.3.1 SUBJECT LOAD OF TEACHERS

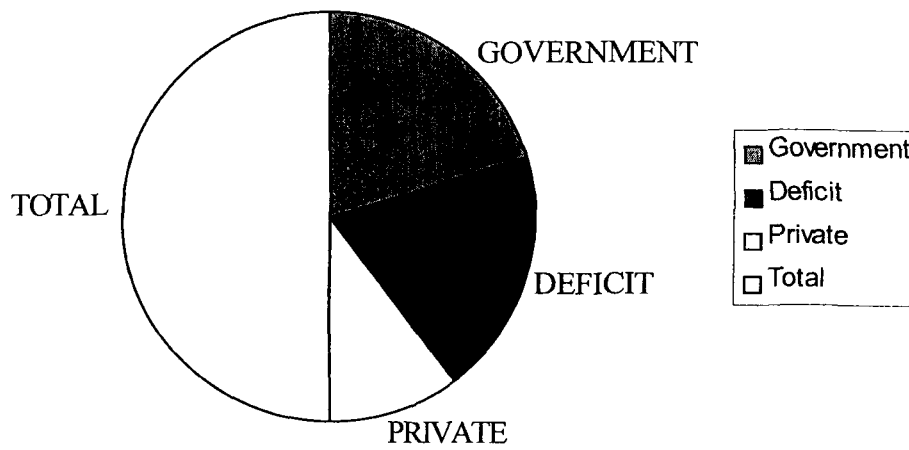
Table 4.11 gives the analysis of the number of subjects taught by the teachers.

Table: 4.11 Number of Subjects Taught

Number of Subjects Taught	Government	Deficit	Private	Total
1.	25(8.25)	6(1.98)	3(0.99)	34(11.22)
2	46(15.18)	46(15.18)	25(8.25)	117(38.58)
3	28(9.24)	36(11.88)	17(5.61)	81(26.73)
4	29(9.57)	27(8.91)	12(3.96)	68(22.44)
TOTAL	128(42.24)	175(37.95)	57(18.81)	300(100.00)

The table indicates that the percentage of Teachers teaching only one subject was the lowest (11.22 %). The highest percentage (38.58%) of Teachers taught two subjects.

Fig : 4.3 ACCESS TO TEACHING AIDS



4.3.2 PERIOD LOAD OF TEACHERS PER WEEK

Table – 4.12 gives the analysis of the responses given by the teachers with regard to their period load per week.

Table: 4.12 Period Load of Teachers Per Week

Period Load per Week	Government	Deficit	Private	Total
20-25	16(5.28)	21(6.93)	3(0.99)	40(13.20)
26-30	31(10.23)	18(5.94)	13(4.29)	62(20.49)
31-35	45(14.85)	39(12.87)	25(8.25)	109(35.97)
Above 35	36(11.88)	27(8.91)	16(5.28)	79(26.07)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that the highest percentage (35.97 %) of the Teachers from different types of Schools had to take 31-35 periods in a week. Only 13.20% of the Teachers had to take 20-25 periods in a week.

4.3.3 PREPARATION OF LESSONS

On analysis of responses it has been found that majority of the Teachers prepared their lessons every day. Only very few went unprepared to the class.

4.3.4 ACCESS TO TEACHING AIDS

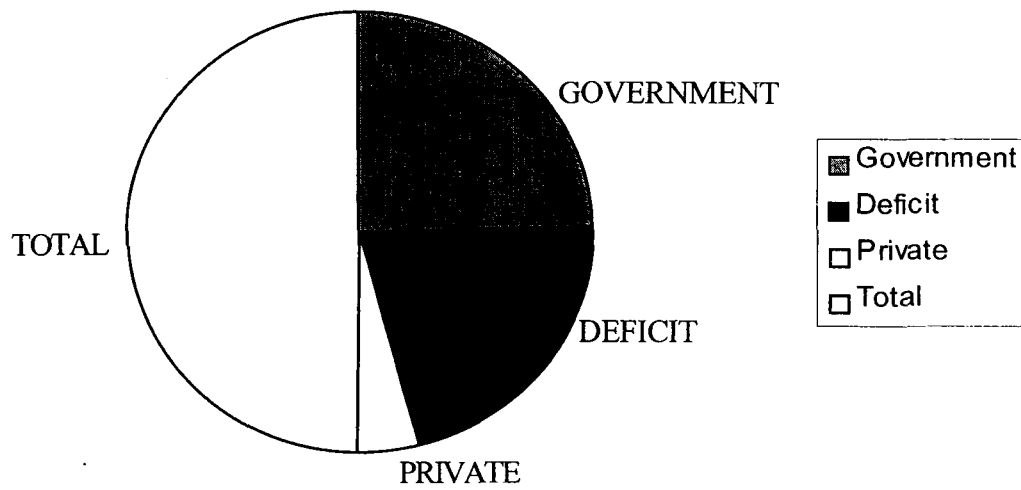
The data concerning Teaching Aids were analysed in table – 4.13

Table : 4.13 Access to Teaching Aids

Teaching Aids	Government	Deficit	Private	Total
Access to Charts	70(23.10)	67(22.11)	36(11.88)	173(57.09)
Access to Maps	55(18.15)	45(14.85)	20(6.60)	120(39.6)
Access to Models	3(01.99)	3(01.99)	1(0.33)	7(2.33)
	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that 57.09 percent of the schools were using Charts as teaching aids, 39.06 percent were using Maps and only (2.33 %) of the schools were using Models as teaching aids. The large majority of them stated that teaching aids help in making teaching effective.

Fig : 4.4 MEDIUM OF INSTRUCTION



4.3.5 MEDIUM OF INSTRUCTION

The table gives the analysis of the data relating to the medium of instruction.

Table : 4.14 Medium of Instruction

Medium of Instruction	Government	Deficit	Private	Total
English	36(11.88)	31(10.23)	6(1.98)	73(24.09)
Mother Tongue	67(22.11)	58(19.14)	36(11.88)	161(53.13)
Both	25(8.25)	26(8.58)	15(4.95)	66(21.78)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that 53.13 percent of the schools in the sample used mother tongue as the medium of instruction, while 24.09 percent schools used English as the medium of Instruction.

4.3.6 HOME ASSIGNMENT

From the responses it appears that the majority of the teachers in each of the different types of schools give home assignments to students on completion of lessons in the class.

4.3.7 PUPIL'S CORRECTION

According to the responses given by the teachers; a large majority of them (80.26%) corrects pupils' work regularly, while others correct sometimes.

4.3.8 UTILISATION OF OFF PERIODS

The data collected from different types of schools were analysed to find out how Off Periods were utilized. Table – 4.15 gives the analysis.

Table: - 4.15 Utilisation of Off Periods

Utilisation of Off Periods	Government	Deficit	Private	Total
Relaxation	12(3.96)	9(2.97)	3(0.99)	24(7.92)
Correction	81(26.73)	84(27.72)	40(13.2)	205(67.65)
Discussion	35(11.55)	22(7.26)	14(4.62)	71(23.43)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table reveals that majority of the teachers (67.65 %) utilized their off periods in Correction work, whereas 23.43 % utilized in discussions with students.

4.3.9 FRAMING THE PRIMARY SCHOOL CURRICULUM

With regard to the framing of the school Curriculum, some alternative answers were provided to the heads in the questionnaire; like: the curriculum was framed by the heads of primary schools, by Meghalaya Board of School Education (M.B.O.S.E), by the National Council of Educational Research and Training (N.C.E.R.T.). It was found from the responses that the Meghalaya Board of School Education (M.B.O.S.E.) framed the primary school curriculum.

4.3.10 REVISION OF THE CURRICULUM

It has been pointed out by most of the correspondents that the curriculum was not revised for a pretty long time.

4.3.11 SUITABILITY OF THE CURRICULUM FOR CHILDREN

The teachers' responses with regard to the suitability or otherwise of the curriculum are analyzed in table – 4.16

Table: - 4.16 Suitability of Curriculum For Children

Response Categories	Government	Deficit	Private	Total
Suitable	30(09.90)	39(12.87)	17(05.61)	86(28.38)
Not Suitable	98(32.34)	76(25.08)	40(13.02)	214(70.62)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that majority of the teachers (70.62 percent) stated that they found the curriculum not suitable for the students.

4.3.12 DIFFICULTY IN TEACHING

Majority of the teachers stated that there was no difficulty in teaching the prescribed curriculum to the primary students.

4.3.13 UNDERSTANDING OF LANGUAGE

The respondents were asked to point out the language in which students understands better. The responses have been analysed in table – 4.17

Table: - 4.17 Students' Understanding

Languages	Government	Deficit	Private	Total
Mother Tongue	98(32.34)	87(28.71)	37(12.21)	222(73.16)
English	30(9.90)	28(9.24)	20(6.60)	78(25.74)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that students in the majority of the schools understand instructions better in their mother tongue than English.

4.3.14 PRESCRIBED TEXTBOOKS

From the responses of the heads it was found that the Meghalaya Board of School Education for all the schools under its jurisdiction prescribed the textbooks.

4.3.15 SUBJECT INCLUDED IN THE CURRICULUM

On analysis from the responses of the heads of primary schools, it was found that the subjects included in the curriculum were, mother tongue/Regional Language, Maths, Science, Health Education and Moral Education. The investigator consulted the prescribed school curriculum also.

4.3.16 TEACHING LEARNING MATERIALS

The table- 4.18 shows analysis of data relating to teaching learning materials.

Table: - 4.18 Teaching Learning Materials

Teaching Learning Materials	Government	Deficit	Private	Total
Dictionaries	111(36.63)	106(34.98)	50(16.50)	267(88.11)
Reference Book	11(3.63)	5(1.65)	5(1.65)	21(6.93)
Mathematics Kits	-	-	-	-
Games Equipment	6(1.98)	4(1.32)	2(0.66)	12(3.96)
Additional Rooms	-	-	-	-
TOTAL	128(42.24)	115(37.35)	57(19.80)	300(100.00)

The table indicates that majority of the teachers (88.11 %) used dictionaries.

Only 6.93 percent used reference books as teaching learning materials. None of the teachers used Mathematics kits and no school provided additional rooms.

4.3.17 ACTIVITIES INCLUDED IN THE CURRICULUM

Regarding the activities included in the Curriculum, it was found from the responses that in most of the schools, drawing and painting formed an integral part of curricular activities.

Music, dances, celebration of important days were also organized in some schools. No school organized flowers shows, dramatics, preparation of charts, models etc.

4.3.18 VIEWS ON EXISTING PRIMARY SCHOOL CURRICULUM

The respondents were asked to indicate whether they were satisfied with the existing primary school curriculum. The responses are analysed in table - 4.19

Table: - 4.19 Views on the Existing Primary School Curriculum

Responses	Government	Deficit	Private	Total
Satisfied	26(8.58)	18(5.94)	37(12.21)	81(26.73)
Not Satisfied	102(33.66)	97(32.01)	20(6.60)	219(72.27)
TOTAL	128(42.24)	115(37.93)	57(18.81)	300(100.00)

The table indicates that majority (72.27 percent) of the heads were not satisfied with the present curriculum.

4.3.19 DEFECTS OF THE EXISTING CURRICULUM

Defects of the existing curriculum as indicated by the respondents are given in the table -4.20

Table: - 4.20 Defects of the Existing Curriculum

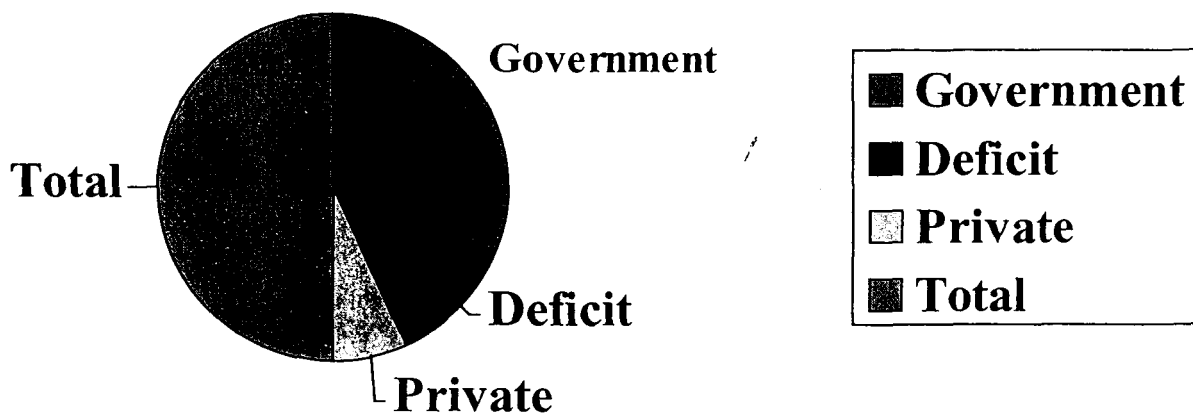
Defects	Government	Deficit	Private	Total
Does Not Cater To The Needs	68(22.44)	28(9.24)	12(3.96)	108(35.64)
Bookish	21(6.93)	11(3.63)	7(2.31)	39(12.87)
Theoretical	15(4.95)	9(2.97)	3(0.99)	27(8.91)

Higher percentage of teachers (35.64%) indicated that the present curriculum does not cater to the needs of the children.

4.3.20 PHYSICAL EDUCATION

Most of the Schools especially those with Single teacher, did not have Physical

Fig 4.5 PROVISION FOR ORGANISING GAMES AND SPORTS



Instructor. The head teachers themselves used to teach students some physical exercise like parade and drill in their schools.

4.3.21 SPORTS AND GAMES

It was found from the responses that 34 percent of the schools organized sports in their schools. The games, mostly played by school children were football, skipping rope, ball throwing etc.

4.3.22 PROVISION FOR ORGANISING GAMES AND SPORTS

The data collected from the responses from different schools regarding facilities for organizing games and sports are analysed in table – 4.21

Table: - 4.21 Provision for Organising Games and Sports

Organising Sports and Games	Government	Deficit	Private	Total
Provided	18(5.94)	7(2.31)	4(1.32)	29(9.57)
Not Provided	110(36.30)	108(35.64)	53(17.49)	271(89.43)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that only 9.57 percent of the schools provided facilities for organizing Sports and Games.

4.3.23 POSITION OF SPORTS AND GAMES

The respondents were asked to give their opinion with regard to the position of games and sports provided in the schools. The responses indicated that in the opinion of a large majority of them (92%) games and sports have not yet been given due position and status in the schools.

4.3.24 PARTICIPATION IN ACTIVITIES

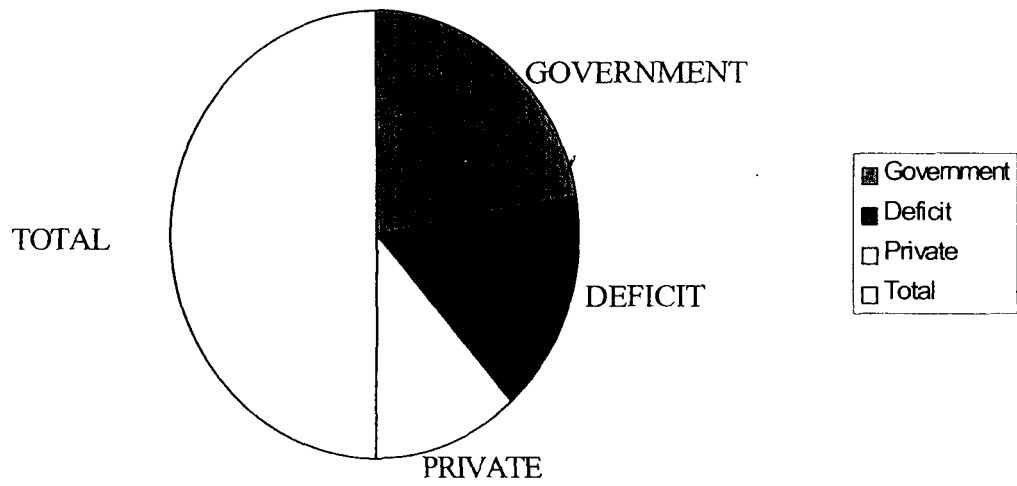
Participation by the schools in various activities can be seen in table – 4.22

Table: - 4.22 School's Participation in various activities

Activities participated	Government	Deficit	Private	Total
Science Exhibition	20(6.6)	12(3.96)	9(2.97)	41(13.53)
Essay Writing	56(18.48)	59(19.47)	26(8.58)	141(46.53)
Painting Competition	49(16.17)	44(14.52)	22(7.26)	115(37.95)
Excursion	3(0.99)	-	-	3(0.99)
TOTAL	128(42.24)	115(37.95)	7(18.81)	300(100.00)

The table shows that 46.53 percent of the school participated in Essay Competition, (37.95 percent) participated in Painting Competition, very few schools participated in Science Exhibition and Excursion.

Fig 4.6 METHOD OF EVALUATION



4.3.25 SCHOOL ATTENDANCE

It appears from the responses, and as confirmed by the investigator from attendance registers of some schools, that students in many schools do not attend their classes regularly.

4.3.26 METHOD OF EVALUATION

Table – 4.23 shows the analysis of the methods used for evaluation in schools.

Table -: 4.23 Methods of Evaluation

Methods	Government	Deficit	Private	Total
Continuous Evaluation	-	-	-	-
Periodical Evaluation	42(13.86)	30(9.90)	22(7.26)	94(31.02)
Annual Evaluation	86(28.38)	85(28.05)	35(11.55)	206(67.98)
TOTAL	128(42.24)	115(39.95)	57(18.81)	300(100%)

The table above indicates that majority (67.98 percent) of the schools assessed students annually, 31.02 % assessed periodically. None of the Schools assessed students continuously, that is throughout the year.

4.3.27 NUMBER OF EXAMINATIONS

On analysis it is found that majority of the Schools (78.2 %) have two examinations in a year, that is, Half Yearly examination and the Final examination.

It was found that majority of the schools (68.40 %) considered only the Annual Examination for final evaluation or promotion. Only a few schools considered promotion on the basis of cumulative assessment (by giving due weightage each of the examination conducted during the session).

4.4.1 SCHOOL MANAGEMENT

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

The managing committee usually convened meetings as when needed.

4.4.2 MAINTENANCE OF ACADEMIC STANDARD BY THE MANAGING COMMITTEE

The table - 4.24 indicates to what the managing committee maintained the academic standard in their schools.

Table: - 4.24 Maintenance of Academic Standard by Managing Committee

Extent of Maintenance	Government	Deficit	Private	Total
To a Great Extent	12(03.96)	39(12.87)	29(09.57)	80(26.04)
To a Some Extent	9(02.97)	59(19.47)	21(06.93)	89(29.37)
Not at All	-	17(05.61)	07(02.31)	24(07.92)

Maintenance of academic standard 'to some extent' by the managing committee received the highest percentage of responses (29.37%). In the opinion of a few respondents (07.92%) the managing committee did 'not help at all' in the maintenance of academic standard.

4.4.3 CO-OPERATION FROM THE MANAGING COMMITTEE

In the opinion of a majority of the respondents, schools did not receive co-operation from the managing committees.

4.4.4 MAINTAINING THE MINUTE BOOK

The respondents were asked to state whether minute books, for recording the proceedings of meetings, were maintained by the managing committee.

Table: - 4.25 Maintaining the Minute Book

Maintaining The Minute Book	Government	Deficit	Private	Total
Maintained	04(01.32)	31(10.23)	21(06.93)	56(18.48)
Never Maintained	124(40.92)	84(27.72)	36(11.88)	244(80.52)

The responses indicated that a large majority (80.52 %) of the schools managing committee did not maintained the minute books.

4.4.5 ADVANCE INFORMATION REGARDING INSPECTION

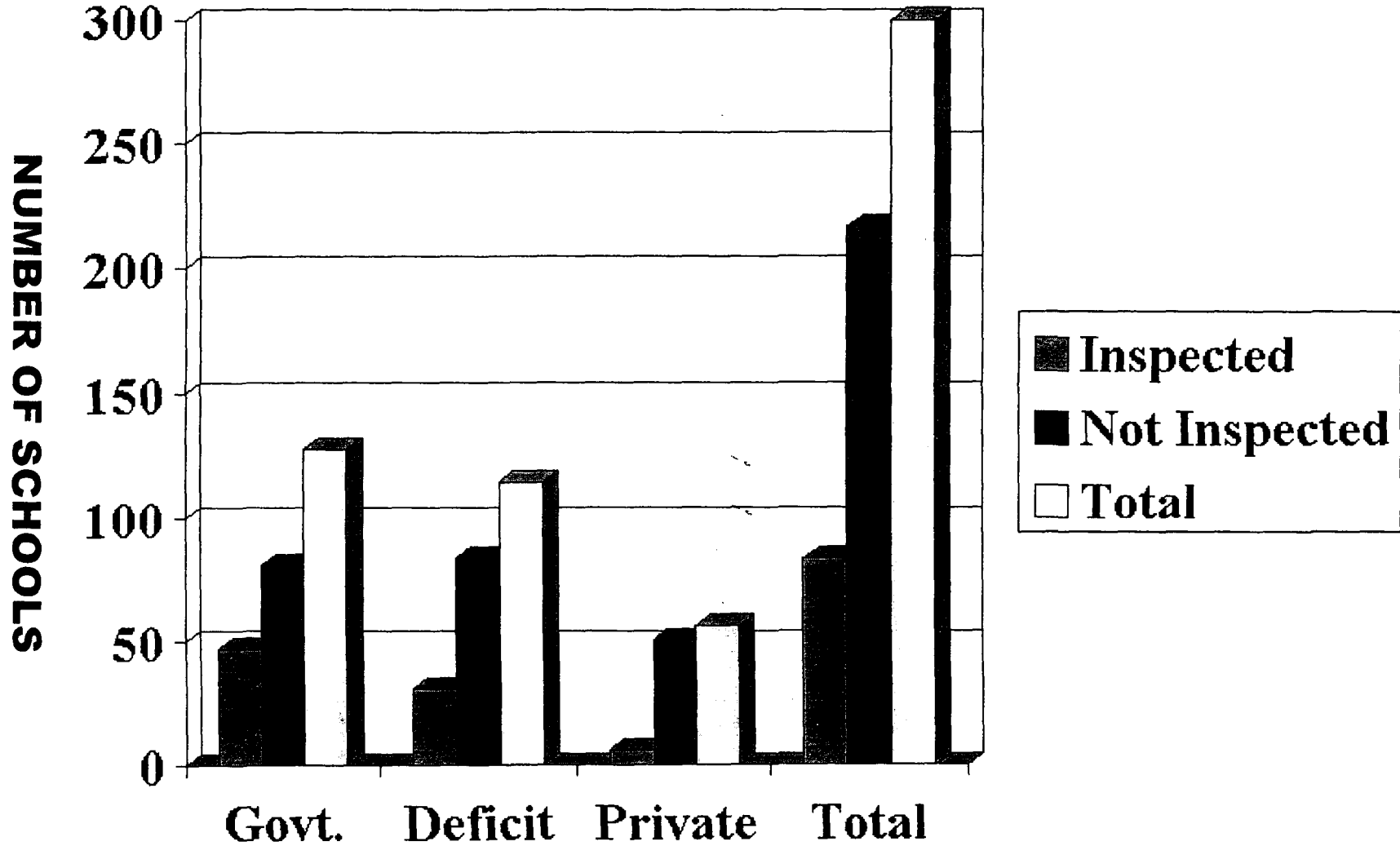
The head's were asked to state whether they were informed in advance about the school inspection. The table No. 4.26 gives the analysis of the responses.

Table: - 4.26 Advance Information Regarding Inspection

Inspection	Government	Deficit	Private	Total
Advance Information Given	44(14.52)	27(08.91)	18(05.94)	89(29.37)
Advance Information Not Given	84(27.72)	88(29.04)	39(12.87)	211(69.63)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table shows clearly that majority (69.63 %) of the head teachers were not informed in advance regarding inspection of the school.

FIGURE - 4.7 INSPECTION OF SCHOOL



4.4.6 SCHOOL LAST INSPECTED

On analysis from the responses of the heads of primary schools as well as on personal contact with some schools by the investigator, it was found that majority of the schools (59.06 %) did not have records when the school was last inspected.

4.4.7 INSPECTION OF SCHOOL

The data has been analysed from the responses given by the heads of different types of schools regarding inspection of their schools as per the table – 4.27

Table: - 4.27 Inspection of School

Responses	Government	Deficit	Private	Total
Inspected	47(15.51)	31(10.23)	06(01.98)	84(27.72)
Not Inspected	81(26.73)	84(27.72)	51(16.83)	216(71.28)
TOTAL	128(42.28)	115(35.95)	57(18.81)	300(100.00)

The table shows that a large majority of the schools (71.28 percent) were not at all inspected.

4.4.8 NUMBER OF STUDENTS

From the responses given by the heads of Schools, the data have been analysed to find out the number of students enrolled in the schools.

Table: - 4.28 Number of Students

Numberof Students	Government	Deficit	Private	Total
01-25	29(09.57)	32(10.56)	19(06.27)	80(26.04)
26-45	37(12.21)	46(15.18)	22(07.26)	105(34.65)
46-65	35(11.55)	27(08.91)	09(02.97)	71(23.43)
66-85	14(04.62)	06(01.98)	07(02.31)	27(08.91)
86-100	09(02.97)	03(00.99)	-	12(03.96)
Above-100	04(01.32)	01(.33)	-	05(01.65)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The highest percentage of schools (34.65) had total number of students ranging from 26 to 45. Next in order come 23.43% schools having students from 46-65.

It was found that no private schools had the roll strength of students above 85.

4.4.9 CO-OPERATION FROM PARENTS

The respondent's opinions regarding co-operation from parents have been analysed in table- 4.29

Table: - 4.29 Co-Operation From Parents

Responses	Government	Deficit	Private	Total
Co-operated	103(33.99)	99(32.62)	34(11.22)	236(77.83)
Not Co-operated	25(08.25)	16(05.28)	23(07.59)	64(21.12)

The table indicates that majority of the schools (77.83 %) got co-operation from Parents.

4.4.10 PARENT TEACHER ASSOCIATION

On analysis of the responses from the heads of schools, it was found that majority of the schools had Parent Teachers Association (PTA) some schools have just formed such association, realizing its importance for the upliftment of the schools and children.

4.4.11 PARENT TEACHER MEETINGS

Responses indicate that majority of the schools hold parent teacher meetings only once a year, that is, after the half yearly examination, while distributing their report cards.

4.4.12 SATISFIED WITH CO-OPERATION FROM PARENTS

Table 4.30 gives the extent satisfaction of the respondents with the co-operation received from parents.

Table: - 4.30 Satisfaction From Parents

Responses	Government	Deficit	Private	Total
Fully Satisfied	98(32.34)	85(28.05)	37(12.21)	220(76.16)
Somewhat Satisfied	30(09.90)	30(09.90)	20(06.60)	80(22.84)
Not Satisfied	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that majority of the schools (76.16 %) were fully satisfied with the co-operation from the parents.

4.4.13 PARENT'S CONSULTATION

It has been indicated from the responses that majority of the parents keep in touch with schools and consult teachers regarding their children's performance.

4.4.14 FINANCIAL ASSISTANCE

Table – 4.31 gives the analysis of the information collected in respect of govt. financial assistance.

Table: - 4.31 Financial Assistance from the Government

Financial Assistance	Government	Deficit	Private	Total
Regular	70(23.10)	31(10.23)	-	101(33.33)
Sometimes	58(19.14)	84(27.72)	-	142(46.86)
Never	-	-	57	57(18.81)

The table indicates that only 33.33% of the schools received financial assistance regularly, whereas 46.86 % received financial assistance sometimes and 18.81 % never received financial assistance from government.

4.4.15 BENEFITS PROVIDED TO TEACHERS

It has been revealed that the government primary school teachers were entitled to the benefit 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 etc., such benefits were not entitled to private school teachers.

It has been revealed from the responses that the government schoolteachers 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 also given regular scale. They were not given the pension. In case of private schools where salary

was paid by respective managing committee, time scale of pay is not extended to the private schools teachers but consolidated salary was paid to private school teachers.

4.4.16 ADMISSION PROCEDURE

The data has been analysed from the responses given by the heads of the teachers regarding admission procedure. Table – 4.32 indicates the position.

Table: - 4.32 Admission Procedure

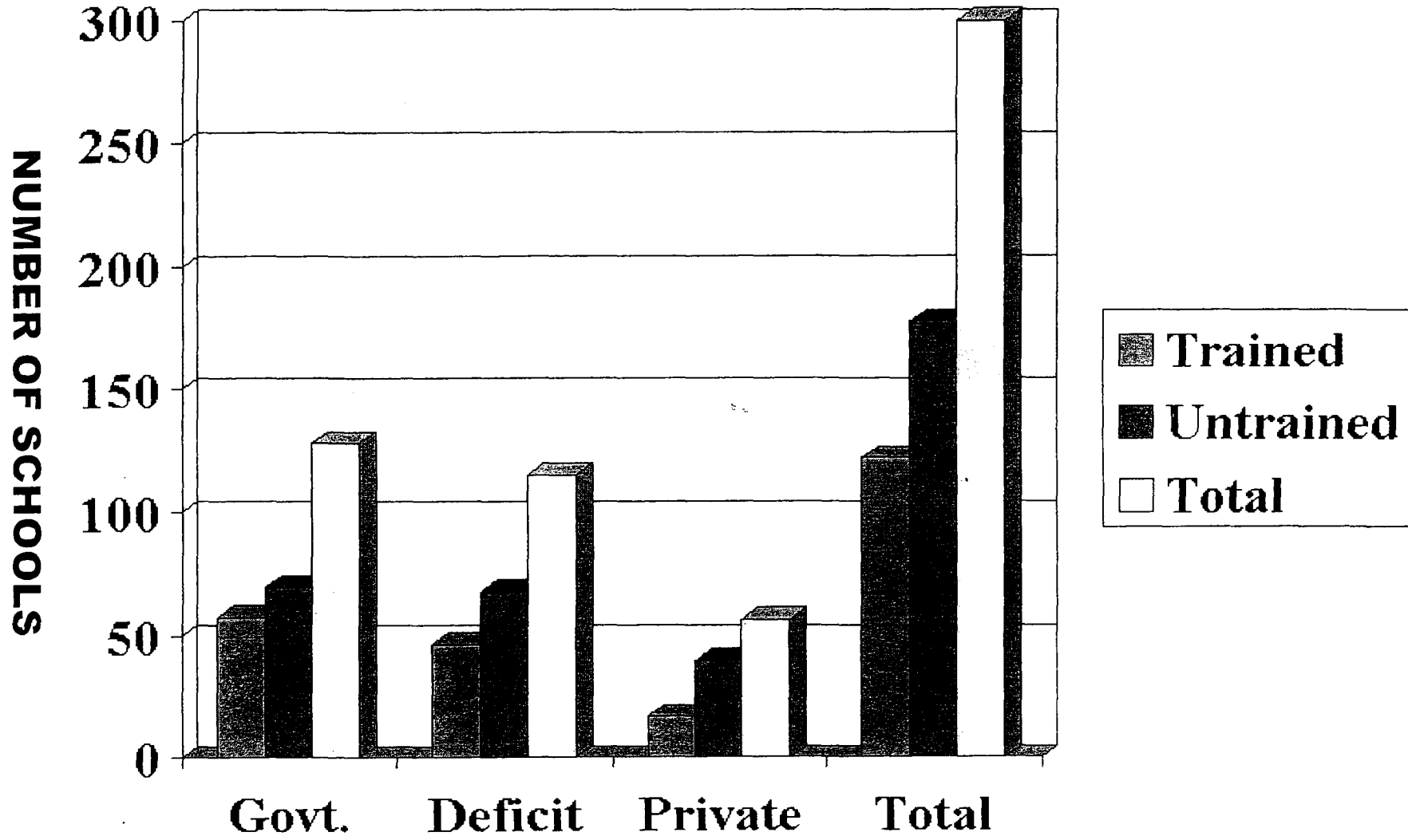
Procedure	Government	Deficit	Private	Total
Personal Interview	06(01.98)	19(06.27)	02(.66)	27(08.91)
Written Test	12(03.96)	-	-	12(03.96)
Written Test & Interview	16(05.28)	12(03.96)	04(01.32)	32(10.56)
First Come First Serve	94(31.02)	84(27.72)	51(16.83)	229(75.57)

On analysis from the responses of the heads of primary schools, it was found that 75.57 % of them used first come first serve basis in the admission procedure.

4.4.17 NUMBER OF MALE AND FEMALE TEACHERS

On analysis from the responses, it was found that in majority of the schools, the number of female teachers were more than the male teachers.

FIG. 4.8 NUMBER OF TRAINED AND UNTRAINED TEACHERS



4.4.18 NUMBER OF TRAINED AND UNTRAINED TEACHERS

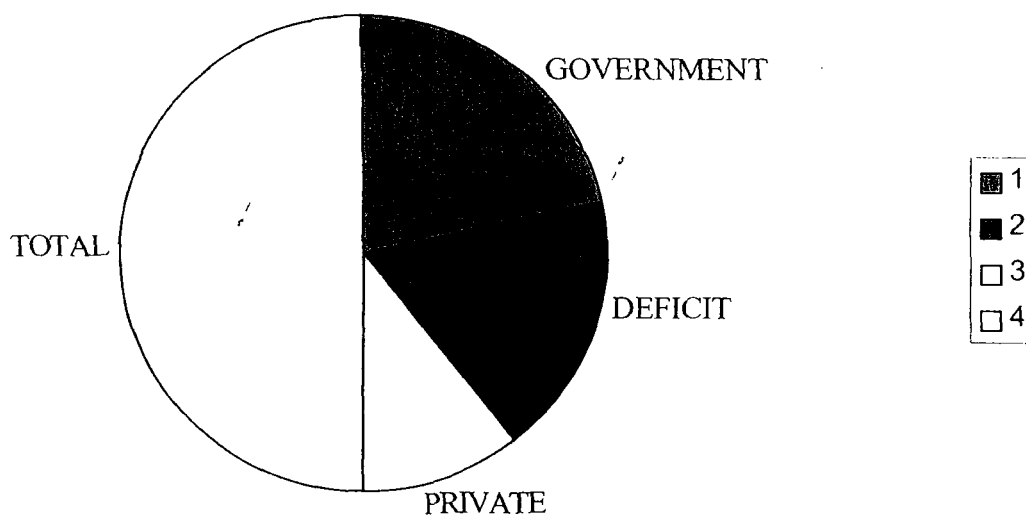
The data has been analysed in table – 4.33 to find out the number of trained and untrained teachers in the sample.

Table: - 4.33 Number of Trained and Untrained Teachers

Trained or Untrained	Government	Deficit	Private	Total
Trained	58(19.14)	47(15.51)	17(05.61)	122(40.26)
Untrained	70(23.10)	68(22.44)	40(13.02)	178(58.74)
Total	128(42.24)	115(37.95)	57(18.81)	300(100)

The table indicates that majority of the teachers (58.74%) in the entire sample were untrained.

Fig 4.9 SATISFACTION WITH TRAINING



4.4.19 DEPUTATION OF TEACHERS TO TRAINING

From the responses given by the head teachers of primary schools, it was revealed that most of the government primary schools deputed teachers for training.

4.4.20 DIFFERENCE IN TEACHING AFTER TRAINING

Analysis has been done from the responses given by the head teacher to find out whether there was a difference in teaching after training.

Table: - 4.34 Difference in Teaching After Training

Difference in Teaching	Government	Deficit	Private	Total
To a Great Extent	70(23.10)	67(22.11)	36(11.88)	173(57.09)
To Some Extent	55(18.15)	45(14.85)	20(06.60)	120(39.06)
Not At All	03(01.99)	03(00.99)	01(00.33)	07(02.33)

The table indicates that in the opinion of the majority of the respondents, training brought about a difference in teaching.

4.4.21 SATISFACTION WITH TRAINING

The data has been analysed to find out the extent of satisfaction of the teachers after training. The position indicated in table – 4.35

Table: - 4.35 Satisfaction With Training

Extent of Satisfaction	Government	Deficit	Private	Total
To a Great Extent	87(28.71)	72(23.76)	43(14.19)	143(66.66)
To Some Extent	32(10.56)	26(08.58)	11(03.63)	69(22.77)
Not At All	09(02.97)	17(05.61)	03(00.99)	29(09.57)

The table shows that in the opinion of a majority of the respondents (66.66%) teachers were satisfied with training.

4.4.22 DIFFICULTIES IN DEPUTING TEACHERS

The responses indicate that two problems were associated with the deputation of teachers for training: (i) the problem of providing substitute teachers in the school. (ii) Inadequate number of seats in the training institution.

4.4.23 RECRUITMENT OF TEACHERS

It was gathered that in the case of Government Primary Schools, the Deputy Inspector of Schools and the District Level Selection Committees appointed teachers. In the case of private schools however managing committees appointed teachers.

4.4.24 DISTRIBUTION OF WORKLOAD

On analysis it was found that the work load is equally distributed among the teachers in most of the schools.

4.4.25 FACILITIES FOR IMPROVING QUALIFICATION

Table: - 4.36 Facilities For Improving Qualification

	Government		Deficit		Private	
	Provided	Not provided	Provided	Not Provided	Provided	Not Provided
Facilities	76(25.08)	52(17.16)	19(06.27)	96(31.68)	-	57(18.81)

The table indicates that facilities for improving qualifications were mainly provided to government primary schools.

4.4.26 ATTENDING EXTRA ACTIVITY

The data has been analysed to find out whether teacher attend extra activity.

Table: - 4.37 Attending Extra Activity

Activities	Government	Deficit	Private	Total
Short Training Programme	56(18.48)	59(19.47)	26(08.58)	141(46.53)
Workshops	49(16.17)	44(14.52)	22(07.26)	115(37.95)
Seminars	20(66)	12(03.96)	09(02.97)	41(13.53)
Symposium	03(00.99)	-	-	03(00.99)

The table indicates that 46.53 percent attend short-term training programmes. 37.95 percent workshops and 00.99 percent attend symposium. None of the deficit and private schools has attended the symposium.

4.4.27 THE SCHOOL RECORDS

The schools maintained the following records.

1. Attendance Register.
2. Progress Report.
3. Admission Register.
4. Fee Register.
5. Staff Confidential Reports. (Government Schools Only)

4.4.28 SOURCES OF INCOME

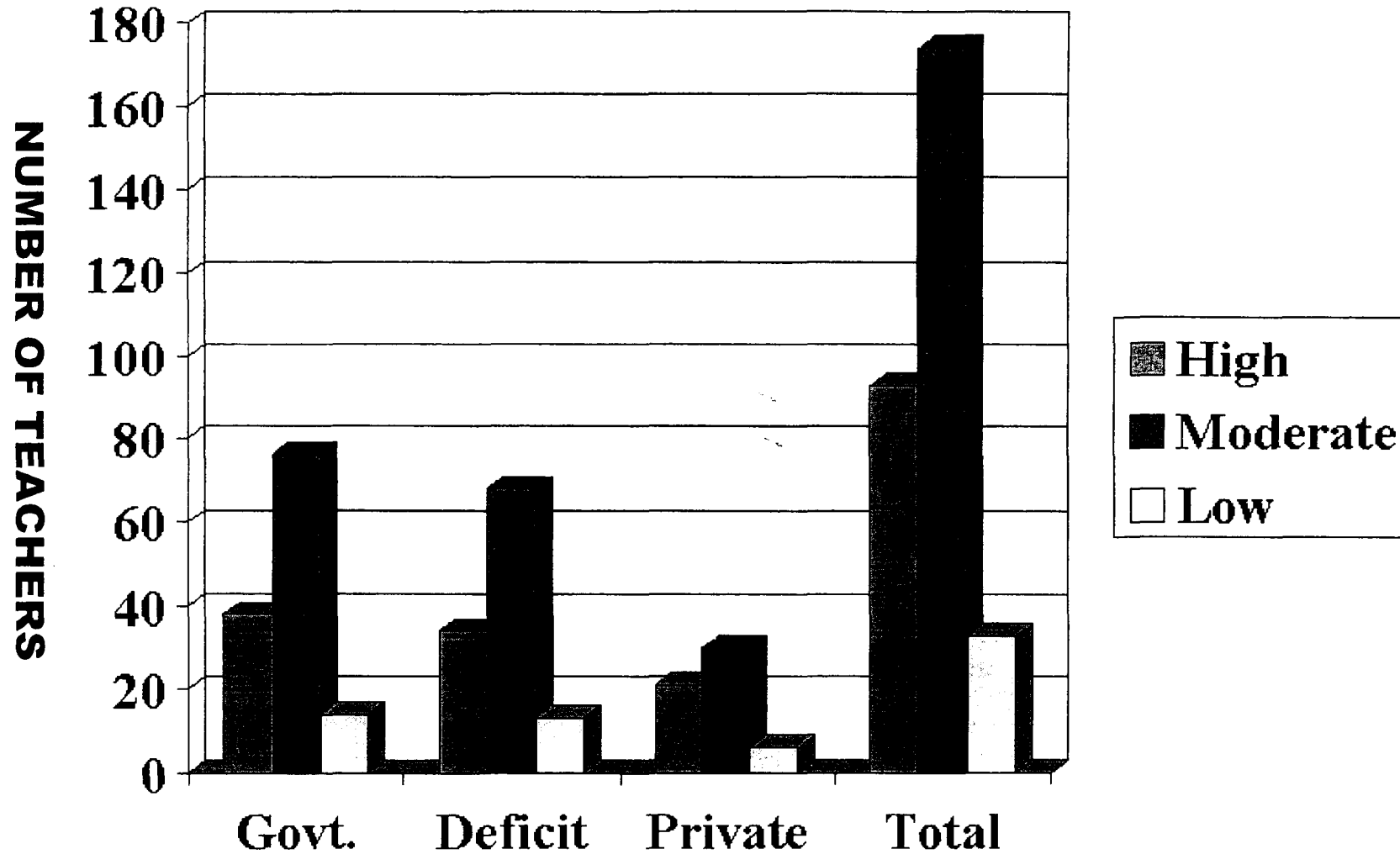
On analysis of responses revealed by the head teacher, it was found that schools belonging to the government received full maintenance from the government.

Deficit schools received grants from the government, as well as donations and tuition fees. Private schools were usually maintained from admission fees, and donations.

4.4.29 ADVANCE INCREMENT

It has been revealed that in some primary schools, some teachers were given advance increments for high qualifications. This facility is not extended to other types of schools.

Fig. 4.10 - STATUS OF PRIMARY SCHOOL TEACHER



4.4.30 STATUS OF PRIMARY SCHOOL TEACHER

The table shows the analysis of data concerning the status of Primary School Teachers as perceived by the respondents.

Table: - 4.38 Status of Primary School Teacher

Status	Government	Deficit	Private	Total
High	38(12.54)	34(11.22)	21(06.93)	93(30.69)
Moderate	76(25.08)	68(22.44)	30(09.90)	174(57.42)
Low	14(04.62)	13(04.29)	06(01.98)	33(10.89)

The table above indicates that 30.69 percent of the teachers considered the status in society as high, while 10.89 percent of the teachers considered as low and majority of the teachers (57.42 percent) considered the status in the society as moderate.

PROBLEMS OF HEAD TEACHERS

4.5.1 Problems of Head Teachers of Government Schools

On analysis from the responses given by the Heads of Government Schools concerning their problems.

Table - 4.39 Problems of Head Teachers of Government Schools

Sl No	Items	Very Acute		Acute		Not Acute		Not a Problem		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Poor Salary	59	46.02	31	24.18	16	12.48	22	17.16	128	100
2.	Inadequate Staff	30	23.34	29	22.62	39	30.42	30	23.34	128	100
3.	Lack of instructional facilities	46	35.88	25	19.50	29	22.62	28	21.84	128	100
4.	Heavy work load of teachers	68	53.04	21	16.38	15	11.70	24	18.72	128	100
5.	Lack of facilities in service	31	24.18	35	27.30	21	16.38	41	31.98	128	100
6.	Absence of retirement benefit	15	11.70	27	21.06	38	29.64	48	37.44	128	100
7.	Lack of recognition in society	24	18.72	31	24.18	21	16.38	52	40.56	128	100
8.	Lack of housing facilities	50	39.00	39	30.42	27	21.06	12	09.36	128	100
9.	Lack of Transport	68	53.04	41	31.98	12	09.36	07	05.46	128	100
10.	Lack of Teaching Aids	70	54.06	30	23.34	20	15.60	08	06.24	128	100
11.	Lack of relationship between parents and teachers	41	31.98	22	17.16	38	29.64	27	21.06	128	100
12.	Lack of understanding between teachers	12	09.36	23	17.94	26	20.28	67	52.26	128	100

The table indicates that the most acute problems responded by the heads of government primary schools are perceived by teachers were - 46.02 percent poor salary, (53.04 percent) work load, 35.88 percent lack of instructional facilities, (53.04 percent) lack of transport and (54.06 percent) lack of teaching aids. The Not a problem were 50.56 percent lack of recognition in society, (52.26 percent) lack of understanding between teachers, 23.24 percent lack of inadequate staff.

4.5.2 Problems of Head Teachers of Deficit Schools

On analysis from the responses given by the Heads of Deficit Schools concerning their problems.

Table - 4.40 Problems of Head Teachers of Deficit Schools

Sl No	Items	Very Acute		Acute		Not Acute		Not a Problem		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Poor Salary	68	58.48	26	22.36	12	10.32	09	07.74	115	100
2.	Inadequate Staff	74	63.64	21	18.06	17	14.62	03	02.58	115	100
3.	Lack of instructional facilities	59	50.74	30	25.80	15	12.90	11	09.46	115	100
4.	Heavy work load of teachers	37	31.82	38	32.68	19	16.34	21	18.06	115	100
5.	Lack of facilities in service	61	52.46	37	31.82	13	11.18	04	03.44	115	100
6.	Absence of retirement benefit	69	59.34	23	19.78	20	17.20	03	02.58	115	100
7.	Lack of recognition in society	47	40.42	28	24.08	40	34.40	35	30.10	115	100
8.	Lack of housing facilities	56	48.16	31	26.66	25	21.50	02	01.72	115	100
9.	Lack of Transport	47	40.42	39	33.54	19	16.34	10	03.30	115	100
10.	Lack of Teaching Aids	51	43.86	43	36.98	10	08.60	11	08.60	115	100
11.	Lack of relationship between parents and teachers	22	18.92	22	18.92	40	34.40	31	26.66	115	100
12.	Lack of understanding between teachers	27	23.22	23	19.78	28	24.08	37	31.82	115	100

The table indicates that the problems perceived as “very acute” were inadequate staff, poor salary, absence of retirement benefits.

4.5.3 Problems of Head Teachers of Private Schools

On analysis from the responses given by the Heads of Private Schools concerning their problems.

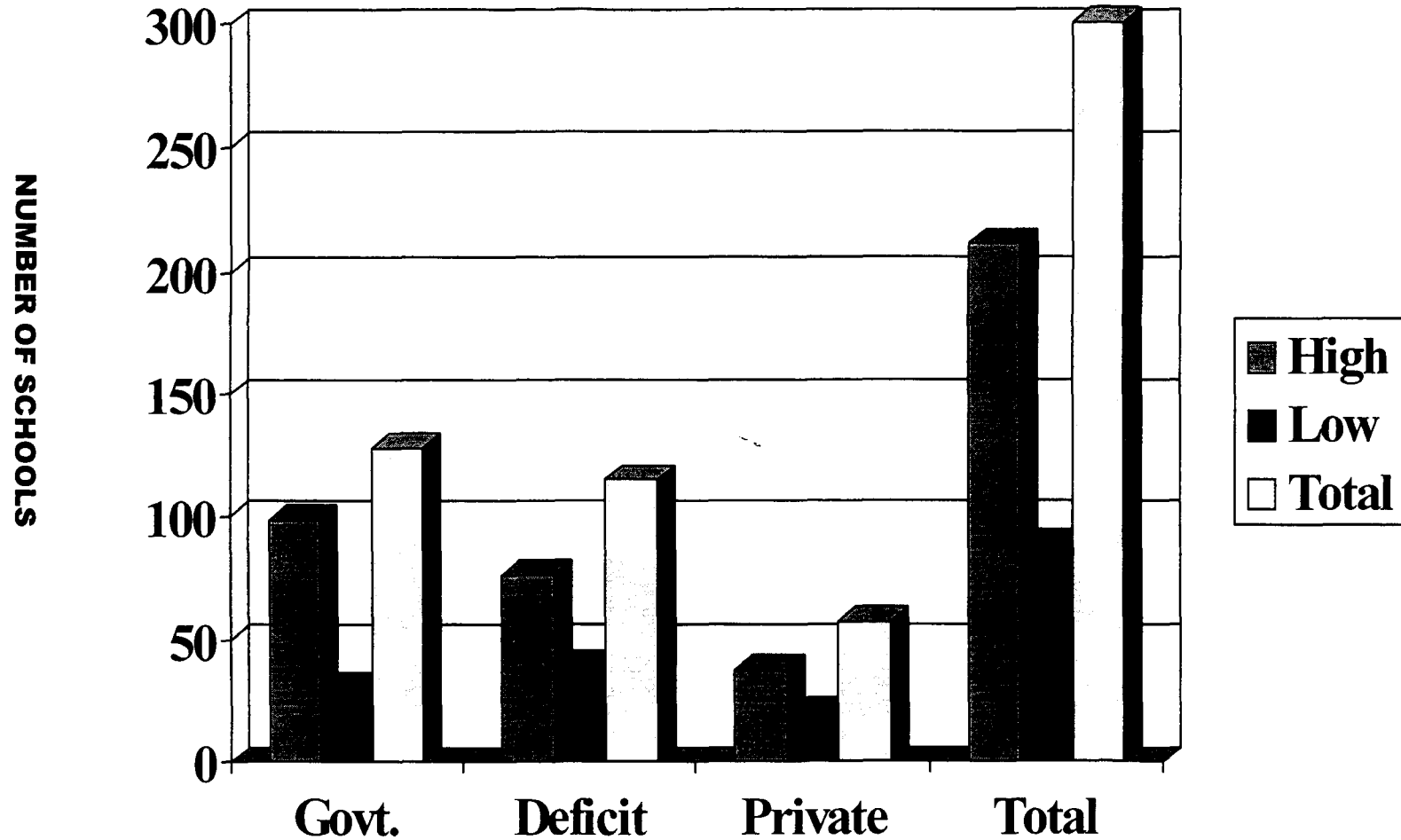
Table - 4.41 Problems of Head Teachers of Private Schools

Sl. No	Items	Very Acute		Acute		Not Acute		Not a Problem		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Poor Salary	35	09.90	15	06.60	04	07.00	03	05.25	57	100.00
2	Inadequate Staff	38	49.00	12	38.50	05	08.75	02	03.50	57	100.00
3	Lack of instructional facilities	32	45.50	16	38.50	06	10.50	03	05.25	57	100.00
4	Heavy work load of teachers	33	57.75	30	52.90	04	07.00	03	05.25	57	100.00
5	Lack of facilities of in service Training	30	49.00	17	33.25	08	14.00	02	03.50	57	100.00
6	Absence of retirement benefit	31	45.50	16	36.75	09	15.75	01	01.75	57	100.00
7	Lack of recognition in society	11	19.25	07	12.25	15	26.25	24	42.00	57	100.00
8	Lack of housing facilities	29	50.75	11	19.25	10	17.50	07	22.25	57	100.00
9	Lack of Transport	25	43.75	18	31.50	08	14.00	06	10.50	57	100.00
10	Lack of Teaching Aids	23	40.25	24	42.00	09	15.75	01	01.75	57	100.00
11	Lack of relationship between parents and teachers	10	17.50	08	14.00	12	21.00	27	47.25	57	100.00
12	Lack of understanding between teachers	07	12.25	05	28.75	14	24.50	31	54.25	57	100.00

The table indicates that the problems perceived as “very acute” were :

1. Lack of housing facilities
2. Heavy work load
3. Inadequate staff
4. Lack of in-service training facilities

Fig 4.11 PROBLEMS OF DROP-OUT



4.5.4 PROBLEMS OF DROPOUTS

The heads of school were asked to give their opinion on the problems of dropouts in the primary school level.

Table: - 4.42 Problems of Dropouts

Dropout	Government	Deficit	Private	Total
High	98(32.34)	76(25.08)	37(12.21)	211(69.63)
Low	30(09.90)	39(12.87)	20(06.60)	89(30.37)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

In the opinion of the majority of the respondents the dropout rate at the primary school level in the dropout rate at the rural areas of East and West Khasi Hills districts was 'high'.

In their opinion the problem of high dropouts were because of the following reasons:

- (a). Economic Problems.
- (b). Educational Problems.
- (c). Social Problems.
- (d). Personal Problems.

4.5.5 ECONOMIC PROBLEMS RESPONSIBLE FOR DROPOUT

The data gives the analysis regarding problems of dropout in relation to economic causes.

Table: - 4.43 Economic Problems Responsible For Dropout

Problems	Government	Deficit	Private	Total
Parent cannot spend for Education	55(18.15)	59(19.47)	28(09.24)	142(46.86)
Needs Employment	23(07.59)	12(03.96)	10(03.03)	45(14.85)
Needs to Help in Family	50(16.05)	47(15.51)	19(06.27)	116(38.28)
TOTAL	128(42.24)	115(35.95)	57(18.81)	300(100.00)

The table indicates that in the opinion of the highest percentage of teachers (46.86) parents poverty was the cause of the high dropout rates.

4.5.6 EDUCATIONAL PROBLEMS RESPONSIBLE FOR DROPOUT

The table below shows the analysis of data regarding the educational problem of dropout.

Table: - 4.44 Educational Problems Responsible For Dropout

Problems	Government	Deficit	Private	Total
School Environment	45(14.85)	26(22.44)	14(04.62)	85(28.05)
Lack of Enthusiasm Among Staff Members	28(09.24)	12(03.96)	09(02.97)	49(16.17)
High Enrolment	03(01)	09(02.97)	13(04.29)	25(08.25)
School Timing	52(17.16)	68(22.44)	21(06.93)	141(46.53)

‘School timing’ was indicated by the highest percentage of teachers (46.53) as the educational factor responsible for high dropout rate.

4.5.7 SOCIAL PROBLEMS RESPONSIBLE FOR DROPOUT

The table below shows the analysis of data regarding the social problems of dropout.

Table: - 4.45 Social Problems Responsible For Dropout

Problems	Government	Deficit	Private	Total
Backwardness-in-Community	70(23.10)	67(22.11)	36(11.88)	173(57.09)
Community feeling that education cannot serve their needs	55(18.15)	45(14.85)	20(06.60)	120(39.06)
Early Marriage	03(00.99)	03(00.99)	01(00.33)	07(02.33)
TOTAL	128(42.24)	115(37.95)	57(18.81)	300(100.00)

The table indicates that majority of the teachers (57.09 %) pointed out “backwardness in the community” as the social cause of the high dropout rate.

4.5.8 PERSONAL PROBLEMS RESPONSIBLE FOR DROPOUT

The table below shows the analysis of data regarding the personal problems responsible for dropout.

Table: - 4.46 Personal Problems Responsible For Dropout

Personal Problems	Government	Deficit	Private	Total
Poor Health of Pupils	27(08.91)	16(05.28)	12(04.62)	55(18.81)
Poor Academic Achievement of Pupils	69(22.77)	44(14.52)	31(10.23)	144(47.52)
Age Heterogeneity of the Pupils in the Class	32(10.56)	55(18.15)	14(04.62)	101(33.33)
TOTAL	128(42.24)	115(35.95)	57(18.81)	300(100.00)

As per the table, “poor academic achievement of pupil’s “ was indicated by the highest percentage of teachers (47.52) as the personal problem responsible for the high dropout rate.

4.5.9 POSITION OF DROPOUT AT THE PRIMARY STAGE

Data collected from the schools regarding the number of students admitted to class-I and continued till class IV for 5 years were analysed and tabulated in order to find out the rate of dropouts. Table 4.48 gives the analysis of the data.

FIG. 4.12 POSITION OF DROPOUTS AT THE PRIMARY STAGE

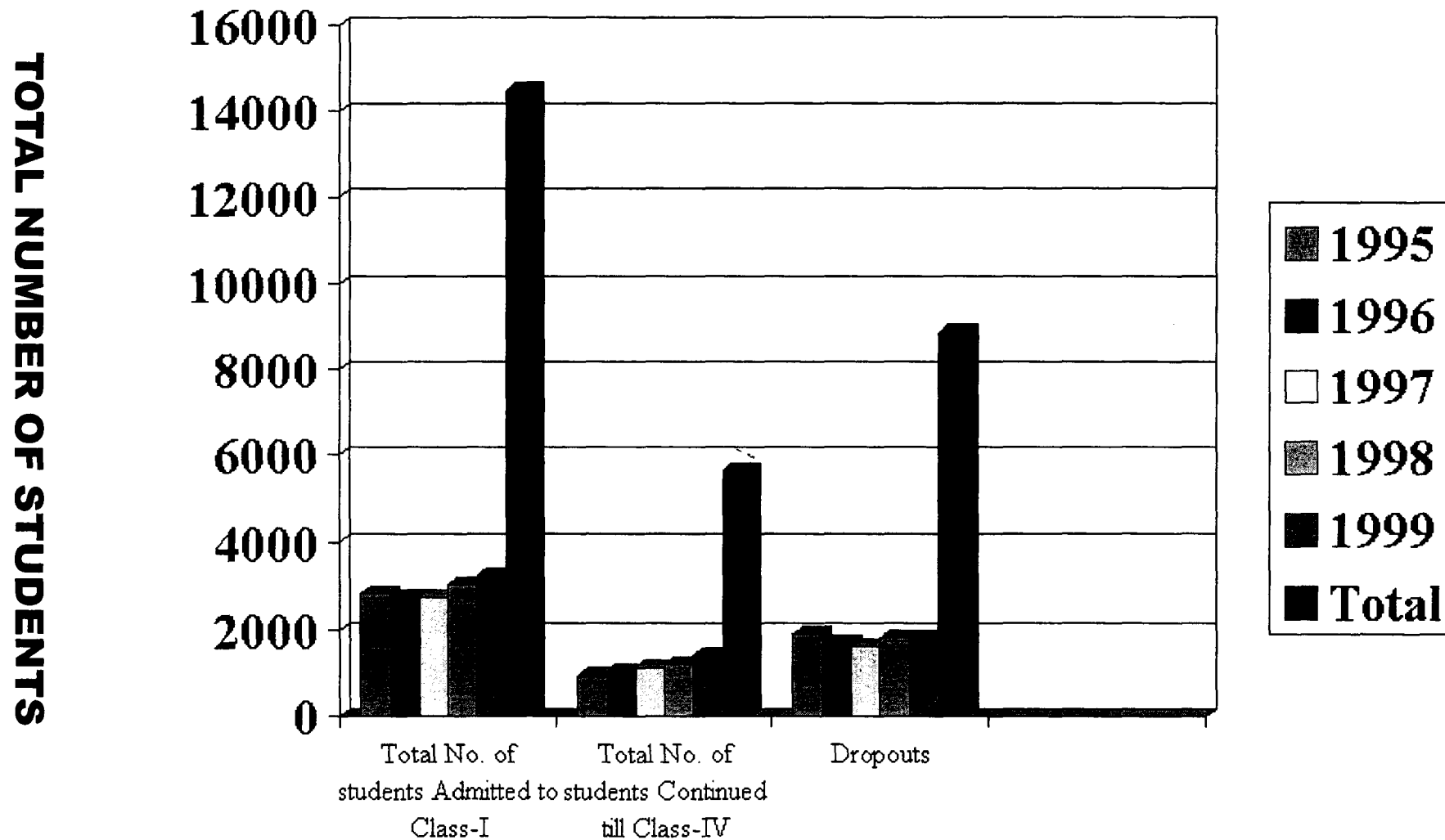


Table: - 4.47 Position of Dropout at the primary Stage

Year	Total Number of Students Admitted to Class-I	Total Number of Students continued till Class-IV	Dropouts	
			Number	Percentage
1995	2819	926	1893	(67.15)
1996	2714	1021	1693	(62.38)
1997	2729	1100	1629	(59.69)
1998	3019	1201	1818	(60.21)
1999	3214	1397	1817	(56.53)
Total	14495	5645	8850	61.05

The table indicates that the percentage of drop-outs per year during the five years (1999-1995) varied from 56.53 to 67.15. A large majority of the students, thus did not continue till Class-IV in each of the five years.

4.5.10 STUDENTS VIEW REGARDING EDUCATION

The analysis of data regarding students view on education are shown in table 4.47

Table: - 4.48 Students View Regarding Education

Students View on Education	Government	Deficit	Private	Total
Most Important	21(06.93)	25(08.25)	13(04.29)	59(19.47)
Important	37(12.21)	34(11.22)	17(05.61)	88(29.04)
Not sure	30(09.90)	28(09.24)	15(04.95)	73(24.09)
Unimportant	26(08.58)	19(06.27)	10(03.30)	55(18.15)
Useless	14(04.62)	09(02.97)	02(00.66)	25(08.25)
TOTAL	128(42.24)	115(35.95)	57(18.81)	300(100.00)

The table indicates that 29.04 percent of students view education as important, 24.09 percent view education as not sure and 08.25 percent of the students view education as being useless.

4.6 SUGGESTIONS/RECOMMENDATIONS OFFERED BY THE HEAD TEACHERS

The investigator called for suggestions and recommendations from the heads in respect of items like service condition, promotion, qualifications, training problems if any. The analysis of responses reveals that a few common suggestions were given by a large majority of the heads: -

- (1). Service condition of the primary school teachers and heads should be improved by making some conditions applicable to the incumbents working in different types of primary schools.
- (2). The heads of the schools may be authorized to draw and disburse salary of the staff directly.
- (3). Promotion to the post of the head should be strictly on seniority basis.
- (4). Minimum qualification for primary school teachers should be higher secondary pass.
- (5). Every teacher should be professionally trained.

- (6). Library facilities should be provided in schools
- (7). More rooms for holding classes should be provided.
- (8). Understaffed schools should be provided with new teachers.
- (9). Separate rooms for the head and the teachers common room should be provided.

CHAPTER - V

MAJOR FINDINGS OF THE STUDY

CHAPTER - V

MAJOR FINDINGS OF THE STUDY

5.0 INTRODUCTION :

The major findings of the study with reference to the various objectives of the study are given below :

5.1 GENERAL INFORMATION :

1. The study revealed that 24.09 percent of the Primary Schools were established between the 50's and 60's, 23.43 percent were established between the 70's and 80's and 17.49 percent were established after the 90's.
2. As regards the qualifications, it was found that the percentage of matriculate teachers was the highest (33.99). A few teachers were having either undergraduate or post graduate degrees.
3. The study found that majority of the Primary Schools were of the co-education type.
4. As regards the age group, it was found that majority of the teachers were between 20 and 30 years of age. The next age group of teachers in order was 50 years and above.

5.2 PHYSICAL INFRASTRUCTURE :

1. Majority of the Primary Schools in the two districts has school buildings, and in most cases the schools also owned their buildings. In a few they are operating in rented buildings. Almost all the Primary Schools have either kuccha or pucca type of buildings.
2. It was revealed from the study that majority of the schools (79.20%) found that the sizes of the classrooms were adequate. The studies of some (1960) Kamalamna (1969), Paranjape (1970), Ghatge (1973) Sharma (1973) and UNESCO (1979) have drawn a poor picture of the position of school buildings on other parts of the country. The present study shows that many school buildings were very old, and that majority (61.37 %) of the schools needed their buildings to be reconstructed or repaired. This shows that major investment was needed not for provision of schools in new areas but to equip the existing buildings in which schools were already operating.
3. To characterize a Primary Schools in general, it may be mentioned that buildings having rooms with inadequate size and consequently overcrowded classrooms and inadequate number of teachers were common in both the districts under study.

4. Majority of the school buildings in the two districts had two rooms each. Multi-grade teaching is less common in Primary Schools.
5. It was found that all the schools had classroom materials like benches, classes and blackboards. Some of the schools however, were not having sufficient number of all these materials.
6. No school had library facilities. Only few books were supplied to the schools under government management.
7. Since most of the schools had only one room each, most of the teachers felt the need for additional rooms for holding classes, and providing separate rooms for the office and the staff members. Holding classes for most of the students of different grades in the same room caused discipline problem in the opinion of the majority of the respondents.
8. Majority of the schools (58.98%) were not provided with almirah for keeping office materials as well as other equipments. Majority of the schools (57.42%) did not have dustbins for throwing garbage. Separate toilets for boys and girls were not available in most of the cases. No schools were provided with hostels, staff quarters and immunization facilities. Very few schools were provided with proper ventilation, lighting and sanitary arrangements.

5.3 INSTRUCTIONAL FACILITIES :

1. Majority of the teachers taught more than two subjects. On the whole it was found that the number of subjects taught by the teachers in the private schools was more than that of the teachers in government and deficit schools. There was no uniformity regarding subject load of teachers in various types of schools.
2. The period load of teachers in private schools was more than that of the teachers in government and deficit schools, because of inadequate staff. The period load indicated that there was no uniformity of the period load among the teachers in different types of primary schools. (Government, Deficit and Private).
3. It was found that majority of the primary school teachers prepared their lessons before going to the classroom. Teaching aids were not provided to the schools. A few schools used aids like charts and globe.
4. The medium of instruction in the majority of the primary schools was mother tongue. Some schools used English as the medium of instruction.

5. Most of the respondents stated that they gave homework to their students.
6. With regard to framing the primary school curriculum, it was found that the curriculum was framed by the Meghalaya Board of School Education. It was also found that the curriculum was not revised for a pretty long time.
7. The study found that majority of the teachers (70.62%) stated that they felt that the curriculum was not suited to the needs of the students.
8. Majority of the head teachers responded that there was no difficulty in teaching the prescribed curriculum to the primary students. It was also found from the responses that students in a large majority of the schools understand instruction better in mother tongue than in English.
9. Regarding the textbooks majority of the teachers in the sample had given the opinion that the present textbooks were suitable for the primary students. Some of them however opined that there should have been more illustrations for better understanding of the students.
10. The study found that the subjects included in the curriculum were mother tongue / regional language, maths, science and health education and moral education.

11. Mostly teachers depend on the textbooks. Among the teaching learning materials used, the most common were dictionaries. In many cases reference books and mathematics kits were not available.
12. It was found that in most of the schools, drawing and painting formed an integral part of the curricular activities. Music, dances, celebration of important days was organized in some schools. No school organized flowers show and dramatics.
13. Most of the schools, especially those with single teacher did not have physical instructor. The head teachers in some of the school used to teach students some physical exercises like parade and drill in the school premises.
14. As a vast majority of teachers have expressed their dissatisfaction over the sports and games facilities provided to students, it should be a matter of concern for all. Similar picture was evinced in some other parts of the country as shown by the studies of Daisy (1963) and Bakshi (1965, 1971). In the present study it was found that 34% of the schools organized sport in their schools and most commonly played games were football, skipping rope, ball throwing etc.

15. Majority of the primary schools had most participated in activities like essay competition and painting competition. Very few schools had participated in science competition.
16. It appears from the responses and also from the attendance registers that students in many schools did not attend their classes regularly. This might be due partly to the fact that most of the children in the rural schools were hailing from poor families which either needed the services of the children or partly to the fact that they had no positive attitude towards education.
17. As regards examinations conducted by the schools, it was found that most of the schools conducted one half – yearly examination and the annual / promotion examination. It appears that there was no uniformity with regard to the number of examination held in the various schools. The system of continuous assessment and cumulative evaluation on the basis of the whole year’s performance was not needed in the schools under study.

5.4 SCHOOL MANAGEMENT :

1. In 1993, the Meghalaya Government took over the administration of the primary schools from the District Council as per the Primary Schools Act 1993. Even

after the control and management of Primary Schools having been transferred to the state government, community efforts to establish new primary school were allowed to continue. After running the schools successfully for a few years, the managing committees of such schools approach the Deputy Inspector of schools in-charge of primary education at the sub-divisional level for granting permission. Thereafter, the schools are enlisted in the official register as unaided private schools. The posts of teachers to these unaided primary schools were subsequently sanctioned by the government on a regular pay scale, with all allowances applicable to government primary schools.

2. Maintenance of academic standard 'to some extent' by the managing committee received the highest percentage of responses (29.37%). In the opinion of a few, the managing committee did not help at all in the maintenance of academic standard and majority of the schools did not get co-operation adequately from the managing committee.
3. A large majority of the schools did not maintain the minute books for recording the proceeding of meetings of the managing committee.

4. As reported by the respondents a large number of schools were not inspected for years. The respondents from both the districts in the sample indicated that some of the schools were not at all inspected; majority of the schools did not get information regarding inspection of schools well ahead of time. The inspections of primary schools are conducted by the Deputy Inspector of schools. Most of the respondents were found not happy with the present state of inspection. The teachers felt they did not get adequate support from school inspection and supervision processes. The inspectors very rarely focus an academic aspect. They mostly concentrate on checking records and dealing with other administrative issues.
5. The highest percentage of schools (34.65%) had total number of students ranging from 26 to 45. It was found that no private school had the roll strength of students above 85%.
6. Majority of the schools got co-operation from parents. Most of the schools have Parent-Teachers Association (PTA) and their participation had played an important role in the development of the schools. However the contact of teachers with

parents was not being made frequently. Usually they had meeting. Only once a year, that is, after the half yearly examination when report cards are distributed. Majority of the schools stated that they were fully satisfied with the co-operation of Parents who would generally keep in touch with the school to be aware of their children's progress in studies.

7. The study found that majority of the government and deficit schools did not get financial assistance regularly. While most of the private primary schools did not have adequate fund for maintenance.
8. It may be pointed out that the emoluments of primary school teachers particularly those working in private schools were not satisfactory.
9. It has been found that majority of the schools used 'first come first serve' basis in admitting students.
10. The percentage of female teachers working in primary schools is fairly high. Maybe, women prefer teaching job to other types of jobs.
11. The backlog of untrained teachers in the rural primary schools of East and West Khasi Hills Districts revealed an alarming situation only 40.26% of the teachers

were trained. It seems that the total untaken capacity of all training institutes put together was not enough to accommodate all the untrained teachers in course of a decade or so. Since many schools were run by a single teacher, the questions of providing substitute would have been a difficult matter altogether. Moreover, many teachers in some schools did not possess the requisite general qualification and there was no provision of alternative programme of training in which they could participate. Again because of existence of a large number of single teacher schools, most of the rural school teachers found it difficult to attend short course in-service training which were not generally held during vacation time.

12. It was revealed that in the case of recruitment of teachers the Government schools the District Level Selection Committee along with the Deputy Inspector of Schools carried out the job of appointing teachers. In the private schools, the teachers were appointed by the respective Managing Committees.
13. Facilities for improving qualifications is provided to Government Primary Schools only.
14. Very few teachers attended workshop, seminars and symposium.

15. Majority of the schools maintained the following schools records:
- i) Attendance Register
 - ii) Progress Reports
 - iii) Admission Register
 - iv) Fees Register
 - v) Staff Confidential Report (Government Schools only)
16. The study revealed that Government schools were fully financed by the State Government. Deficit Schools received grants from the Government as well as donations from the missionaries, Private Schools usually received income from fees as well as donations from various sources.
17. Teachers possessing higher qualifications were given advance increments in Government Primary Schools only.
18. In the opinion of the majority of the teachers the status of primary school teachers in the society was 'moderate'.

5.5 PROBLEMS OF HEAD TEACHERS :

1. According to the respondents the 'very acute' problems in the Government Primary Schools were shown as (i) Lack of facilities for in-service training and (ii) Lack of housing facilities.

Again in the Deficit Schools the "very acute" were (i) poor salary, (ii) inadequate staff, (iii) absence of retirement benefit, (iv) lack of in-service training facilities and (v) lack of aids.

In the Private Schools the 'very acute' problems included (i) inadequate staff (ii) heavy workload (iii) lack of housing facilities.

2. In the opinion of the large majority of the respondents the dropout rate was very high and the reasons for this included (i) economic (ii) educational and (iii) social and (iv) personal reasons.

5.6 POSITION OF DROPOUT AT THE PRIMARY STAGE :

Study of the position of dropout in the rural primary schools of the two districts revealed a very sorry state of affairs. It was found that out of the total number of

students admitted to Class – I in 1995 only 32.85% continued till Class – IV, the percentage of dropout being 67.15%. Out of the total number of Students admitted to Class – I in 1996 only 37.62% continued till Class – IV out of those admitted in 1997 only 40.31% continued till Class – IV. The position of those admitted in 1998 and 1999 to Class – I indicates that 39.79% and 43.47% respectively continued till Class – IV. It has thus been seen that a large majority of students admitted to Class – I, in each of the five years from 1995 – 1999 dropped-out before reaching Class – IV.

5.7 COMMUNITY PARTICIPATION :

1. Management at the school level depends to a large extent, on community support. The community support was elicited only through Parent Teachers Association. Infact, most of the Primary schools in the sample were found to have Parent Teachers Association.
2. Voluntary Organisation as well as Village Durbars did not help much to bring about change in the schools as perceived by the respondents. They only extended their helping hands towards setting up new schools.

CHAPTER - VI
SUGGESTIONS

CHAPTER - VI

SUGGESTIONS

6.1 Suggestions for improvement of Primary Education

The findings of the study are indicative of the steps to be taken for removing the problems faced by the primary school teachers in rural areas of East and West Khasi Hills District of Meghalaya. The following suggestions are put forward on the basis of the findings of the study.

1. As suggested by the majority of the teachers and in the opinion of the present investigator candidates having passed higher secondary examination along with basic training should be appointed as primary school teachers. The education department may consider feasibility.
2. In-service training courses may be organised from time to time so as to facilitate the teachers to keep abreast of the latest development in the field of primary education. The District Level Education Officers (D I's) may take necessary steps for organizing such courses from time to time. Besides untrained in-service teachers may be provided facilities for doing certificate course in Primary Education (CPE) under correspondence offered by IGNOU.

3. Adequate school building should be provided with separate class rooms, separate room for head teachers and teachers. The school authorities should also take steps to repair the school buildings in time. Sufficient fund should be ear-marked for the schools for annual repairs and extension buildings.
4. Library with sufficient books should be provided and students should be encouraged to develop independent reading habit.
5. In the absence of any norms regarding workload, the workload varied from one type of schools to another type. The Deputy Inspector of Schools may decide the number of periods to be taken by a teacher per week and enforce it so as to avoid any confusion.
6. Every teacher should be given at least one off period daily for relaxation. This can however be ensured by providing adequate number of teachers to each schools.
7. The feasibility of incorporating some subjects suited to the needs and interest of rural students may be considered by the authorities. Work experience activities should be given due weightage in the curriculum.

8. Audio-Visual aids should be provided to the schools and teachers should make use of aid materials to create interest in learning.
9. Facilities for sports and games should be a matter of responsibility for the authorities. Such activities should form an integral part of the curriculum.
10. The method of assessment at the primary should be revamped. Continuous and comprehensive evaluation should be made compulsory, so as to have a uniform evaluation in the whole state. The School Board may consider the feasibility.
11. Co-curricular activities should be introduced in all the schools. Such activities should form an integral part of the time table.
12. The Managing Committees may take necessary steps to bring the private schools under Government management. The Government may take over all the primary schools in a phased manner.
13. Schools should be inspected frequently by the inspectorate to look into the problems of the schools, and ensure qualitative improvements.

14. Since it has been found that the schools having Parent Teachers Association were getting co-operation from the parents, forming of such Association may be made compulsory for all the schools. Frequent interaction between the teachers and parents may ensure better education for the children.
15. The Government should provide adequate financial assistance on time to the primary schools, particularly to the private aided schools.
16. Feeling of insecurity among the teachers of the deficit and private schools, which as perceived by the teachers themselves was due to lack of future benefits like pension, gratuity etc, should be removed. In this connection taking over all the primary schools of East and West Khasi Hills Districts of Meghalaya on a phased basis, as has already been suggested will remove the problems.
17. Pre-service training of teacher should be emphasized. The inspectorate may take special measures for deputation of sufficient number of stipendiary teachers of the primary schools for training. The number of seats should be increased in training institutes so as to reduce the back log of untrained teachers. The

inspectorate and the Education Department as a whole may have to work out a time bound programme in this connection.

18. Private school teachers receiving less salary compared to the salary of the Government school teachers, should be give appropriate time scales of pay. The school should try to seek the help and contribution of the community and endowments to combat this problem.
19. Advance increments for higher qualifications of teachers should be provided, so that more qualified teachers are attracted to teaching in rural primary schools.
20. In order to ensure promotion facilities for primary school teachers, the State Government may consider the feasibility of introducing grade, like senior grades, selection grade teachers with different pay scales.
21. Pay scale of teachers should be revised and linked to the cost of living.
22. As suggested by the majority of the teachers and in the opinion of the present investigator chances should be given to each teacher on rotation to attend short-term in-service training courses.

23. The service condition of the teachers in all types of schools (government, deficit, private) should be made uniform.
24. Teachers should be confirmed in-service in time. The school authorities should take appropriate steps in this regard.
25. Study leave facilities wherever necessary should be extended to teachers to go in for higher studies.
26. The problem of dropout being a very acute one in the two districts under study, it is suggested that the school authorities, parents and the department of education of the state may work together to get over the problem. It is through collective efforts only that such a problem can be tackled.
27. The Government schools are provided with certain incentives like free text books, mid-day meal, uniform and tuition fee for the children. Such incentives have to be extended to all the other types of schools. Besides the parent teacher contacts should be strengthened for mutual co-operation in this regard.

28. Community participation at the primary stage is inadequate. The Community at large should be made aware of its responsibility towards the school. This can be done by ensuring more community participation in the activities of the school.
29. Participation of the schools and the community in the district level planning for education should be encouraged by the State Department of Education.
30. The Managing Committee of each school should maintain a minute book for recording the proceedings of each meeting.

6.2 Suggestions for further Researches

The present study was carried out on the Primary Education in the rural areas of the two districts, example the East Khasi Hills and the West Khasi Hills District of the state of Meghalaya. Similar studies may be carried out by future researches covering other districts of the state. Again, studies be undertaken to compare the position of the Primary Education in the Rural and Urban areas of the district.

Other studies that may be taken up are as follows :-

1. A study of the position of wastage and stagnation of the primary stage in the state of Meghalaya.

2. An investigation in the Socio-Economic and Academic problem of teachers in the various type of Primary Schools in Meghalaya.
3. Curriculum for Primary Education in Meghalaya : A critical study
4. A study of the job satisfaction of Primary School Teacher in Meghalaya in relation to teaching competency and teacher attitude.
5. A critical study of the Teacher Education Programmes at the Primary Level in Meghalaya.
6. An investigation into the inspection and supervision procedures followed at the Primary Schools in Meghalaya.

APPENDICES

APPENDIX A

LIST OF PRIMARY SCHOOLS INCLUDED IN THE SAMPLE WITH THEIR MANAGEMENT

GOVERNMENT SCHOOLS

Name of School (s)	Block
1. Dienglieng Government L.P. School	(Mawkynrew)
2. Thynroi Government L.P. School	(Mawkynrew)
3. Nohron Government L.P. School	(Mawkynrew)
4. Jongksha Government L.P. School	(Mawkynrew)
5 Thangsning Government L.P. School	(Mawkynrew)
6. Umsaw Thynroid Government L.P. School	(Mawkynrew)
7. Kharang Government L.P. School	(Mawkynrew)
8. Mawiapblang Government L.P. School	(Mawkynrew)

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| 9. Nongjrung Government L.P. School | (Mawkynrew) |
| 10. Syntung Government L.P. School | (Mawkynrew) |
| 11. Umphrup Government L.P. School | (Mawryngkneng) |
| 12. Ummir Government L.P. School | (Mawryngkneng) |
| 13. Puriang Government L.P. School | (Mawryngkneng) |
| 14. Smit Government L.P. School | (Mawryngkneng) |
| 15. Tynring Government L.P. School | (Mawryngkneng) |
| 16. Sohryngkham Government L.P. School | (Mawryngkneng) |
| 17. Laitkseh Government L.P. School | (Mawryngkneng) |
| 18. Diengpasoh Government L.P. School | (Mawryngkneng) |
| 19. Iewpomtiah Government L.P. School | (Mawryngkneng) |
| 20. Thangshalai government L.P School | (Mawryngkneng) |

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| 21. Ksehpondeng Government L.P. School | (Mawryngkneng) |
| 22. Mawber Government L.P. School | (Mawryngkneng) |
| 23. Kreit Government L.P. School | (Myllichem) |
| 24. Umjajew Government L.P. School | (Myllichem) |
| 25. Nongrim Sadew Government L.P. School | (Myllichem) |
| 26. Laitjem Government L.P. School | (Myllichem) |
| 27. Mawroh Government L.P. School | (Myllichem) |
| 28. Nongrah Government L.P. School | (Myllichem) |
| 29. Sanmer Government L.P. School | (Myllichem) |
| 30. Mawmih Government L.P. School | (Myllichem) |
| 31. Nongumlong Government L.P. School | (Myllichem) |
| 32. Lummawbah Government L.P. School | (Myllichem) |

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| 33. Nongpiur Government L.P. School | (Myllem) |
| 34. Mawlaingut Government L.P. School | (Myllem) |
| 35. Sanshnong Government L.P. School | (Myllem) |
| 36. Lawmei Government L.P. School | (Myllem) |
| 37. Lyngkien Myllem Government L.P. School | (Myllem) |
| 38. Mansing Nongmadan Government L.P. School | (Myllem) |
| 39. Myllem Government L.P. School | (Myllem) |
| 40. Laitkroh Government L.P. School | (Myllem) |
| 41. Pynthorumkhrah Government L.P. School | (Myllem) |
| 42. Nongbsap Government L.P. School | (Mawphlang) |
| 43. Mawbeh Government L.P. School | (Mawphlang) |
| 44. Nonglwai Government L.P. School | (Mawphlang) |

45. Mawreng Government L.P. School	(Mawphlang)
46. Laitmawpen Government L.P. School	(Mawphlang)
47. Lumsohriew Government L.P. School	(Mawphlang)
48. Umsaw Government L.P. School	(Mawphlang)
49. Rynli Government L.P. School	(Mawphlang)
50. Marbisu Government L.P. School	(Mawphlang)
51. Mawphlang Government L.P. School	(Mawphlang)
52. Rangshken Government L.P. School	(Mawphlang)
53. Wahlang Government L.P. School	(Mawphlang)
54. Mawngap Government L.P. School	(Mawphlang)
55. Sohiong Government L.P. School	(Mawphlang)
56. Mawmaram Government L.P. School	(Mawphlang)

57. Krang Government L.P. School	(Mawphlang)
58. Kiang Nonglum Government L.P. School	(Mawphlang)
59. Jabar Government L.P. School	(Mawphlang)
60. Jamynthlen Government L.P. School	(Mawphlang)
61. Wahrynghaw Government L.P. School	(Mawphlang)
62. Nonglait Government L.P. School	(Mawsynram)
63. Thyllaw Government L.P. School	(Mawsynram)
64. Lawbah Government L.P. School	(Mawsynram)
65. Synnei Government L.P. School	(Mawsynram)
66. Thiedieng Government L.P. School	(Mawsynram)
67. Mawkhan Government L.P. School	(Mawsynram)
68. Nongdom Government L.P. School	(Mawsynram)

69. Nongtraï Government L.P. School (Mawsynram)
70. Tlongpleng Government L.P. School (Mawsynram)
71. Raïbah Government L.P. School (Mawsynram)
72. Mawdon Government L.P. School (Mawsynram)
73. Pydengsohsaw Government L.P. School (Mawsynram)
74. Pomblang Government L.P. School (Mawsynram)
75. Kenmysaw Government L.P. School (Mawsynram)
76. Kyrdoh Government L.P. School (Mawsynram)
77. Kalpani Government L.P. School (Mawsynram)
78. Balat Government L.P. School (Mawsynram)
79. Kynrang Government L.P. School (Mawsynram)
80. Balat Rini Government L.P. School (Mawsynram)

81. Mawlynnu Government L.P. School	(Mawsynram)
82. Pynursla Government L.P. School	(Pynursla)
83. Mawshun Government L.P. School	(Pynursla)
84. Nongblai Government L.P. School	(Pynursla)
85. Mawbeh Government L.P. School	(Pynursla)
86. Pynai Government L.P. School	(Pynursla)
87. Nongjri Government L.P. School	(Pynursla)
88. Pyso Government L.P. School	(Pynursla)
89. Mawlam Government L.P. School	(Pynursla)
90. Nohwet Government L.P. School	(Pynursla)
91. Pyndengkseh Government L.P. School	(Nongstoin)
92. Markasayem Government L.P. School	(Nongstoin)

93. Mawmarin Government L.P. School	(Nongstoin)
94. Nongpyndeng Government L.P. School	(Nongstoin)
95. Nongspung Government L.P. School	(Nongstoin)
96. Mawdoh Government L.P. School	(Nongstoin)
97. Mawheh Government L.P. School	(Nongstoin)
98. Nongkasen Government L.P. School	(Nongstoin)
99. Sohphria Government L.P. School	(Nongstoin)
100. Mawkadiang Government L.P. School	(Nongstoin)
101. Mawlaisyiem Government L.P. School	(Mawthadrashan)
102. Mawkalon Government L.P. School	(Mawthadrashan)
103. Kynshi Government L.P. School	(Mawthadrashan)
104. Mawlangren Government L.P. School	(Mawthadrashan)

105. Kynshi Mawria Government L.P. School	(Mawthadrashan)
106. Government L.P. School Umraw	(Mawthadrashan)
107. Mawkli Government L.P. School	(Mawthadrashan)
108. Umthlong Nongthliew Government L.P. School	(Mairang)
109. Wahrit Government L.P. School	(Mairang)
110. Sangshong Government L.P. School	(Mairang)
111. Domtraw Government L.P. School	(Mairang)
112. Langtor Government L.P. School	(Mairang)
113. Mawkyrdang Government L.P. School	(Mairang)
114. Government L.P. School Nonglang	(Mawshynrut)
115. Nong Jaiaw Government L.P. School	(Mawshynrut)
116. Mawrok Thiepkseh Government L.P. School	(Mawshynrut)

117. Umsohpieng Government L.P. School	(Mawshynrut)
118. Pyndangkirit Government L.P. School	(Mawshynrut)
119. Panchiring B Government L.P. School	(Ranikor)
120. Bagli Government L.P School	(Ranikor)
121. Khongjoy-II Government L.P. School	(Ranikor)
122. Khonjoy Government L.P. School	(Ranikor)
123. Lower Umrih Government L.P. School	(Ranikor)
124. Nonglang P.O.	(Mawkyrwat)
125. Maharam Government L.P. School	(Mawkyrwat)
126. Mawrangblang Government L. P. School	(Mawkyrwat)
127. Pawphlang Government L. P. School	(Mawkyrwat)
128. Pajharkhnang Government L. P. School	(Mawkyrwat)

DEFICIT LOWER PRIMARY SCHOOLS

<i>Name of School (s)</i>	<i>Block</i>
1. Laitduh Presbyterian L.P. School	(Shella)
2. Mawlang Presbyterian L.P. School	(Shella)
3. Mawphir Presbyterian L.P. School	(Shella)
4. Church of God L.P. School	(Shella)
5. Mawryngkhong Presbyterian L.P. School	(Shella)
6. Larsing Khongwir Presbyterian L.P. School	(Shella)
7. Nabon Sawian Memorial Presbyterian L.P. School	(Shella)
8. Tirot Singh Memorial L.P. School	(Shella)
9. Kshaid Presbyterian L.P. School	(Shella)
10. Sohlap Presbyterian L.P. School	(Shella)

11. Ringud L.P. School (Shella)
12. Nongla Presbyterian L.P. School (Shella)
13. Cherra Presbyterian L.P. School (Shella)
14. Kshaid Presbyterian L.P. School (Shella)
15. Laitrynrew Presbyterian L.P. School (Shella)
16. Mawsiangei L.P. School (Shella)
17. Mawkit Syiem RCLP School (Shella)
18. Laitduh Presbyterian L.P. School (Shella)
19. Sohlap Shella Lower Primary School (Shella)
20. R.C. L.P. School Thynroit (Mawkynrew)
21. Kharang Unitarian L.P. School (Mawkynrew)
22. Wahlyngdoh L.P. School (Mawkynrew)

- | | |
|--|----------------|
| 23. Mawlein R.C.L.P. School | (Mawkynrew) |
| 24. Mawkria Presbyterian L.P. School | (Mawkynrew) |
| 25. R.C.L.P. School Rasong | (Mawkynrew) |
| 26. Mawlathoh Unitarian L.P. School | (Mawkynrew) |
| 27. Mawkynrew Presbyterian L.P. School | (Mawkynrew) |
| 28. Umtngew Lower Primary School | (Mawkynrew) |
| 29. Pingwait Presbyterian L.P. School | (Mawkynrew) |
| 30. Umphrep Presbyterian L.P. School | (Mawryngkneng) |
| 31. Christ National L.P. School | (Mawryngkneng) |
| 32. Unitarian Secondary School Puriang | (Mawryngkneng) |
| 33. R.C.L.P. School Puriang | (Mawryngkneng) |
| 34. R.C.L.P. School Mawdang | (Mawryngkneng) |

- | | |
|--|----------------|
| 35. Umtngew Presbyterian L.P. School | (Mawryngkneng) |
| 36. Pomheir L.P. School | (Mawryngkneng) |
| 37. Unitarian L.P. School Nongkem | (Mawryngkneng) |
| 38. L.P. School Kut | (Mawryngkneng) |
| 39. Mawpdang Presbyterian L.P. School | (Mawryngkneng) |
| 40. Diengrong Presbyterian L.P. School | (Laitkroh) |
| 41. Mawronmad Presbyterian L.P. School | (Laitkroh) |
| 42. Mawkdok Presbyterian L.P. School | (Laitkroh) |
| 43. Kenbah Church of God L.P. School | (Mawsynram) |
| 44. Laitbah Union L.P. School | (Mawsynram) |
| 45. Mawsawa L.P. School | (Mawsynram) |
| 46. Tyrsad R.C.L.P. School | (Mawsynram) |

47. St. Paul R.C.L.P. School	(Mawsynram)
48. Hatmawden Presbyterian L.P. School	(Mawsynram)
49. Mawsadeng L.P.S. School	(Mawsynram)
50. Umlangmar L.P. School	(Mawsynram)
51. Phamawlah Church of God L.P. School	(Mawphlang)
52. Mawphlang Presbyterian L.P. School	(Mawphlang)
53. Mawngaprin Church of God L.P. School	(Mawphlang)
54. Little Flower R.C.L.P. School	(Mawphlang)
55. Ladmawreng L.P. School	(Mawphlang)
56. Mawpiah L.P. School	(Mawphlang)
57. Mawjain L.P. School	(Mawphlang)
58. Madan Umsaw L.P. School	(Mawphlang)

59. Wahktieh Church of God L.P. School (Mawphlang)
60. Dewsaw L.P. School (Mawphlang)
61. Dewsawpathaw L.P. School (Pynursla)
62. L.P. School Urksew Wahpathaw (Pynursla)
63. Ranthylliang L.P. School (Pynursla)
64. Jyrngei L.P. School P.O. (Pynursla)
65. Umthli Presbyterian L.P. School (Pynursla)
66. Wahsier L.P. School (Pynursla)
67. Raid Lyngkyrdem L.P. School (Pynursla)
68. Korblang L.P.School (Pynursla)
69. Nongri War L.P. School (Pynursla)
70. Liewmyrsiang L.P. School (Mawthadrashan)

71. Mawthohbeh L.P. School	(Mawthadrashan)
72. Mawtoahin L.P. School	(Mawthadrashan)
73. Mawkhmahiang L.P. School	(Mawthadrashan)
74. Mawpon R.C.L.P. School	(Nongstoin)
75. Ladweitang L.P. School	(Nongstoin)
76. Risiang R.C.L.P. School	(Nongstoin)
77. Mawkynjoin L.P. School	(Nongstoin)
78. Nongthliew R.C.L.P. School	(Mairang)
79. Langnuih L.P. School B.P.O. Maroid	(Mairang)
80. Pyndenlanmiang L.P. School	(Mairang)
81. Mawkynsah L.P. School	(Mairang)
82. Nongliput R.C.L.P. School	(Mairang)

83. Mawsawa Manai L.P. School	(Mairang)
84. Pyrda R.C.L.P. School	(Mairang)
85. Umdein L.P. School	(Mawshynrut)
86. Mawsan Church of God L.P. School	(Mawshynrut)
87. Janepih Presbyterian L.P. School	(Mawshynrut)
88. Tynrongriangkhon L.P. School	(Mawshynrut)
89. Umkait R.C.L.P. School	(Mawshynrut)
90. Nongdomsynrang L.P. School	(Mawshynrut)
100. Lawdap R.C.L.P. School	(Mawshynrut)
101. Rongdikgrie L.P. School	(Ranikor)
102. Kaitakona L.P. School	(Ranikor)
103. Mawmereng Pesbyterian L.P. School	(Mawkyrwat)

104. Eitser Presbyterian L.P. School (Mawkyrwat)
105. Hilland Presbyterian L.P. School (Mawkyrwat)
106. Phottdei Presbyterian L.P. School (Mawkyrwat)
107. Bashuba L. P. School (Mawkyrwat)
108. Horirai Syiemlieh L. P. School (Mawkyrwat)
109. St. Hubert L. P. School (Mawkyrwat)
110. St. Mary's L. P. School Rangblang (Mawkyrwat)
111. Mawrap L. P. School (Mawkyrwat)
112. Seinduli L. P. School (Mawkyrwat)
113. Mawsura L. P. School (Mawkyrwat)
- 114 Rynniaw L. P. School (Mawkyrwat)
115. Mawthing Sahep L. P. School (Mawkyrwat)

PRIVATE LOWER PRIMARY SCHOOLS

<i>Name of School (s)</i>	<i>Block</i>
1. Lyngngah Thri Mawkran Shillong L.P. School	(Shella)
2. Mawphu Presbyterian L.P. School	(Shella)
3. Nongrum Presbyterian L.P. School	(Shella)
4. Ichamati L.P. School	(Shella)
5. Unitarian L.P. School Dienglieng	(Mawkynrew)
6. Pohshang, Nohron L.P. School	(Mawkynrew)
7. St. Andre R.C.L.P. School	(Mawkynrew)
8. Pingwait Unitarian School	(Mawkynrew)
9. Kristy Academy L.P.S. Kynton U-Mon	(Mawkynrew)
10. Marbrandoh English Progressive L.P. School	(Mawryngkneng)

11. Minot Lower Primary School (Mawryngkneng)
12. Tynring Presbyterian L.P. School (Mawryngkneng)
13. Little Flower L.P. School (Mawryngkneng)
14. G.G. Swell L.P. School Puriang (Mawryngkneng)
15. Unitarian L.P. School Kut (Mawryngkneng)
16. St. Agnes L.P. School Tynring (Mawryngkneng)
17. Mawmuthoh L.P. School Nongkrem (Mawryngkneng)
18. St. Peter's L.P. School Smit (Mawryngkneng)
19. St. Jane L.P. School Nongkrem (Mawryngkneng)
20. Sawkyntoit L.P. School Puriang (Mawryngkneng)
21. Umthli L.P. School (Laitkroh)
22. Seng Khasi L.P. School (Mawsynram)

- | | |
|---|-----------------|
| 23. Rev. J.J.M. Nichols Roy School | (Mawsynram) |
| 24. St. Pauls R.C.L.P. School | (Mawsynram) |
| 25. Pynursla Presbyterian L.P. School | (Pynursla) |
| 26. Mawlieh L.P. School | (Pynursla) |
| 27. Raid Lyngkyrdem L.P. School | (Pynursla) |
| 28. Lygnkyrdem Presbyterian L.P. School | (Pynursla) |
| 29. Raid Sadew Laitjem L.P School | (Myllichem) |
| 30. Mawri Mylichem L.P. School | (Myllichem) |
| 31. Seprngithiang L.P. School | (Mawthadrashan) |
| 32. Laitmynhiang L.P. School | (Mawthadrashan) |
| 33. Laitdom L.P. School | (Mawthadrashan) |
| 34. Borsing Memorial Presbyterian L.P. School | (Nongstoin) |

- | | |
|-------------------------------------|-----------------|
| 35. Mawlait Presyterian L.P. School | (Nongstoin) |
| 36. St. Peter's R.C.L.P. School | (Nongstoin) |
| 37. Maroid R.C.L.P. School | (Mairang) |
| 38. Nongbah Lawbyrtum L.P. School | (Mairang) |
| 39. Sohkhlor L.P. School Nania | (Mairang) |
| 40. Riangdo R.C.L.P. School | (Mawshynrut) |
| 41. Nongtraw Maranglang L.P. School | (Mawkyrwat) |
| 42. Eleven L.P. School | (Mawkyrwat) |
| 43. Nine Set School | (Mawkyrwat) |
| 44. Belthel L.P. School | (Mawkyrwat) |
| 45. Mawlein L.P. School | (Mawthadrashan) |
| 46. Mawhade L.P School | (Mawthadrashan) |

47. Mawphyrwia L.P. School Umkrem	(Mawthadrashan)
48. Niangdai L.P. School	(Mairang)
49. Sohmylleng R.C.L.P. School	(Mairang)
50. Umthlu Khyrdop Presbyterian L.P. School	(Mairang)
51. Pyndendiloin L.P. School	(Nongstoin)
52. Nongjyllieh L.P. School	(Nongstoin)
53. Mawthungmarwei L.P. School	(Nongstoin)
54. St. John Bosco L.P. School	(Nongstoin)
55. Mawphet Khlam L.P. School	(Nongstoin)
56. Nongklung Presbyterian	(Nongstoin)
57. KPS Memorial L.P. School	(Nongstoin)

APPENDIX - B

QUESTIONNAIRE FOR TEACHER / HEAD TEACHER

Dear Teacher,

I am carrying on research for the degree of Ph.D. in Education under North Eastern Hill University, Shillong. In this connection, I enclose herewith a questionnaire and request you to kindly go through the items and give your responses either in English or Khasi. Since the Information are required in connection with research work, your responses will be treated as confidential and your name will not appear in the research report, so kindly give the correct responses. Return the questionnaire as earliest as possible.

Sincerely yours,

**Baladiangti Nongbri
Research Scholar
Education Department
NEHU, Shillong**

GENERAL INFORMATION

- a. Name of the teacher/head teacher:
- b. Qualification :
- c. Age :
- d. Gender : Male/Female
- e. Name and Address of the School
- f. Name of the block and sub-division where the school is located
- g. Type of school : Boys/Girls/Co-ed.
- h. Year of establishment:
- i. Who started the school :
- j. Number of students enrolled in the first year of establishment :
- k. Has the school been functioning since the year of establishment? Yes/No

If no, specify the years in which the school did not function?

PHYSICAL INFRASTRUCTURE

1. Do you have a school building ? Yes/No

2. What type of school building do you have?
 - (i) Thatched

 - (ii) Kuccha

 - (iii) Pucca

3. How is the size of the classroom?
 - (i) Adequate

 - (ii) In-adequate

4. What is the condition of your school building?
 - (i) Needs to be reconstructed

 - (ii) Needs major repairs

 - (iii) Needs no repairs

5. How many classrooms are there in your school? (Please specify the number of rooms) 2 room

6. Is the classroom condition satisfactory? Yes/No

7. Give the number of the following materials possessed by your school.

(i) Number of Benches:

(ii) Number of Desks:

(iii) Number Blackboards:

8. (i) Is there a library in your school? Yes/No

(ii) Does your school have reading room facilities? Yes/No

(iii) How many books are there?

(a) 30-50

(b) 60-80

(c) 90-100

(d) More than 100.

- (iv) Where are the books kept?
 - (a) Almirahs
 - (b) Racks
 - (c) Drawers

- (v) Who is the in charge of the library?
 - (a) Headmaster
 - (b) Teacher in charge
 - (c) Librarian

9. Do you have the following facilities in your school?

- | | |
|------------------------------------|--------|
| (i) Headmaster/Headmistress's room | Yes/No |
| (ii) School Office | Yes/No |
| (iii) Staff room | Yes/No |
| (iv) Assembly Hall | Yes/No |

- | | | |
|--------|-------------------------|--------|
| (v) | Auditorium | Yes/No |
| (vi) | Store room | Yes/No |
| (vii) | Almirahs | Yes/No |
| (viii) | Dustbins | Yes/No |
| (ix) | Toilet for boys | Yes/No |
| (x) | Toilet for girls | Yes/No |
| (xi) | Hotel | Yes/No |
| (xii) | Staff Quarters | Yes/No |
| (xiii) | Immunisation facilities | Yes/No |

10. Do you have,

- | | | |
|-------|---|--------|
| (i) | Proper ventilation in the school building | Yes/No |
| (ii) | Proper lighting in the school | Yes/No |
| (iii) | Proper sanitary arrangement | Yes/No |

INSTRUCTIONAL INFRASTRUCTURE

1. Which subject do you teach? (Please specify)

2. How many periods do you have in a week?

3. Do you prepare your lessons before teaching?
 - (i) Daily

 - (ii) Sometimes

 - (iii) Never

4. Do you prepare teaching aids? (Please indicate by tick marking)
 - (i) Charts

 - (ii) Maps

 - (iii) Models

 - (iv) None

5. What is the medium of instruction in your school?

(i) English

(ii) Mother tongue

(iii) Both

6. Do you give home assignment to pupils?

(i) Regularly

(ii) Sometimes

(iii) Never

7. Do you correct pupils' homework?

(i) Regularly

(ii) Sometimes

(iii) Never

8. How frequently do you give written tests?

(i) Weekly

(ii) Monthly

(iii) Not at all

9. (i) Do you get any off periods? Yes/No

(ii) Specify the number of periods you have per week?

10. What frames the Curriculum of Primary Education? (Please tick)

(a) Headmaster/Headmistress of the school

(b) Meghalaya Board of School Education (M.B.O.S.E)

(c) National Council of Educational Research and Training (N.C.E.R.T)

(d) Any other please specifies.

11. Has the Curriculum been revised? Yes/No

If yes when was the last revision done?

- | | | |
|--------|--|--------|
| 12. | Is the Curriculum suitable to the need of the children? | Yes/No |
| 13. | Is there any difficulty in teaching the prescribed Curriculum? | Yes/No |
| 14. | What is the language in the textbooks of Primary school? | |
| 15. | Which language do children understand better? | |
| 16. | Do you follow the prescribed textbook? | Yes/No |
| 17.a | Does the curriculum include the following? | |
| (i) | One language-the mother tongue, regional language | Yes/No |
| (ii) | Mathematics | Yes/No |
| (iii) | Study of environment | Yes/No |
| (iv) | Work experience | Yes/No |
| (v) | Social service | Yes/No |
| (vi) | Health education | Yes/No |
| (vii) | Moral Education | Yes/No |
| (viii) | Any other (Please specify) | Yes/No |

18.b. Do you have the following Teaching-Learning material in your school?

- | | | |
|-------|------------------|--------|
| (i) | Dictionaries | Yes/No |
| (ii) | Reference book | Yes/No |
| (iii) | Mathematics Kits | Yes/No |
| (iv) | Games equipments | Yes/No |
| (v) | Additional rooms | Yes/No |

18. Does the curriculum include the following activities:

- | | | |
|-------|---|--------|
| (i) | Drawing and painting | Yes/No |
| (ii) | Folk song and dances | Yes/No |
| (iii) | Flower show | Yes/No |
| (iv) | Dramatics | Yes/No |
| (v) | Preparation of charts and models | Yes/No |
| (vi) | Visit to institution like Legislative Assembly, High Court etc. | Yes/No |

(vii) Celebration of festivals Yes/No

(viii) Celebration of National days Yes/No

(ix) Any other (Please specify) Yes/No

19. How satisfied are you with the present curriculum? (Please tick)

(i) Very satisfied

(ii) Satisfied

(iii) Not satisfied

20. Please tick the defects of the present curriculum.

(i) It does not cater to the needs to the local students.

(ii) It is bookish.

(iii) It is theoretical.

(iv) Any other (Please verify)

21. (i) Do you have physical education in your school? Yes/No
- (ii) If yes, do you have a trained physical education instructor
in your school Yes/No
22. What physical education activities do you have?
- (i) Parade
- (ii) Drill
- (iii) Exercise
- (iv) Any other
23. Does the school organize sport function?
- (i) Every year
- (ii) Once in two years
- (iii) Once in three years
- (iv) Not at all

24. What kind of games and sports are generally being organized in your school?

(i) Football

(ii) Skipping rope

(iii) Ball throwing

(iv) Any other, specify

25. Is there any other facilities for organizing co-curricular activities in your school?

If yes, mention the activities

26. How would you rate the position sports and games in your school?

(i) Adequate

(ii) Inadequate

27. In which of the following activities has school participated during the last three years?

(i) Science exhibition

(ii) Essay writing

(iii) Painting competition

(iv) Excursion

(v) Any other

28. Do the students attend the school regularly? Yes/No

29. How do you assess the performance of pupils?

(i) Through continuous sessional assessment

(ii) Only through periodical examination

(iii) Through annual examination

30. How many examinations are being held in a year?

(i) One

(ii) Two

(iii) Three

(iv) More than three.

31. Which examination which decide on final evaluation?

- (i) Monthly test
- (ii) Half yearly examination
- (iii) Annual examination
- (iv) All examination taken together

32. Is there any provision of re-evaluating the students' performance? Yes/No

If yes mention the form in which it is done.

33. Please indicate below the final examination results of your school.

Year	Male		Female		Total
	No. appeared	No. passed	No. appeared	No. passed	
2000					
2001					
2002					

SCHOOL MANAGEMENT

1. What is the type of management of your school?

- (i) Government
- (ii) Deficit

(iii) Adhoc

(iv) Private

2. Is there any managing committee in your school? Yes/No

3. Who constitute the managing committee? (Please specify)

4. Does the managing committee hold meetings from time to time? Yes/No

5. To what extent does the managing committee help in maintaining the academic standard of the school?

(i) To a great extent

(ii) To some extent

(iii) Not at all

6. Do you get co-operation from the managing committee in dealing with problems faced by your school? Yes/No

7. Do you maintain the minute book for the meeting held by the managing committee? Yes/No

8. How often do you get co-operation from your parents?

(i) Always

(ii) Sometimes

(iii) Never

9. Do you have parent-teacher association in you school?

Yes/No

If yes, how many times a year do meet?

(i) Twice a year

(ii) Whenever there is need

(iii) Any other.

10. Does this association help you to improve the academic standard of you school?

Yes/No

If yes, how satisfied are you with the co-operation?

(i) Fully satisfied

(ii) Somewhat satisfied

(iii) Not satisfied

11. Do parents consult you regarding the education of their children?

(i) Regularly

(ii) Sometimes

(iii) Not at all.

12. How frequently do you have parent-teacher meeting?

(i) Once a month

(ii) Once in two month

(iii) Once in six months

(iv) Once a year

13. Does anyone come to inspect your school?

Yes/No

If yes, who inspects your school?

(i) Member of the managing committee

(ii) Sub-inspector of schools

(iii) Community leaders

(iv) Any others specify.

14. Is there any prior information given before inspection? Yes/No
15. When was your school last inspected?
16. Does the inspection help in improving the school programmes? Yes/No
17. How many students are there in your school?
18. What procedure do you follow in giving admission to the students in your school?

Please tick

- (i) Personal interview
- (ii) Written test
- (iii) Written and interview
- (iv) First come first serve basis
- (v) Any other
19. Please indicate below the number of the teacher, category wise in your school
- (i) Number of male teacher
- (ii) Number of female teacher
- (iii) Number of trained teacher
- (iv) Number of untrained teacher

20. How many teachers from your school were deputed for training during the past three years?

Year	Male	Female
1999-2000		
2000-2001		
2001-2002		

21. Do you find any difference in teaching of the teachers after their training?

(i) To a great extend

(ii) To some extend

(iii) Not at all

22. Are you satisfied with the training imparted to your teachers by the training institutes?

(i) To a great extend

(ii) To some extend

(iii) Not at all

23. What difficulties do you face in sending the teachers on deputation for training programme?

- (i) No substitute teachers are provide
- (ii) Teachers are not interested as the amount of stipend give is not sufficient.
- (iii) It is difficult for the teachers to get a chance as the intake capacity of the teachers training institutes is poor
- (iv) Any other

24. Who recruits the teachers in your school?

- (i) Headmaster/Headmistress
- (ii) Managing Committee
- (iii) District Education Officer
- (iv) Director of Elementary Education.

25. Is the distribution of work given equally to all the teachers? Yes/No

26. Do the teachers get facilities for improving their qualification? Yes/No

If yes, what facilities are provided?

- (i) Study leave pay
- (ii) Study leave without pay
- (iii) Any other (Specify)

27. Do teachers attend any extra-activity outside the school?

- (i) Short training programmes
- (ii) Work shops
- (iii) Seminars
- (iv) Symposium
- (v) Any other (Specify)

28. Do you maintain school records in your office?

- (i) Attendance Register Yes/No

(ii) Progress Report Yes/No

(iii) Admission Register Yes/No

(iv) Fee Register Yes/No

(v) Staff Confidential Reports Yes/No

29. What are the main sources of income in your school?

30. Do you get any financial assistance from the Government? Yes/No

If yes,

(i) Regularly

(ii) Sometimes

31. Are the teachers paid their salary regularly in every month? Yes/No

32. Are the following benefits provided to the teachers?

(a) (i) House rent allowance

(ii) Medical allowance

- (iii) Travelling allowance
- (iv) Dearness allowance
- (v) Any allowance
- (b) (i) Earned leave
- (ii) Half pay leave
- (iii) Study leave
- (iv) Extra ordinary leave
- (v) Maternity leave for women
- (vi) Any others.

33. Are the teachers provided with the following benefits?

- (i) G.P.F
- (ii) Pension
- (iii) Compensation for accident on duty.

34. Do teachers get advance increment for higher qualification? Yes/No

If yes, how many increments?

35. Do you receive financial assistance to purchase books for the school library?

Yes/No

If yes, when did you last received?

(i) Last year

(ii) Three year ago

(iii) Any other (Please specify)

36. Who purchases the book for the school library?

(i) Headmaster

(ii) Teacher-in-charge

(iii) Librarian

37. Do you maintain proper records of receipts and expenditures? Yes/No

If yes, who maintains? (Please specify)

38. What according to you is the status of primary school teachers in the society today?

(Please tick)

(i) High

(ii) Moderate

(iii) Low

PROBLEMS

1. Please study the following problems and indicates how acute they are by tick marking the appropriate rating.

	Very acute	Acute	Not acute	No problem
1. Poor Salary				
2. Inadequate staff in the school				
3. Lack of instructional facilities				
4. Heavy workload of teachers.				
5. Lack of facilities in service.				
6. Absence of retirement benefit.				
7. Lack of recognition in the society				
8. Lack of housing facilities				
9. Lack of transport facilities				
10.Lack of teaching aids				
11.Lack of relationship between parents and teachers.				
12.Lack of understanding between teachers.				

2(A) Do you have any problems of dropout in your school? Yes/No

2 (B) Please tick mark inside the bracket against those causes which you feel is mainly responsible for dropout.

(i) **ECONOMICS CAUSES**

(a) Parents cannot spend for education. ()

(b) Parents want their ward to supplement their family Income through seeking employment. ()

(c) Parents need the help of their ward in their family and otherwise involve money expenditure to the family. ()

(d) Any other. ()

(ii) **EDUCATION CAUSES**

(a) School environment not encouraging ()

(b) Lack of enthusiasm amongst staff members ()

(c) High enrolment in classes on account of which Teachers cannot give adequate individual attention. ()

(d) School timing is not appropriate ()

(e) Any other ()

(iii) **SOCIAL CAUSES**

(a) Backwardness of the community ()

(b) Community feeling that education cannot serve their need ()

(c) Early marriage and so separate for girls. ()

(d) Any others. ()

(iv) **PERSONAL CUASES**

(a) Poor health of pupils ()

(b) Poor academic achievement of pupils ()

(c) Age heterogeneity of the pupils in the class ()

(d) Any other (Please specify) ()

3 (A) How do most students view education? (Please tick)

(a) Most important

(b) Important

(c) Neutral

(d) Unimportant

(e) Useless

3 (B) Please indicate in the table below the number of students admitted in class I

(one) and the number of them who completed the primary school course.

Number of students admitted

NUMBER OF STUDENTS ADMITTED				
YEAR	I	II	III	IV
1995				
1996				
1997				
1998				
1999				

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