

**AN INVESTIGATION INTO THE DEVELOPMENT OF
SECONDARY EDUCATION IN MEGHALAYA
SINCE INDEPENDENCE**

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INTRODUCTION

1.01 Context of the Study

It is often said that the progress of any country can be best measured by the quantity and quality of its secondary schools.¹ The secondary stage is the most vital one in the education of the child. The child during this period is neither a child nor an adult. He passes through psychological and emotional strains and there is an increasing differentiation in his aptitudes and interests.

It is also the stage of completion of education for the majority of children. It is secondary education that provides us with teachers for our primary schools and it is the stage that forms the basis of education for those who are to enter the universities and colleges for higher learning.² Therefore we have to bear in mind the fact that secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period, the student should be in a position, if he wishes to enter on the responsibilities of life and take up some useful vocation. The age at which the child is to begin his secondary education and the age up to which it should be continued is therefore a matter of considerable

¹ Mathur V.S., *Wither Secondary Education, Training and Inservice Education*, New Delhi: Oxford I.B.H. Publishing Company, 1973, p.190.

² Saiyidain K.G., P. Veda and N. Prem, *Secondary Education, The Fourth Indian Year Book of Education*, New Delhi, 1973, p.143.

importance. It is now generally recognized that the period of secondary education covers the age group of about 11 to 18 years. Properly planned education, covering about 7 years should enable the school to give a thorough training in the courses of study taken up by the student and also help him to obtain a responsible degree of maturity in knowledge, understanding and judgment which would stand him in good stead in later life.³

As a stage secondary education stands for what comes next to elementary education; as a type it stands for something that though related to a certain intelligible classification of things to be learnt is constantly being modified and enlarged, but the fundamental of which can be expressed only by a still more elusive name, humanism or liberal education, as a standard it aims at that measure of education of which universities can take cognizance. The part that secondary education has played as an element in the natural system has depended largely upon these measures in which these three things have been brought into harmonious relation with one another.⁴

The secondary stage is the stage which may be called a reservoir from which various agencies are drawing their future manpower. About 80 per cent of the people who are in the services and in the various professions come out of the

³Government of India, Ministry of Education, Report of Secondary Education Commission 1952-53. The Manager of Publications 1954, p.37.

⁴Mukherjee, S.N., Education in India - Today and Tomorrow, Acharya Book Report. 1960.

secondary schools. It is the secondary schools which are responsible for spreading the various schools of thought in politics amongst the masses.

1.02 The situation in Meghalaya

The hill districts that comprise Meghalaya have been under a special system of administration, since the time of British rule. While Shillong of Khasi hills and Tura of Garo hills were partially open to non-tribal settlers, rest of the areas were inhabited by the Garo - Khasi - Jaintias and hence different medium of instruction came to be used in course of time in the lower classes in the schools in these areas.

of different agencies engaged in the development of education, Christian missionaries played a remarkable role in the establishment and expansion of academic institutions at different stages from primary to college levels. On the other hand the British Government and private initiative also played their respective part though not to an extent the missionaries did. These three agencies were surcharged with their own ideological views. The problems faced by institutions under these three types of management vary considerably.

At the administrative level are various functionaries in the Education Secretariat, the Directorate of Education, the Meghalaya Board of School Education besides the State Council for Educational Research and Training (SCERT) who are responsible for organizing and administering secondary stage of education in the State.

Meghalaya has adopted in principle the system of 10+2+3 with the qualification that the plus two will form part of the college education system until such time that the State can upgrade the secondary stage. The State has a long tradition of following a different pattern of education which it shared with the composite State of Assam till recently and it is now faced with several problems subsequent to the adoption of the new pattern of education.

1.03 Statement of the research problem

As a young State which has adopted the new pattern of education, Meghalaya has to face several problems in the field of secondary education which are peculiar to her because of the peculiar history of development of education in the past and because of the hilly terrain. Any scheme of educational reorganization has to be based on a proper understanding of such problems and the accompanying conditions. It is the purpose of this study to identify the problems faced by the State at present and the problems likely to arise in future. An attempt was made to trace the development of secondary education in the State in historical perspective, to collect information regarding problems now faced by different bodies and functionaries in the field of secondary education and to suggest measures of reform best suited to the State.

The purpose of this study thus was to "investigate into the development of secondary education in Meghalaya since Independence."

1.04 Scope of the Study

Secondary education has been defined as any schooling roughly between the ages of twelve to eighteen. It has also been defined as schooling of the adolescents. Any definition based on a purely age grouping may not be acceptable to many because of disagreement as to what ages to include under secondary education and the latter definition does not clearly define secondary education because adolescence is not a sharply divided period with fixed age limits. A complete definition must include in addition to a reference to the age groups and the stage of growth, a statement of aims, functions, services provided and subjects taught. The elementary schools gives instruction in the fundamental skills which are essential for citizenship and everyday living, while in secondary education the students explore various fields of knowledge and acquire tools for the solution of problems or as preparation for advanced and specialized study in the field of science and arts.

The structural pattern is an important element in the school system. This includes the division of the school into different stages and the provision for passage from class to class and from stage to stage. Thus in Meghalaya for middle English stage there are the classes 5, 6, 7 and the high school stage comprises the classes 8, 9, 10.⁵

The term "High School" means a school or department

⁵Report of the Education Commission, Government of Meghalaya, 1977, Shillong: 1978, p.12.

of the school giving instruction in school education and preparing students for matriculation or high school leaving certification examination.⁶

Secondary education demands a special attention as it is really the most important of the educational stages, and the maintenance of good quality therein assumes crucial significance. On the one hand the bulk of primary teachers comes from secondary schools and so, good standard in secondary education helps ultimately to improve primary education. On the other hand the standard of higher education also depends considerably upon the secondary education. The Secondary stage provides a fairly sufficient general education and acts as culminating point for those who do not like to proceed to higher education. It acts as a bridge between the lower and higher stages of education and hence both these stages are affected by the content, composition and administration of secondary education.

Quantitative progress in secondary education has been automatic in our country merely because of the expanding numbers. Our statistics are very impressive indeed in this regard. However, the same thing cannot be said about quality. Quality in education calls for quality in thinking and quality in effort. We perhaps are deficient in both. Concerted efforts have to be put for qualitative improvement of our secondary

⁶Meghalaya Board of Education Act, 1973, Government of Meghalaya, Shillong, p.3.

schools.⁷

According to Kohli, "our secondary education remains the weakest link in our educational machinery and needs urgent reform."⁸ It was perhaps due to the vital importance of secondary education that it was remarked that the link between secondary education and the other stages on either side of it is the weakest, and that something should be done about it, otherwise it will do colossal harm to the nation.

The present system of education designed to meet the needs of the Imperial Administration with the limitations set by a feudal and traditional society, will need radical changes if it is to meet the purposes of modernizing our democratic and socialistic society; changes in objectives, in content, in teaching methods, in programmes, in the size and composition, in the involvement of other agencies like family, social and religious groups may be required. All school being an important social agency cannot keep itself aloof even from social conflict, otherwise intimate relationship between the society and the school cannot be developed. As democracy is a dynamic concept, these educational processes have to be very flexible to satisfy the needs of the changing demands and values.⁹

⁷ Mathur, V.S., *Wither Secondary Education Training and Inservice Education*, New Delhi: Oxford I.B.H. Publishing Company, 1973, p.190.

⁸ Ibid., p.129.

⁹ Ibid., p.4.

Social order and educational processes are interlinked. Education is an activity concerned both with individual and the society. The educational system is a means to train and bring up the youth so as to enable them to become efficient members of their community. On the other hand the only way to civilize the people and to establish good social customs is through the medium of education.

We have been a free nation for over 39 years but the general pattern of our secondary education has remained unsatisfactory.

For years, in the organizational set up of our schools, instead of the merits of western education, the defects of the system have dominated; schools have thus failed to discharge their functions adequately. The system is still rigid and static. The final examinations have failed to test the total development of the child's personality. The whole appeal is to the memory and not to the reasoning power of the child. Though efforts have been made to reconstruct our secondary education, to reshape its aims, its ideology, its technique, its organization and management and its system of assessment, yet the output and the overall results are not encouraging. We are not yet successful in directing the creative energies of the youth into constructive channels. The same old nineteenth century methods of teaching are followed with each and every individual. Individual differences are ignored, the whole emphasis is on bookish knowledge. The promotion of creative

activities is lacking.

The ordinary Indian school, as we know it today has only been imparting information and some knowledge. It has failed to develop those mental and physical habits in our children, which help them to fit into the new social order which has been emerging after 1947 in the country. It has failed to develop the vision and imagination of the individual. In fact with rigid and outdated approach to teaching, the individuality of the child is being actively suppressed. There is no doubt that our so-called system of education neither cultivates natural gifts of our youth nor quenches their thirst for discovery. The school at times even curbs the originality of the child.

After the attainment of independence and the establishment of the Planning Commission, planned industrial expansion had become an integral part of the national policy. Now the time is ripe for diverting a large number of students to vocational and technical education, so that the increasing demand for trained technical personnel for the country's growing economy could be adequately met. The Secondary Education Commission recommended a large scale expansion of facilities for vocational and technical education. It favoured reorientation of secondary education by providing diversified courses to help develop practical skills among students intending to receive training for the different vocations according to

their interests and capabilities.¹⁰

The Commission sought to enrich the curriculum by inclusion of art, music, craft and physical education which are helpful for the growth of all important aspects of a child's personality - intellectual, physical and emotional, aesthetic and spiritual. A broad-based and general curriculum at the middle stage would help to create an appropriate environment for the child to explore and gradually discover his own tastes and talents. The same spirit has been maintained in the Report of the Indian Education Commission.¹¹

The concept of education having changed, the aims of education have also changed from time to time as demanded by the socio-economic changes.

Aims in India under British rule had been naturally narrow. The Secondary Education Commission in post-independence period proposed the aims of secondary educations (i) preparing citizens of a sovereign democratic republic (ii) preparation of individuals with integrated personality (iii) character formation of the adolescent (iv) training of middle level personnel for economic enterprises. The Indian Education Commission proposed that the main aim would be the training of productive and creative citizens. Material values being combined with spiritual values, acquaintance with productive work and

¹⁰Report of Secondary Education Commission (1952-'53), Government of India, Ministry of Education, Reprint Delhi: The Manager of Publications, 1954,p.24.

¹¹Report of the Education Commission - Education and Natural Development (1964-'66), Government of India, Ministry of Education, Delhi: The Manager of Publications, 1966, p.29.

social together with a knowledge of science, mathematics and social services will create inspired contributors to natural development and social integration.¹²

In our educational system we should build in motivations and organizational agencies which will help to improve the standard of secondary education. Stable standards even if they are good enough today, cannot prove satisfactory in the fast moving world which has experienced not only an explosion of knowledge but also an explosion in social values and international relations.¹³

At the subsequent stages, standards should be envisaged in more ambitious term and the emphasis on quality should increase. At the secondary level, we must endeavour to train students in such a way that at its conclusion, they will be reasonably well equipped either to enter into the work of their choice and to do it competently enough, or to take on further vocational training or enter into higher education with good chances of success.¹⁴

In many schools standards for promotion and for securing pass marks are such that many who attend cannot pass or receive enough credit to graduate. This is especially true in those

¹²Banerjee, P.J., Education in India, Past Present, Future Volume I; Banbin Chatterjee Street Calcutta: Usha Publishing House 13/1978, p.289.

¹³Bent K. Ruyard, Principles of Secondary Education, New York: Graw-hill Book Co., 1961, p.76.

¹⁴Saiyidain K.G., Prakash V and Nath P, Sapra C.L., The Fourth Indian Year Book, Secondary Education and the Concept of Excellence: New Delhi 1973,p.143.

schools which have limited offerings with no provision made for pupils with lower abilities.

In a good system of education there is no fixed level of excellence that every individual member of the class must attain - neither in a lesson nor in a project nor in a subject, nor in his studies as a whole. It has to be related to a considerable extent, to the range of the individual's own inner potentialities and external conditions. This has two important implications which we should always bear in mind. Firstly the need for individual attention and getting to know our students as fully as possible so that their levels of excellence may be realistically defined. It means special attention to the education of the gifted, so that their talents may enrich society and bring a sense of joyous fulfilment to them. On the other hand special attention need also be given to the various kinds of handicapped students so that within their limitations, they are able to make something of their lives and learn to make their contribution to society. These issues are very important in the case of developing newer States within the Indian Union.

There are many youth who come from homes which are culturally deprived. Some homes tend to produce children who are tired, hungry, ill and emotionally unstable. In these homes physical punishment is common and the children may learn that violence is their best weapon and often their only defence. When they enter school, they find that the curriculum context,

the methods and even the purposes of the school are pitched towards urban middle class values rather than those of the lower class.

These and other forces cause them to drop out of school. They need to earn money, there is often considerable mobility of the family and they note that those who finish school often find it as difficult to secure employment as those who drop out.

It is not uncommon for parents of normal children to ask them, what they are going to do with a high school education? Many of these persons depend upon manual labour on farms as a means of making a living and preparation for such work does not depend upon schooling.

Even more serious is the problem of those residing in depressed urban areas. The composition of pupils in urban area schools in recent years shows the presence of those who have come from semi-urban and rural areas and also from the heart of cities, such youngsters suffer from one or other form of handicap, have low family income, come from poor home environments, and have generally low I.Q! parents with little schooling and no vocational skills. These pupils are forced to pursue a curriculum designed a decade ago for an entirely different group. The aims for these youths should be as high as those of any secondary school pupils, but they have different starting points and therefore need a different curriculum.

1.05 Objective of the present study

1. To study the development of secondary education in Meghalaya since Independence in historical perspective;
2. to critically examine the role played by missionaries in the development, administration and control of secondary education in Meghalaya;
3. to study the contributions of government and private enterprise in the development of secondary education in Meghalaya;
4. to study the problems connected with secondary schools in Meghalaya; and
5. to suggest measures for future development of secondary education in Meghalaya.

Limitations of the study

Information about the working of secondary schools and their problems have been collected from a sample of headmasters and teachers with the help of two questionnaires prepared for the purpose. Personal interviews could not be conducted.



CHAPTER - II

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REVIEW OF RELATED LITERATURE

A number of studies have been conducted in the area of secondary education in India and abroad and there is enormous literature on analysis of secondary education system. The pertinent studies have been reviewed under relevant headings and presented in the following sections.

2.01 Development of Secondary Education

The origin of secondary education in India, as we know it today can be traced to the efforts of Christian Missionaries and certain nationalists during the late eighteenth and the early nineteenth centuries. Prior to the British regime in India, the indigenous Hindu educational system of tols and pathsalas, and the Muslim makhtabs and madrasahs did provide equivalents of the elements of modern primary and secondary education. The English schools over-shadowed these indigenous institutions which left no visible marks on the modern system. One of the main purposes in establishing these schools was to provide facilities to the upper and middle class to learn English language and through it Science and Western literature, wherein, besides having a culture value, also conferred social and economic benefits on them.¹⁶

¹⁵Saiyidain, K.G., Prakash, V. and Nath, P., Sapra, C.L., The Forth Indian Year Book, Historical Survey of Secondary Education in India, New Delhi, 1973, p.1.

Thus secondary education in India did not grow up as a natural extension of the elementary system but actually prospered in isolation from it. While the education of the masses continued to be imparted in the indigenous elementary schools, the English schools emerged mainly due to the growing demand of the upper and middle class Indians for western learning and also due to government initiative and patronage.

According to Sinha the secondary schools generally admit students from all ability range, and the curriculum normally includes humanities, science and commerce groups of which the first two are more common. The multipurpose schools whose number now is rather small do correspond to the comprehensive schools of England in as much as technical subjects are also taught with other groups. They came into existence as a result of the recommendation of the Secondary Education Commission (1952-'53) and were to provide terminal courses in technical subjects, commerce, agriculture, fine arts and home science. The object of these institutions was to enable students to pursue their interests further and not to crowd the universities.¹⁶

The study of Das on development of secondary education in Asam revealed that the condition of the secondary education under review was far from satisfactory.¹⁷ The salary, social

¹⁶Sinha, N.C.P., A Study of Intelligence of some personality factors in relation to academic development of school students

¹⁷Das, L., Development of Secondary Education in Assam from 1974-1947 and its impact on the social development, Ph. D. thesis in Education, Gauhati University, 1973.

status and tenure of service of teachers were now encouraging, the professional level of teachers was below standard, the buildings particularly of private institutions, were in deplorable conditions and the standard of the school programmes like physical education, moral training, debates, games, sports, publication of school magazine and the like were generally low. The missionaries were responsible for the spread of education among girls. They maintained a high standard of efficiency in their institutions and were pioneers in organizing the training of female teachers.

Upadhyay¹⁸ reporting on the State of Secondary Education in Madhya Pradesh found that secondary education came into being in the State in 1862 with the establishment of one high school and three unaided middle schools in Jabalpur. The curriculum for high school comprised English, Sanskrit, Persian, Geography, History, Mathematics and for the middle school it included English, Mathematics, General Knowledge and Physical Training. There was a general emphasis on the learning of English. Certain reforms were introduced to streamline the administration and to improve the general quality of secondary education. The technical education in the secondary stage started recently with the pressing need for introducing various streams. The system of examination had always been under criticism. The administrative machinery of education in the State was headed by a Minister of Education with one or two deputies

¹⁸Upadhyay, S.K., A Study of the Development of Secondary Education in Madhya Pradesh (1900-1961), Sagar University, 1968.

and assisted by a Secretary, a Director and his subordinates. The finances were met from public funds consisting of provincial revenues, local cess and municipal assignment, and private funds comprising fees, endowments, donations etc.. But the grant from the government always made the largest proportion.

Kaura, in his study to evaluate the development of secondary education in all its phases in Punjab since Independence found that the development of secondary education was more quantitative rather than qualitative.

The major conclusions of his study were the following:

- (1) student enrolment rose five and a half times but the secondary schools just doubled in their number. The number of teachers went up by 3.75 times.
- (2) Only one-fifth of the boys and one-seventh of the girls out of the total population in age group 14-17 and three-fifth of the boys and one-third of the girls of the population in age group 11-14 were studying in the school in the year 1971-'72.
- (3) The unplanned expansion of training institutions adversely affected the standards.
- (4) Steps taken for the professional growth of teachers did not commensurate with the increase in their numbers.
- (5) Expenditure on secondary education went up seventeen times at constant prices but in reality there was no increase, rather there was a fall in expenditure and so the fall in standards.¹⁹
- (6) The increase in the number of schools was not followed

¹⁹Kaura, S.P., A Critical Study of the development of secondary Education in Punjab since the year 1947, Punjab University, 1973.

by a corresponding increase in the strength of the inspecting staff. This seriously hampered the efficiency of inspecting staff and ultimately resulted in the breakdown of the programme of supervision. The number of failures is very high.

Patel observed that the total number of middle schools in Gujrat, the enrolment of students, professional training was not perceived as essential for secondary schools by the Education Department. The pay of the teachers was very low. The curriculum was linguistic in character. Subjects like Physics, Chemistry and Biology had no place in it.²⁰

A number of studies have been conducted regarding development and problems of secondary education in the North-Eastern region in recent years. A study analysing the contribution of one of the province christian institutions in Shillong was conducted by Elizabeth Corrie. The institution, St. Edmunds school was established by the Irish Brothers in 1916 was initially exclusive school catering for Europeans and Anglo-Indian children. the Anglo-Indians formed only 25 per cent of the whole. After Independence the character of the school changed in sizeable members. The character of the school is still undergoing change. Today it caters to the depressed sections of society and provides quality education at school level.²¹

²⁰Patel, P.A., A Study of factors affecting growth of secondary Education in Gujrat during nineteenth century. Maharaja Sayafirao University of Baroda, 1975.

²¹Corrie, E., The contribution of St. Edmund's school to the department of Education in Meghalaya; M.Ed. dessertation 1982, North Eastern Hill University.

Commenting on the pattern of development of secondary education in Mizoram, Zote in his study observed that secondary education was not given due attention during the missionary period. The missionary activities remained confined to primary education alone. The only high school that started in Mizoram on the eve of Indian Independence was due to a private enterprise undertaken by the Mizo people themselves. The post-Independence period, particularly after Mizoram became a Union Territory in 1972-'73, has witnessed a large scale expansion in secondary education.²²

A study was conducted by M.Ed student in 1978-80 on the development of secondary school Education in Shillong from the year 1880 A.D. to the year 1970 A.D. The findings of the study revealed that there were different media of instruction in the schools. There were schools having English, Bengali, Assamese, Hindi, Khasi and Nepali as their medium.²³

Warjri, D.R. conducted a study on the contribution of the missionaries towards Development of Education in Khasi hills, 1941-69.

It has been observed that Welsh mission was the first mission when came to Khasi Hills to introduce and promote

²²Zote, L., A Study of Development of Secondary Education in Mizoram, Dissertation, North-Eastern Hill University, 1984.

²³Langstien J., A Study on the Development of Secondary School Education in Shillong from the year 1880 A.D. to 1970 A.D., M.Ed. Dissertation, Shillong: North Eastern Hill University, 1978-1980.

formal education among the Khasis.

The Khasis had many dialects varying from village to village. The Welsh missionaries then made Chera language the book language of the Khasis through which all the people of Khasi hills could understand each other.²⁴

Momin in his study said that J. Stoddard were the first missionaries among the Garos. Dr. M.C. Mason and E. Phillips opened first missionary school at Tura. The American Baptist Mission Society was the founder of formal education in Garo hills.²⁵

Khongwir in her study on development of Adult and non-formal education in Meghalaya from 1972-73 to 1981-82 revealed that there were significant developments in the area of adult and non formal education in the State of Meghalaya. Since the launching the National Adult Education Programme in 1978-79. The public participation, the government's involvement and the instructor endeavours have brought adult education facilities to the door-step of many Meghalaya rural areas and the amount earmarked for the above purpose was also encouraging.²⁶

ghosal conducted an inquiry into the curricular trend

²⁴Warjri, D.K., A Study on the Contribution of the missionaries towards Development of Education in Khasi Hills 1841-1969, M.Ed. Dissertation, North-Eastern Hill University, 1983.

²⁵Momin, A., A Study of the contribution of the missionaries towards development of Education in Garo Hills 1982-84, M.Ed. dissertation, North-Eastern Hill University.

²⁶Khongwir, H.P., A Study of the Development of Adult and non-formal Education in Meghalaya from 1972 to 1981, M.Ed. dissertation, North-Eastern Hill University.

in the secondary schools of India during the British rule.²⁷ The objective of the study were (i) to test the validity of the educational system of the country which had always been to some extent, the microcosm of the larger social system, and (ii) to analyse the curricular trends in secondary education in India in context with the developments in England. The study revealed that (i) the secondary school curricula, both in India and England, had during the period of the enquiry introduced reforms as and when it needed an adjustment with the changes in the social, economic or political sphere (ii) Curricular reforms, when introduced gradually and at the lower pace, generally suited well with the system into which they were introduced. (iii) Indian secondary education at the end of the British rule was much the same as it was in 1904. (iv) the reformers of Indian education studied foreign systems of education and tried to derive benefit from it, which resulted in a system unsuitable to the Indian situation. (v) The first quarter of the present century witnessed in India a reaction against the lowering down of the standard of the secondary education. (vi) The secondary school in India had failed to deliver goods for the simple reason that its curriculum was an imitation of the British model without proper consideration of the social economic or cultural context of the nation.

Shah conducted a study on the programme of Home Science

²⁷Ghosal, T., An inquiry into the curricula trend in the secondary schools of India during the British rule. Calcutta University, 1973.

Education in the secondary schools of India. The main objective of the study was to have a deep look into the programme of Home Science education and to propose and improve four year programme in secondary schools.²⁸ The findings were as follows: There were more than one thousand multipurpose schools with Home Science Wing in India. The educationists emphasized the importance of scientific knowledge in day to day affairs and recognized home science as a major activity in terms of work experience but it failed to achieve the goals due to academic financial and other physical hindrances. Internal assessment was impracticable mainly on account of lack of funds, facilities and enthusiasm of both the administration and the teachers.

Rudyard, Bent, Kronenberg and Charles (1961) in their studies on secondary education in New York found that the two world wars emphasized the fact that national defence depended upon technology and cooperative effort rather than upon individual skills of an army of men with guns.²⁹

As the United States emerges from a colonial country, to a world power, it became evident that universal secondary education was necessary to maintain this position. Trained leaders, statesmen, skilled workers and technical know-how were needed.

²⁸Shah, J.G., A Critical inquiry into the programme of Home Science Education in the secondary schools of India, Maharaja Sayajirao University of Baroda 1975.

²⁹Bent, G., Keyard-Kronenberg, Principle of Secondary Education, New York, McGraw Hill Co., 1961.

Douglas investigated that until about 1920 secondary education both in the United States and abroad was aimed largely at preparing youngsters for college. Beginning in the early part of this century, enrolments in grades 7 and 12, in American secondary schools increased very rapidly moving approximately from one million above grade 8 in 1900 to more than ten million in 1961. In 1961-62 nearly 90 percent of the population between the ages 12 to 17 were enrolled in school. As enrolments increased, more Americans committed themselves to the philosophy of secondary education for all youngsters. In 1961 almost two-thirds of those who started with their classes in the seventh grade graduated from high school.³⁰

A reform Commission has been set up in Austria to examine different types of school organizations proposed as suitable for the 10 to 14 age group and to test various designs of comprehensive school. Suspension of the entrance examination requirements for general secondary schools was approved in 1971.³¹

In Latin America, Brazil has reformulated the secondary school curriculum and for the junior stage, plans to draw attention away from the appeal of higher professional or university training. Argentina also is experimenting with an altered pattern of junior education, envisaging a primary stage of five years, followed by a four year middle school affecting generally an

³⁰Douglass, R.H., Trends and Issues in Secondary Education, School of Education; Colorado University, -1965, p.11.

³¹Initiatives in Education - A World Profile for 1971-1972. Prepared by International Bureau of Education, Geneva, p.40.

age group between 10 and 14. The declared aims are ambitious and begin significantly with the purpose of offering a stage of schooling which will be adapted to the psychological and physiological characteristics of puberty. Assistance in the matter of personality discovery and affirmation will also be provided coupled with guidance towards later stages of school or employment. Sweden notable among the advanced comprehensive systems is that in 1971 the upper secondary commercial and technical students were integrated to form the gymnasial school. The Swedish reforms which were not the product of educational Research but of social, political and economic pressure, affected at the time 90 per cent of all 16 years old in school. The integration of the three upper schools in one institution will help to bridge the gap between the traditionally esteemed gymnasium and the fackskola or continuation school which had entry requirements below those of the gymnasium. The fackskola was supposed to offer 2 years courses leading to 2nd year gymnasium by transfer, but it was doubtful how many students found this possible or if Swedish firms were really prepared to welcome the qualifications of a fackskola certificate holder.³²

Changes in Belgium form part of the newstyle secondary education which began in 1969 in 22 schools and was extended to 93 French speaking schools after September 1970. Twelve Flemish language schools participated in the move in 1972.

³²Ibid., p.42.

The aim was to gather up those who are twelve years of age, have been slow learners in primary classes, are undecided about their next course of studies and need special attention. These students enter the reception classes which run parallel to the ordinary classes in the first and second year of secondary education and have extra attention and time given to their mother tongue and mathematics studies. They are observed with a view to help them to decide about their future destination. They can proceed after the first reception year to either first year secondary education, second year secondary education or second year reception class. The slow learners are thus at last to have attention paid to them in proportion to their needs, which gives some way to meet recent complaints that less effort is made to teach the slow learners in class, and that the schools and the teachers are not interested in them. They are said to have trouble in absorbing education when the fact is that the school does not make any effort to absorb them allege critics of existing system.

The Belgian experiment is noteworthy not only for its enterprise but for the wide school span it has reached already. Orientation in Belgium begins in the third secondary year, after the observation phase. Of course observation is indispensable to orientation and includes direct observation by teachers as well as the information supplied by aptitude tests and school results.³³

³³Ibid., p.44.

The expansion of comprehensive schools in the United Kingdom has been so rapid that their internal organization is in process of change. For example, a survey recently published found that no school in the sample studied used mixed ability groups throughout the middle years of secondary schooling. The change in the spread of subjects and the regrouping of pupils occurred on passage from third to fourth year and at this stage it is worth noting how closely social class was related to the choice of future courses. Nevertheless there has been a pronounced trend towards a common course and non-streaming in junior secondary schools was emphasized in another thorough study of British comprehensive schools. A few years ago very few schools used mixed ability grouping, it was considered radical and impracticable except for the non-academic subjects such as art and religious instruction. Authorities who in 1954 were looking with distaste on the idea of mixed ability grouping had by 1968 began to speak with approval of the unstreamed situation. Those schools which do provide a common course for several years and stick to mixed ability grouping are attempting to realize the full advantage of comprehensive organization in terms of equal opportunity and undifferentiated educational experience for all their pupils as Professor Simon has observed. They thus fulfilled the standards suggested for optimal democratization.³⁴

The inner organization of comprehensive schools must cater for those who wish to leave school at the minimum age,

³⁴Ibid., p.45.

whether it be 16 or above 16 and also those who wish to stay on to obtain vocational or pre-academic qualifications. Consequently the organization problem is a complex one. In 1961, 50 per cent of those over 15 in England and Wales were staying on but the raising of school leaving age to 16 is going to alter all, and it will be interesting to see how schools tackle the problem of continuing social and intellectual mixing patterns during the period when specialization occurs. Some interesting solutions were being tried out in the United Kingdom, special courses for those about to leave to seek work in the labour market, while some schools adhered firmly to the idea that, as a school curriculum should not encourage young school leavers, it is wrong to differentiate between courses for those staying on at school and those intending to leave at the earliest possible date. The desirable curriculum should be devised for the whole school, without committing any one pupil to leave at a particular stage.³⁵

Thailand is one of the many countries which has turned its attention to secondary schools which combine general education courses with pre-vocational subjects, while still attempting to cater for the few who go on to specialized higher certificates. In 1971, Thailand reported that over the past ten years 20 new type comprehensive schools had been built at considerable expense, the enrolment reached a figure of 24,000 so that schools are average size comprehensive. It is worth noting, however that this phenomenon is limited to the bigger urban centres.³⁶

³⁵Ibid., p.46.

³⁶Ibid., p.48.

Federal Republic of Germany

Changes reported from Denmark correspond with the extension of compulsory education to eight years (1972) target to 1973 target. The distinction between students in the general schools (roughly the pre-vocational) and students in the Realafdeling (pre-grammar school or pre-academic) will be diminished and eventually abandoned. Joint studies have already been initiated in Danish foreign languages, mathematics, science, social studies, artistic creative activities for both "general" and real students. From the ~~nineth~~ school year it will then be possible for pupils from either stream who show ability to proceed to upper secondary (gymnasium) studies after the age of 17.

Asia

In Asia general or academic type education is given to about 94 per cent of the total school enrolment yet an overwhelming proportion of the population lives in rural areas. In Africa and Latin America the proportions are equally out of balance, and education is at a premium in rural areas. The Conference at Caracas in December 1971 might have been describing the state of affairs in Africa when it reported that it is in rural areas in all countries of the region that schooling reaches fewest children, shows the greatest qualitative failings and yields lowest results as a service. The Conference went on to recommend that forthcoming innovations should, during the next few years, aim at improving the

educational opportunities open to rural people and to under-privileged groups, in an effort to achieve parity with the urban areas. As nearly half the labour force is employed in agriculture, it is clear that nearly half the labour force in Latin America has very little access to education.³⁷

Africa

Report after report coming in from Africa deplores the unsuitability of traditional general education to local needs. The criticism is only reinforced by the prospects facing school leavers (including certificate holders) for whom there are no job opportunities.

In the early sixties, experts like Harbison and Myers were urging that the typical under-developed country should give absolute priority to second level education over all the other highly urgent educational needs. By 1968, however, it was clear that the economic growth-rate had not been as high as expected and Rene Mahen, the Director-General of UNESCO, pointed out at Nairobi that the shortfall in primary enrolment in the majority of African countries turns out to be so great that priority during the second phase should doubtless be given to primary education. But what sort of primary education? Camereion which has recently embarked on a scheme to spread a specifically rural type of primary education, hopes that the plan will prevent the conditioning of youth to an urban

³⁷Ibid., p.43.

wage expectation. Authorities are anxious to stop the drift to the towns in search of work exemplified by figures from the Ivory coast which showed that in some rural areas 97 per cent of primary school leavers migrated from their villages.³⁸

The swing from secondary general education towards some alternative form of primary and rural education which will undoubtedly affect children up to the age of 14 and beyond, is one of the challenges of the seventies.

The whole problem of education in rural areas is clearly a complex one which cannot be tackled by educational authorities alone. Side by side with educational development there must also be general development of the rural areas.

Secondary education in the hands of the new government in Uganda has received the lion's share of finance over the last few years, but this will change and in spite of the capital aid given under a World Bank Scheme which has now completed building of 39 schools, secondary education is likely to yield its privileged position to much needed construction of primary and technical schools. With only five technical schools and twelve rural trade schools to develop, a scheme for revitalizing the latter is being prepared and it is interesting to note that they are a legacy of mission days. The structure of technical school age groups is to be altered so as to dispense with the two years general education previously required of

³⁸Harbison, F., Human resources and development. In UNESCO's Economic and Social Aspects of Educational Planning. Paris: UNESCO, 1964, p.50.

primary school leavers before entry into vocational training. Now they will take East African "O" level examination before entering technical school and then immediately commence vocational training for which they should be better prepared after the age of 15 years. Experience elsewhere reinforced the government view that vocational training should not begin before the age of 15.

To provide the majority of school pupils with the basic knowledge and skills needed to lead happy and productive life as adults will involve a trend away from the academic preparation in primary classes.

This trend away from secondary education of the general or academic type will be linked with an effort to improve the quality of secondary training and to concentrate on agriculture, technical and commercial education. By this means the government hopes to control the over-production of secondary school leavers which has occurred recently.

The Ujamaa policy of the sixties has published Nyerere's challenging appeal to his people in Tanzania to cooperate in a policy of Ujamaa (self-reliance) and to build an education system suited to a rural economy. In the short time that has elapsed since then, there has been a great deal of discussion on the project. Turning away from the standards of urban individualized society Nyerere encouraged schools to devote themselves not to the things a doctor, engineer or a teacher need

to know but to the skills a pupil ought to acquire and the values to be cherished if he or she is to live happily and well in a socialist and predominantly rural society and contribute to the improvement of life there.

Secondary schools in Tanzania involves a relatively small enrolment (30,000). Their development along Ujamao lines has coincided with the general fall in post-secondary employment opportunities, which may have helped in persuading students to work in a cooperative state rather than to train themselves for professional states. The secondary pupil has his duties to perform towards the community apart from the school farm. There is work to be done with adult literacy, child welfare and communal labour and within a 51 period weekly timetable he has to prepare himself for seven subjects at school certificate level. It is not surprising that disciplinary problems have been few within a system which is as physically and mentally demanding as that of Tanzanian secondary schools. The practical work involved in the curriculum for Ujamao schools may include farm work with various crops - beans, groundnut, soya-bean. Fruit trees and cassavas are tended. Girls and boys cooperate in a type of cottage woollen industry, spinning, washing and dyeing the threads. Nursing too, offers further opportunities for mutual care between school and community.³⁹

2.02 Administration, Planning and Finance of Secondary Schools

Mammootil revealed that a number of deficiencies existed

³⁹ Ibid., p.52.

at all levels of administrative machinery from the central to the block level, though not in equal measure. There were problems like attracting the talented and qualified individuals into the cadre, following of petty policies and intrigues which influenced the efficient working of the administrative machinery. According to him the educational administrative system in India was outmoded, rigid and authoritarian; administrators were not having the freedom to make use of their creativity and initiative. Local community was not involved in the administration. The study has made suggestions with respect to administration, finance, curriculum and examination in the educational system.⁴⁰

The study of Syed offers vital suggestions in respect of financial management of secondary education. They are - (i) utmost economy in construction of buildings (ii) improvised equipments and their large scale production (iii) sharing in by a group of students of certain facilities (iv) increasing the number of working days and working hours (v) concentration of available resources on the development of some centres of excellence and quality in some secondary schools and (vi) avoidance of wasteful expenditure and rigidities of administrative and financial procedures.⁴¹

Hirendra Bhattacharjee conducted a study on planning

⁴⁰Mammootil, S.J., A Comparative Study of Secondary Education in India and England, Patna University, 1976.

⁴¹Syed, S.A., The Changing Pattern of Education Administration at the secondary level in Bihar during the last fifty years (1921-71), Patna University, 1976.

and financing in respect of the secondary Education in Meghalaya.

In the state of Meghalaya, the higher education is still in the infant stage, so secondary education is the only immediate hope of the state. Besides the state being predominantly an agricultural one, its future lies in secondary education because agricultural education can be best imparted at the secondary stage and available man-power can be effectively trained and utilized profitably in producing agricultural products through secondary education. The demand of the new State for middle level educated manpower to man the general administrative services and the need for primary school teachers in the State could also be met by the growing number of students now completing secondary education.⁴²

T.R. Balieh conducted a study of the problems of Educational administration in the secondary schools in Meghalaya and some of the problems facing the secondary schools identified in the study were the following:

- (1) Lack of good and standard school buildings, play-ground facilities, teaching aids, etc.;
- (2) problem of teaching languages was acutely felt;
- (3) problem of teaching science and mathematics was ^{remaining} a knotty one;
- (4) The problem of unplanned pursucution of studies without specific goals;

⁴²Bhattacharjee H., A Study of the planning and financing in respect of the secondary education of Meghalaya, M. Ed. dissertaton submitted to the North-Eastern Hill University, 1981-82.

- (5) The dearth and complete lack of school libraries, especially in the

Prakash conducted a study on secondary education in Uttar Pradesh with special reference to educational finance.⁴⁴ The objective of the study was to examine the major developments in the field of secondary education in Uttar Pradesh with special reference to financial aspects. Some of the important findings were as follows (1) The relative standing of secondary education in Uttar Pradesh went down during 1966 and 1974. This was mainly because of the backwardness of girls' education. The ratio of girls and boys' enrolment in rural area was 1:56 in 1966-67 as compared to 1:8 or more in other States. (ii) The expenditure per pupil at the lower and higher secondary stages was comparatively lower than that in all but three States. (iii) The expenditure in successive Five Year Plans showed a decline from the Second to the fourth Plan period. (iv) The system of maintainable grant-in-aid for higher secondary schools had undergone a drastic change since 1971. (v) On the basis of the present trend of expansion in enrolment at lower and higher secondary stages, the cost of secondary education in 1988-89 was estimated to be Rs.284 crores while fund for the purpose were expected to be Rs.200 crores only.⁴⁵

⁴³Balieh B. Roy, A Study of the problems of educational administration in the secondary schools in Meghalaya, North-Eastern Hill University, M.Phil Programme 1982-84.

⁴⁴Prakash, G.M., Secondary Education in Uttar Pradesh with special reference to Educational Finance, Allahabad University, 1975.

A study was conducted by Malaiya on secondary school finance in Madhya Pradesh brought out the following findings: (i) The socio-economic and the geographical conditions demanded more financial inputs in the school education. (ii) The trend in financing secondary schools had been towards shifting local burden on to the State government. (iii) The principals of privately managed schools and government schools enjoyed different types and levels of financial powers. (iv) The schools of Madhya Pradesh had spent very less money on purchase of books, maps, equipments for games and sports, medical services, mid-day meals and transportation.⁴⁵

The comparative study of Patel revealed that both in India and Britain the responsibility of education was accepted by the federal government, but in India the State shouldered the responsibility of financing and implementing policy decision on education. In U.S.A. the Constitution did not have a federal ministry of education. In all the three countries, there were state departments of education which delegated powers to the education officers to administer programmes and policies pertaining to education. The local administrative units were called differently in these three countries. In U.S.A. they were called District Authorities, in India Local Committees, and in Britain they were called Local Educational Authorities. Regarding supervision there were Her Majesty's Inspectors in Britain. Local supervisor

⁴⁵Malaiya, K.C., Secondary School Finance in Madhya Pradesh, Jabulpur University, 1977.

and District Superintendent in U.S.A. and District Educational Officers or District Inspectors of Schools in India.⁴⁶

2.03 Organization and Inspection of Secondary Schools

The findings of Verma showed that the single shift schools in Rajasthan were better than double shift schools from the point of view of organization of programmes, but more co-ordination was achieved in the single shift school. The decision of making progress was more quick and effective. Again in single shift schools supervisory conditions were found to be better.⁴⁷ The double shift schools were yielding economy in expenditure by accommodating a large number of students, but they did not achieve the purpose of some desirable curricular and extra curricular skills of the students.

Khanolkar in his study on secondary school organization revealed that (i) multipurpose schools were not new to the secondary schools system, as practiced courses were introduced in some form or another even earlier, (ii) the Indian secondary school instead of being able to influence society, had itself remained under a class and caste dominated Indian society, (iii) the multipurpose school appeared to have a western pattern but was found in practice to suffer

⁴⁶Patel, A.V., A comparative study of the role of the government in the organization and administration of secondary education in Britain, U.S.A. and India, Sardar Patel University, 1974.

⁴⁷Verma, J.P., A comparative study of administrative problems of single and double shift secondary schools in Rajasthan, Udaipur University, 1974.

from many deficiencies, in addition to those inherent in the Indian Secondary School system in general.⁴⁸

Gadgil traced the historical development of inspection and supervision in secondary schools in Maharashtra with special reference to government Inspectors, their selection, appointment, salary, status, working conditions, duties, responsibilities and training, women Inspectors, problems of inspections and essential criteria for inspection and supervision. The study has also indicated the lines on which inspection and supervision could be improved.⁴⁹

Sinha in his study on the control and administration of secondary education in Bihar stated that during the post-Independence period both the Directorate and Inspectorate have been greatly strengthened in order to meet the increased responsibilities for the expansion and reconstruction at all stages. The old system dated from the Wood's Despatch of 1854 has been still in operation and no attempt has so far been made to establish some national administrative machinery. The new agencies in the field of secondary education are the Board of Secondary Examination Board, the Director of public Instruction and the Deputy Director of Secondary Education. They are responsible for the planning of secondary

⁴⁸Khanolkar, D.S., A Critical Study of Secondary School Organisation in India with special reference to multipurpose school, Bombay University, 1960.

⁴⁹Gadgil, A.V., Evolution of the Concept and Practice of Inspection and Supervision of Secondary Schools in Maharashtra 1855 onwards, Poona University, 1976.

secondary education but execution is with the Board of Secondary Education and the Inspecting staff. The Secondary School Examination Board conducts the secondary as well as the higher secondary school examinations and prescribed courses of study for these examinations under the guidance of the State Education Department.⁵⁰

Trivedi who conducted a study on secondary school inspection in India came out with a survey cum problem analysis which indicated the major dimensions of inspection of schools by the officials⁵¹ of the state Education departments in different parts of India.

According to Tochwang science education in Mizoram has gained a considerable momentum since the evolution of the science promotion using in the Directorate of Education and the academic using in the Mizoram Board of school Education.

Prior to 1973 science was taught to the middle schools as general knowledge with Biological sciences, and in the high schools it was only an optional subject. In 1977-78 the Mizoram Board of School Education came into being, and science was made a compulsory subject of study at the high school stage. At present it is a subject to be studied by all, right from Class I to Class X.⁵²

⁵⁰ Sinha, G., Control and administration of Secondary Education in Bihar - A Critical Study of its Evolution and growth, Patna University, 1973.

⁵¹ Trivedi, A.K., A Critical Enquiry into the secondary Schools Inspection system in India, Maharaja Sayajirao University of Baroda, 1965.

⁵² Tochwang, S., Present Position of Science Education in the High School of Aizawl, M.A. dissertation 1982-84, North Eastern Hill University.

Lalhmingliana studied the high school science curriculum in Nagaland and observed that a number of topics in the science course were found to be difficult for an average naga student. He suggested the inclusion of units from the following disciplines in the science curriculum in order to make relevant to needs of students in Nagaland are - (1) agriculture (2) geology (3) Forestry (4) sericulture (5) Horticulture.⁵³

2.04 Evaluation of Secondary Schools

Desai while evaluating secondary schools in Gujarat Saurashtra and Kutch observed that there is a general lack of awareness of purpose of education all over. He felt that institutional evaluation programmes, if earnestly taken up would help to increase self awareness among all concerned.⁵⁴

Kailash in a comparative study of the group structure in the higher sections of day and residential schools found that both the types were heterogenous units. Residential schools were superior to the day schools in respect of intelligence level of the pupils. Both types of schools were similar in the mean level of self adjustment among pupils. There was more cohesiveness and integration in the classrooms in the residential schools than in the day schools. Residential school pupils got more opportunities in human relations and

⁵³Lalhmingliana P., An Evaluation of the High School science curriculum of Nagaland. M.A. dissertation 1982-84, Kohima, North Eastern Hill University.

⁵⁴Desai, D.B., Evaluation of Secondary Schools of Gujarat, Saurashtra and Kutch Maharaya Sayerjirao University of Baroda, 1966.

possessed more indirected influence among pupils than day school children.⁵⁵

2.05 Inservice Programme in Secondary Education

Srivastava in his study has shown there is a significant improvement in teacher attitudes with increasing number of in-service activities attended. It has also revealed that the attitude of the teachers towards the profession as well as towards the extension programmes stabilises after attending four extension programmes. The improvement is rapid after participation in the first activity and it goes on improving up to the stage of participation in the fourth activity.⁵⁶

2.06 Innovation of Secondary Education

Pandya in his study showed that teachers of the advanced district schools differed significantly in respect of teachers sensitivity and innovative institutional practices. Advanced district schools stood higher in the openness of organizational climate of schools and lower in closeness of climate than the backward district schools. Advanced schools were found to have achieved more gains from supervisory services. So far as the factors that brought innovations and change in the secondary schools, the staff structure and motivation in the advanced schools were higher and better than those

⁵⁵Kailash, C., A Comparative Study of group structure of higher secondary pupils in grade ninth to eleventh in day schools and Residential schools Agra University, 1973.

⁵⁶Srivastava, S., Growth and organization of Inserve programme in India and its impact on secondary schools, Sardar Patel University, 1966.

om backward schools.⁵⁷

Doctor conducted a study on the factor related to innovations and changes in the secondary schools of Bulsar and Surat District. The major aim of the study was to investigate into the innovative practices and changes in secondary schools.⁵⁸

The following were some of the major findings: (i) the headmasters of the highly innovative schools possessed higher innovativeness than those of low innovative schools, (ii) the highly innovative schools had significantly lower number of innovative teachers whereas low innovative schools had higher number of innovative teachers, (iii) with regard to the variable total evaluation of schools, Bulsar high schools were superior to low and average Surat schools, (iv) the average Bulsar school differed significantly from Surat high schools and the difference was in favour of Surat high schools and the difference was in favour of Surat high school, (v) 75 per cent of the schools were well equipped with the required educational aids, (vi) schools had a tendency to prefer innovative practices in academic area, (vii) most of the innovations were headmaster-centred.

⁵⁷ Pandya, D.G., A Study of Effectiveness of supervision as a function of organisation variables and professional equipment of high school supervisors, Maharaja Sayajirao University of Baroda, 1975.

⁵⁸ Doctor, A.W., A Study of the factors related to innovation and change in the secondary schools of Bulsar of Surat Districts, Sardar Patel University, 1973.

2.07 Problems of teachers in Secondary Education

Karmayogi in his study on educational administration in Madhya Pradesh found that the qualification, pay scales and working conditions of divisional and district educational administrators were not found satisfactory. There was no provision for training of educational administrators. The methods of promotion were not scientific. The selection procedures of teachers were not objective. Sixty per cent of schools lacked adequate facilities. Schools were rarely inspected. There were no provision for moral education in school curriculum. There was no cooperation between school and community. Quarterly and half yearly examination rules in the schools were incoherent and invigilators of examinations faced threat to personal security.⁵⁹

Anjaneyulu conducted a study on a study of job satisfaction in the secondary school teachers and its impact on the education of pupils with special reference to the State of Andhra Pradesh. The study revealed that frequent transfer, low standard of pupils, interference of politicians, inadequate salaries, lack of academic freedom, lack of job security were the major factors for dissatisfaction of the teachers.⁶⁰

⁵⁹Karmayogi, R.P., An Investigation into the problems of educational administration in Madhya Pradesh from 1946 with reference to secondary education, Ranihankar University, 1977.

⁶⁰Anjaneyulu, B.S.R., A Study of job satisfaction in the secondary teachers and its impact on the Education of pupils with special reference to the State of Andhra Pradesh, Maharaja Sayajirao University of Baroda, 1968.

Another study was conducted by Nagpal on "Problem of secondary teachers in the Border area of Punjab". It was found that only one third of the total number of the teachers serving in these areas preferred to work there. Over sixty per cent felt insecure due to improper arrangements of civil defence. Punctuality in attending the schools was another casualty. The reason was that very few dwelling units could be located in that area and therefore the teachers had to live at distances ranging from one kilometer to thirty kilometers away from the place of work. Lack of transport, lack of entertainment etc. affected the working of these teachers.⁶¹

Ezkeil conducted a study on Teacher participation in school administration in Greater Bombay. The study revealed the following:

1. Democracy in administration had been advocated for the past 20 years and there were evidences of a change in the direction.
2. Matters of large general concern usually occupied the centre of attention with much cooperation and group participation.⁶²
3. All phases of administration did not lend themselves to participation.

Gajen and others conducted a study on measurement of achievement in mathematics. The study aimed at (i) analysing

⁶¹ Nagpal, G.L., Problems of secondary school teachers in the border areas of Punjab, NCERT (financed), 1972.

⁶² Eyebail, N., Teacher participation in school administration in greater Bombay, Bombay University, 1966.

the nature of paper setting of school final mathematics paper (ii) making suggestions for improving paper setting. Some of the findings of the study were (i) the examination in mathematics did not measure mathematical ability to a significant degree. (ii) Some of the important topics were not covered in the question paper (iii) Questions which really measured mathematical ability were poorly answered (iv) Questions lacked discriminatory value, with most of the questions of discriminating only at low levels. (v) Questions of unequal difficulty value were set as alternatives.⁶³

Singh conducted a study on analysis of scholastic aptitude for learning Geography at higher secondary stage.

The specific aims of the study were (i) to prepare an aptitude test battery in Geography for the higher secondary stage of education (ii) to find out the factors responsible for functional relationship between different subjects.

The investigation led to the following conclusions:
(1) Correlational study revealed that the understanding of physical phenomenon, recall of facts and comprehension of descriptive matter were the main abilities in case of boys, whereas finger dexterity drawing ability, recall of facts were the main abilities in case of girls (ii) factor loading revealed that in case of boys the first factor "Concrete

⁶³Gajen, A.K., Nanda, P.B. and others, Measurement of achievement in mathematics, I.I.T., Khargapur, 1961.

principle" was more important, whereas in case of girls the factor "abstractive principle" was found to be more important.⁶⁴

Ghose conducted a study on the backwardness in English in the secondary schools of West Bengal. The objective of the study were to carry out a survey of the attainment of pupils in English and to diagnose the backwardness in specific areas of English. The findings of the study were (i) 32 to 34 per cent of the children of West Bengal schools were backward in English. (ii) Backwardness in different aspects of English taken in order of their intensity were use of capital letters and punctuation, comprehension and sentence construction. (iii) Causes of backwardness were unscientific curriculum, lack of attention at home, unsuitable teaching method, lack of proper place to study, poor health and substandard attainment in English at primary stage.⁶⁵

Tiwari conducted a comparative study of personality of High School boys and girls in Gorakhpur. The major findings of the study were as follows: (i) Boys were found to exceed girls and urban students were superior to their rural counterparts in intelligence. (ii) In sociability, girls were superior to boys and urban students were superior to rural students. (iii) Boys were more adjusted in comparison to girls. Boys were superior to girls in industriousness. But there was

⁶⁴Singh, B.B., Analysis of scholastic aptitudes for learning geography at higher secondary stage, Gorakhpur University, 1974.

⁶⁵Ghosh, A., Study of backwardness in the secondary schools of West Bengal, Kalyani University, 1977.

no significant difference between urban and rural students. (v) As regards discipline no significant difference was found either in sex or area. (vi) Girls of Gorakhpur region were superior in health to boys and urban students were superior to rural ones.⁶⁶

Varma conducted a study on frustration and maladjustment of retarded adolescent school students. The main objectives of the study were the following: (1) To investigate the state or the condition of adjustment in the high school failed students; (2) To find out how the high school failed students adjust to the situation of failure.

The major findings were (i) high school failed adolescent group as a whole was found to be of lower intelligence than the normal group. (ii) The main cause of failure as given by the whole group was physical illness and ill-health. (iii) Mental worry was another cause of failure as given by the failed student group. (iv) The failed group was less adjusted than the normal group, girls were more adjusted than boys. (v) Quite a large number of the failed students suffered from tension, anxiety and mental conflicts.⁶⁷

Reddy conducted a study on development of vocational sense among adolescents - socio-economic and rural urban

⁶⁶Tiwari, S.N., A Comparative Study of personality of high school boys and girls, Gorakhpur University, 1977.

⁶⁷Varma, V., Frustration and maladjustment of retarded adolescent school students, Lucknow University, 1968.

variations in the development of vocational sense among high school boys.

The object of the study were (i) To investigate the nature of vocational development in the high school boys of grades IX and XI; (ii) To investigate the possible rural-urban and socio-economic variations in the pattern of vocational development. The major findings of the study indicate that (i) In case of urban subjects the percentage of making vocational choice increased with grade level. (ii) Middle socio-economic group showed knowledge of distinctively higher number of occupations than high or low socio-economic groups and this knowledge increased with increasing grade levels; (iii) There was a clear development trend with increasing grade levels with regard to choosing right occupations in terms of their intellectual capacity; (iv) There was increasing integration between subjects self concept and their chosen occupation; (v) Urban subjects chose occupations which were in agreement with their self concept.⁶⁸

Commenting on the problems of teachers of high schools in Nagaland, Tali observed in her study that a good number of high school teachers in Nagaland are low achievers and untrained and who face various problems pertaining to academic work, cannot possibly do justice to their activities in a classroom. She has made a number of suggestions meant to

⁶⁸Reddy, R.K., Development of Vocational sense among adolescents in socio economic and rural urban variations in the Development of Vocational sense among high school boys, Osmania University, 1974.

improve the structure.

The perception of teaching as low paid and "lower status" job may have contribute to the failure to attract talented and educated Nagas to the teaching profession.⁶⁹

A study was conducted on the questioning behaviour of teachers in the classrooms in Shillong was conducted by Lyngdoh. Some of her findings were that trained teachers asked the maximum number of questions in the classroom. Female teachers have a high percentage and questioning than the male. In most cases questions covered only few pupils praising or encouraging a student by teachers are an answer was given was reported in all groups of teachers except history teachers. pupils initiative before a question is absent in all the groups.⁷⁰

Varma conducted a study on Relationship between the patterns of interpersonal relative and values of teachers and students in secondary schools.

The main objectives of the study were (i) to find out the extend to which values are related to the patterns of interpersonal relations, (ii) to find out the extent to which one's values are related to one's socio-economic status, (iii) to find out the value system of teachers and students

⁶⁹Tali, R., A Study of the problems faced by high school teachers and their attitude towards teaching profession in Nagaland, Ph.D. Thesis, North Eastern Hill University, 1984.

⁷⁰Lyngdoh, R. A Study of the questioning Behaviour of Teachers in some selected schools in Shillong, M.Ed. dissertation 1977-78, North Eastern Hill University.

and (iv) to construct and standardise a tool to assess the personal values in the Indian conditions.

The main findings were (i) the value system of the teachers and students were found to be quite different from each other and teachers were found to be more concerned with their status and power and less with knowledge and social virtue, (ii) friendly interpersonal relation between the pairs of individuals were not found to be related to the value system (iii) a competitive value was found to be correlate of paired friendly relations when it was low, average and not high, (iv) the popular teachers were found to be helpful and cooperative in achieving the students' goals and making their school life a pleasant experience, while the unpopular teachers were likely to produce the reverse effect.⁷¹

Bhattacharjee in his study on the teaching of English in the high school in Meghalaya found the following:

- (a) Majority of the teachers of English were not professionally equipped to teach English;
- (b) Teaching at the foundation stage was neglected;
- (c) There were no uniformity regarding workload of teachers of English in different categories of students.

The investigation made a number of suggestions to improve the situation. The teachers of English should as

⁷¹Varma, K.P., A Study of relationship between the patterns of interpersonal relations and the values of teachers and students in secondary schools, Agra University, 1972.

a matter of principle, provide scope for the practice of all the four skills e.g. the skills of understanding, speaking reading and writing, in every lesson.

In teaching grammar, attempts should be made to correlate grammar with text book language items and inductive method should be used for teaching grammar at the foundation stage.

In composition work, oral work should be followed by written work.⁷²

2.08 Attitudes of parents towards secondary education

Shah found in his study on parent attitudes towards secondary education in Khasi district that educated parents had more favourable attitude towards secondary education than less educated ones. Sex had no influence on parental attitude. Parental attitude had a negative relation with their age. Rural parents had less favourable attitude than urban ones. Parents with smaller family size had more favourable attitude than those with larger family.⁷³

2.09

2.09 Students problem on Secondary Education

Ganguly conducted a study on few factors causing breakdown of social adaptability amongst the secondary students

⁷² Bhattacharjee, R., An Investigation into the teaching of English in the High Schools of East Khasi Hills District of Meghalaya, Ph.D. thesis, North Eastern Hill University, 1983.

⁷³ Shah, H.P., A Study of parents' attitude towards secondary Education in Khasi District, Sardar Patel University, 1976.

of West Bengal.

The following were some of the salient findings (i) such factors as physical state, economic insufficiency, political atmosphere, leisure time activities, home environment, social participation, educational facilities contributed to social unrest, (ii) Boys of better economic conditions, better home environment and having better educated parents were better adjusted, (iii) students of humanities were more maladjusted than those belonging to science or commerce faculties and correspondingly girls were better adjusted.⁷⁴

The study conducted by Sharma on secondary school in Rajasthan indicated that the number of unaccepted students was greater than the accepted ones which showed a need for proper guidance and assistance. Intelligence played an important role in getting the students accepted in the group. The accepted students showed better adjustment. The most popular skills among both the groups were outdoor games.⁷⁵

Kumar found out that about half of the students were excessively dependent upon their parents. One-fifth of the students felt they were not loved in the family and felt their parents were disappointed with them. A majority of the students were introvert having a feeling of insecurity.

⁷⁴Ganguly, W.L., A probe into a few factors causing breakdown of grades of West Bengal State, Calcutta University, 1969.

⁷⁵Sharma, M.L., An Investigations into organizational climate of secondary schools of Rajasthan, Meghalaya Sayajiroo University of Baroda, 1974.

One-third of the students had a deep-rooted sense of inferiority regarding school adjustment. It was found further that class attainments were very much affected by the quality of home and school adjustments.⁷⁶

Adaval's study on causes of failure in high school examination revealed that the majority of students were below average in intelligence. The majority of students were introverts. They had withdrawn themselves due to unhappy and traumatic experiences in the environment. According to the Principals and teachers, the following reasons were responsible for the high rate of failure, the practice of double promotion, abolition of maths at the high school level and its reintroduction, defective curriculum, defective system of education, lack of devotion, guardians's indifference to the proper education of their wards, ill-equipped libraries and laboratories, students' poverty, lack of interest and attention in the class, promotion of weak students from class to class and financial difficulty.⁷⁷

Vora found that out of the total responses from primary to secondary schools, one-third of the secondary schools had no separate library rooms in the city of Bombay and in the interior of Maharashtra. Three-fourths of the secondary

⁷⁶Kumar, V., Maladjustment among certain higher secondary students and its variation to their attainment, Agra University, 1963.

⁷⁷Adaval, S.B., Causes of failure in high school examination, Allahabad University, 1961.

schools having separate library rooms had converted classrooms into library due to the problem of accommodation. In the secondary schools of Bombay except in few cases the number of chairs and tables were insufficient. The total stock of books was found to be insufficient in Bombay and Maharashtra. Most of the secondary schools used English newspapers, whereas in the interior parts, Marathi newspapers were subscribed.⁷⁸

Joshi in his study on bureaucracy in secondary schools of Rajasthan found that there was personalisation of school bureaucracy; it had engulfed the sectarian interest of caste, creed and political interest. The popular denunciation of bureaucracy was the result of the fear of undue usurpation of power, vested interest of officers, redtapism and lack of practical judgement. The clerical staff played a dominating role in decisions and that led to conflict.⁷⁹

The need and importance of student guidance services at the secondary school stage is gaining ground everywhere. Studies on such services are few because of non-availability of guidance services in most parts of India. In her study on guidance services in the Central district in Manipur, Santibala reported the following:

- (1) There was a reasonable growth in the guidance service in Manipur but the ground did not show the required interest in it.

⁷⁸Vora, M.K., The role of school libraries in primary and secondary schools, Bombay University, 1975.

⁷⁹Joshi, C.L., Bureaucracy in secondary schools of Rajasthan, Udaipur University, 1976.

- (2) The main function of the educational guidance service in the guidance bureau in Manipur was concerned with meeting pupil needs which were vital to pupil growth and which needed collaborative with consultative nature of services.
- (3) The main function of the special employment exchange for the handicapped persons was to give an assistance in the rehabilitation of physical handicapped persons namely blind, deaf and dumb.
- (4) There were no counsellors in the schools.
- (5) The various types of guidance were given to to the students, some schools were satisfied with it and some were not. Most of the schools were imparting vocational guidance, educational guidance and physical guidance.⁸⁰

Tolom studied the personality traits of high and low achiever high school pupils in Arunachal Pradesh and observed that on both high achievers and low achievers were having some differences in their personality traits. The two groups were different on trait i.e., undisciplined, self-conflict Vs controlled, socially precise, low achievers were undiscipline, self conflict where as high achievers were controlled and socially precise.⁸¹

Gupta's problems faced by high school students in

⁸⁰Devi, S.M., A Study of the development of guidance services in Central District of Manipur during the last one decade - M.A. Dissertation, North-Eastern Hill University, 1985.

⁸¹Tolom, T., A Study of personality Traits of High Achiever and Low Achiever XI grade students of Arunachal Pradesh 1983-'85. M.A. dissertation, Kohima, North-Eastern Hill University.

Aizawl schools in Mizoram revealed that pupils from Government Schools faced more difficulty as compared to the students of private schools regarding the science content, science text-book, classroom teaching in science subject, medium of instruction and evaluation in their learning science subject. It was also revealed that the pupils from private schools faced more difficulties as compared to the students of government schools regarding science laboratory, science activities, library and physical facilities for learning science subjects in their schools.⁸²

The survey on the development of secondary education in the developed and developing countries outlined in the preceding pages shows that the problems of developing countries are some what similar : the purpose of secondary education becomes that of inculcation of new value patterns in children and to prepare them for middle level and higher level sections for which there is an acute shortage of trained man-power, The successful experiences of some of these countries should therefore be worth noting, and emulating if found suitable. The review of progress of secondary education in other countries also shows in a comparative perspective the position of secondary education in India — its strengths and shortcomings. This stock taking should help Indian educational planners in involving appropriate strategies for future development of secondary education in the country.

⁸²Gupta, K.P., "An Investigation into the difficulties faced by High School students in learning science in the school of Aizawl Town, M.Phil Dissertation 1983-85, North-Eastern Hill University.

PROBLEMS OF SECONDARY EDUCATION IN MEGHALAYA
METHOD OF STUDY

3.01 Introduction to Method of Study

The present study has been undertaken to study the development pattern of secondary education in Meghalaya and also to identify the major problems faced by it after it became a separate fulfilled State. As a new state, Meghalaya has to face several problems in the field of secondary education which are peculiar to her because of the peculiar history of education in the past.

It was the purpose of this study to identify the problems faced both at the state level and at the institutional level in the field of secondary education in the State. In this chapter is attempted a description of the methodology adopted in conducting the study including data sources, data collection devices, population and sample used and the method of analysis adopted.

3.02 Sources of Data

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

All the available primary sources such as letters

of correspondences in the office of the Director of Public Instruction (D.P.I.), the Deputy Commissioner, the Inspectorate officials and other official records maintained in the archives. Data were also collected from the present State Government officials through personal contact and also from a sample of headmasters and teachers who sent in answers to the questionnaires supplied to them. The types of official records consulted under the primary sources included the following: The gazetteer of the Khasi and Jaintia Hills, the official correspondence made on the subject of education, the surveys of Five Year Plans, the draft Annual Plans from D.P.I. office, the proceedings of the Meghalaya Legislature, and official publications of the Meghalaya Board of School Education, the State Council for Educational Research and Training (SCERT) and other official records.

The secondary sources were the Meghalaya Year Books and other text and reference books and periodical publications on the subject. Information has been collected from the Meghalaya Records room and the Assam Records room regarding the educational system prevailing during the British and Assam periods.

3.03 Development of Tools

The investigator planned to collect information regarding various aspects of secondary education in Meghalaya at the institutional level from the headmasters and teachers

from a representative sample of secondary schools in the State. The method adopted for this purpose was the questionnaire approach. In the present study a questionnaire for the headmasters/headmistresses and another questionnaire for the teachers of secondary schools had to be prepared to know the present situation prevailing in the secondary schools in Meghalaya. The special reasons for selection of questionnaire as the chief tool for data collection were the following:

- (i) The investigator had to collect the data from all the headmaster/headmistresses of government, deficit, non-deficit, urban and rural secondary schools in Meghalaya through correspondence. Most of the secondary schools are located in rural areas separated from each other by a vast distance. The study is supposed to be conducted within a stipulated period of time.
- (ii) Questionnaires can be easily mailed, self-administered and stamped self-addressed envelopes improve returns. By using questionnaire one can record factual data, opinions and judgment data which the respondents personally possess. Well formulated questions seeking information not available from records or any other sources, may be obtained through this method. It is flexible and easy to plan, and quick to administer.
- (iii) The respondents, that is the headmasters, headmistresses and teachers, can easily comprehend the questions and write the answers. Therefore using a questionnaire would not pose any problems with teacher respondents.

- (iv) The investigator in the forwarding letter sent along with the questionnaire can explain in detail about the purpose of the study for obtaining factual data from the respondents.

3.04 Development of the Questionnaire

(Questionnaire for the Headmasters) (Questionnaire-1)

The information sought to be collected from the headmasters pertained to certain overall questions relating to secondary education and certain other specific problems peculiar to their own secondary schools.

Ten schools were selected from Shillong for trying out the questionnaire on headmasters. There were 53 questions grouped under 11 categories. The final questionnaire was made after subjecting the original draft questionnaire to scrutiny of three judges familiar with the subject of research. After doing pre-testing on a sample of headmaster, as outlined above, some of the original questions were modified and nine new ones added in the final questionnaire. The finally selected sixty two items in the final draft were grouped under the following 11 categories. The responses to the questions had to be given in 26 cases in the Yes/No form and 21 cases it had to be expressed as a choice in the multiple choice question format. In the remaining 15 cases the respondents had to supply the responses in their own words. The information sought from the headmasters were grouped under the following headings:

- A - Objectives of Secondary Education in Meghalaya
- B - Curriculum of Secondary Schools
- C - Methods of Teaching and Evaluation
- D - Students' Enrolment and Performance
- E - Facilities in Secondary Schools
- F - Teachers and their Problems
- G - School Supervision
- H - School Management
- I - Finance and Auditing
- J - Innovative Practices in Secondary Schools
- K - Public Relations and Tribal Welfare.

**3.05 Questionnaire for the Teachers
(Questionnaire II)**

The questionnaire was framed in such a way as to trace out the information that can be obtained from a representative sample of teachers of different secondary schools regarding their working conditions, type of academic problems and opinions on various aspects of an academic and administrative nature affecting secondary education in Meghalaya together with their suggestions. There were 43 questions in the original form and they were grouped into 8 categories. Before finalising the questionnaire the same was subjected to scrutiny of the same three judges and then tried out on Secondary school teachers in 10 schools in Shillong.

One question concerning interpersonal relation in high school was dropped as it seemed irrelevant.

The grouping of items comprising the 42 questions in the final form of the questionnaire was done as follows:

- A - Teaching work in the Secondary Schools
- B - Curriculum of Secondary Schools
- C - Teaching Methods
- D - Examination System
- E - School Discipline
- F - School Organisation
- G - Service Matters and Teachers' Problems
- H - General Problems of Secondary Education in Meghalaya.

3.06 Population and Sample

The population in this study means all the high schools in the State of Meghalaya. Such schools in the state fall under the following categories according to management: (i) government managed, (ii) private schools receiving government grants under the deficit scheme under which teachers approved by the State government receive the approved scales of pay, and (iii) private schools receiving either an annual block grant or those receiving no grant at all. Some high schools in the State do not have attached junior classes. Again there are schools meant exclusively for either boys or girls and there are also schools which are co-educational. Majority of schools are located in urban areas. The State is divided into five revenue districts which are also co-terminus with educational districts each headed by an Inspector of schools.

3.07 Rationale for Sample Selection

Stratified random sampling was used to select schools

and teachers who should be given the questionnaires. The strata considered were the following: Schools located in the three major tribal areas under Meghalaya, namely, Khasi Hills, Jaintia Hills and Garo Hills; location of the school in the rural or urban areas; management of the schools as government, aided (deficit) and un-aided; co-educational schools, Boys' Schools and Girls' Schools; fullfledged high schools with middle section as well as schools without the middle school section.

3.08 Actual Sample

A sample of 100 headmasters and 150 teachers from 100 schools were included. The break up was as shown in Table 3.1.

Questionnaire for the headmasters were sent to 16 government high schools, 7 from Khasi Hills, 6 from Jaintia Hills and 3 from Garo Hills; to 73 deficit schools of which 37 were from Khasi Hills, 16 from Jaintia Hills and 20 from Garo Hills. Copies of the questionnaires were also sent to 11 non-deficit schools headmasters, 6 were from Khasi Hills, 4 from Jaintia Hills and 1 from Garo Hills.

According to the location of schools the sample consisted of 45 rural schools and 55 urban schools.

Altogether there were 16 government schools, 73 deficit schools and 11 non-deficit schools in which 25 were

TABLE 3.1. Number of secondary schools included in the sample shown according to various strata and respondents.

Group of Schools and respondents	Tribewise location			Area of residence		Management of School			Type of School Organisation			Type of school	
	Khasi	Jaintia	Garos	Urban	Rural	Govt.	Deficit aided	Non-deficit	Boys	Girls	Co-educational	Fullfledged with middle sections	Without middle section
Number of Schools	50	26	24	55	45	16	73	11	25	25	50	90	10
Number of Respondents													
Head-masters	50	26	24	55	45	16	73	11	25	25	50	90	10
Teachers	80	38	32	70	80	32	107	11	25	25	100	130	20

boys' schools, 25 were girls' schools and 50 were co-education schools. The total sample of schools consisted of 90 high schools with middle English schools classes attached to them and 10 with only high school classes.

From the above table it is also clear that 32 questionnaires were sent to 16 government schools teachers of which 14 were from the Khasi hills, 12 questionnaire were sent to six government school teachers in Jaintia Hills and 6 questionnaires were sent to 3 government schools in Garo Hills. The sample consisted of 11 non-deficit schools in which 6 were from Khasi Hills, 4 from Jaintia Hills and 1 from Garo Hills. The total number of deficit schools chosen in the sample was 107 of which 60 were from Khasi Hills, 22 from Jaintia Hills and the remaining 25 were from Garo Hills. According to the location of schools the sample consisted of 80 teachers from urban areas and 70 from rural areas.

Thus in all, the questionnaires were sent to 32 government teachers, 107 deficit school teachers and 11 non-deficit school teachers. These included 25 teachers from Boys' Schools, 25 from Girls' schools and 100 from Co-education Schools. Out of the total of 150 school teachers, 130 were from full-fledged schools and 20 from schools with high school classes only.

3.09 Procedure for Data Collection

Most of the questionnaires were sent by mail and only some were distributed by the investigator herself. Only few respondents returned the questionnaires promptly and most of the others had to be collected through personal visit to the different districts. Some were also collected with the help of friends. Some of the schools are located in interior places not connected by motorable roads and they had to be covered on foot. There were cases of schools where the investigator had to go twice or thrice for data collection.

The method of data collection was a time consuming process. It took about nine months to get a representative sample of responses from 60 headmasters and 75 teachers. In spite of several reminders, the remaining headmasters and teachers from the original sample of respondents did not return the filled-in questionnaires.

3.10 Method of Analysis

This study attempted to identify various problems affecting secondary schools in Meghalaya. Information regarding this was collected from the headmasters and teachers from a representative sample of secondary schools in the State.

The responses from the headmasters, headmistresses and teachers have been analysed according to male and female

respondents from urban and rural schools run by - Government, Private (Deficit) and private (non-deficit) schools. The data obtained have been analysed in terms of frequencies and percentages under the different broad meaningful heads in the following chapters. Whatever generalisations have been made, are based on the percentage of respondents giving particular responses to questions included in the questionnaire meant for the two categories of teachers and headmasters.

CHAPTER - IV

**DEVELOPMENT OF SECONDARY EDUCATION IN MEGHALAYA -
A HISTORICAL PERSPECTIVE**

4.01 Meghalaya: Certain facts — Location

Meghalaya formed as the 21st State in the Indian Union on 21 January 1972 lies between 25°47'N and 26°10'N latitude and 89°45'E and 92°47'E longitude. It is bounded by Goalpara, Kamrup and Nowgong districts of the Assam valley on the north, by Bangladesh on the south and west and by Mikir Hills and North-Cachar districts of Assam on the east. It covers a total area of 22,549 sq. km. with the total population of 13,27,874 persons according to the Census Report of 1981.⁸³

Meghalaya is a hilly state projecting like a monument between the two plains of Assam in the north and Bangladesh in the south. Meghalaya hill range has a link with the Borail range which is the off-shoot of the Himalaya mountains. The plutonic and organic rocks which characterise the upper surface of the state protects the hills from being washed away by the Brahmaputra to form a continuous plain with Bangladesh. The whole State is divided into five revenue districts: East Khasi Hills, West Khasi Hills, Jaintia Hills,

⁸³Mārweīn T.P., Meghalaya Hand Book, Garikhana road, Shillong 793002, East Khasi Hills, Ropmay Warphlang, Meghalaya, 1981, p.1.

East Garo Hills and West Garo Hills.

4.02 Climate

The whole state of Meghalaya is directly influenced by the south-west monsoon originating from the Bay of Bengal and the Arabian Sea. The monsoon begins sometime in the month of May and continues till October. The climate from November to April is almost dry. Sohra or Cherrapunjee and Mawsynram both in East Khasi Hills district, on the southern platform overlooking the plains of Bangladesh have the highest rainfall in the world. The rainfall recorded at Sohra was 967 inches or 24,554 mm. in 1974. In winter, that is December to February, frost falls for about two to three months in the higher altitudes of the Khasi and Jaintia Hills. For this reason the students get their vacation in winter in Khasi and Jaintia Hills.⁸⁴

The Garo Hills district has not summer and pleasant winter. The climate of Tura, the District headquarters of West Garo Hills is like that of the northern Khasi foothills adjoining the Kamrup plains and the place is malarious. The temperature is lower at higher altitudes. The students of Garo Hills enjoy their vacation in summer on account of intensive heat during the months of June-July. The Simsang valley in Garo Hills as an exception, has the most pleasant climate. Autumn and Spring are the most pleasant seasons

⁸⁴Ibid., p.4.

seasons of the year.

There was no separate entity like Meghalaya when the British came to these hills 150 years ago. There was no consolidated political jurisdiction in the hills. It was rather divided into numerous local chiefs who were often at war with each other, and 'might is right' was the order of the day. Taking advantage of this situation the British defeated the Khasis, Jaintias and the Garos at different times. In fact the ethnic significance of the term Jaintias should not have come into the picture at all if not for the political greed of the British. The Jaintias or Sutnga state, the territorial jurisdiction of which extended upto Jaintiapur now in Bangladesh was then one of the Khasi states. When the Jaintia chiefs were defeated by the British, its territory and its people were forced to pay taxes to the British. This resulted in the political and territorial separation of Jaintia Hills from the rest of the Khasi states. On the other hand the Khasi chiefs, twenty five in number though subdued, remained more or less semi-independent through agreement. They did not have to pay taxes to the British. Only those petty chiefs who were known as British subjects had to pay taxes.

4.03 The People

Meghalaya is the home of the two major hill tribes known as the Khasis and Jaintias and the Garos or Achik.

Although no record is available, it appears circumstantially that the Khasis were on the hills much earlier than the Garos. The Khasis believe that they have inhabited the hills since time immemorial. Many people believe to this day that they belong to the 'Hynniew Trep Hynniew Skum' (The Seven Huts). Their legend tells a fascinating story how God in the beginning created sixteen families of them and let them stay with Him in Heaven. He gave them the freedom to move between heaven and earth with the help of a mountain peak named "Sohpet Bneng" (The Navel of Heaven) until one day when seven of them chose to remain on earth leaving the remaining nine in Heaven. From that day, God removed the ladder and did not lower it down again. These seven families came to be known as **Ki Hynniew Ha Tbian** (The seven below) and those who remained in Heaven as **Ki Khyndai Ha Jrong** (The nine above). The Khasis as we know them today according to the timeless tales are the descendants of the seven below, as the tribe increased they gradually spread from around Sohpet-Bneng. To this day the Khasis invoke the intercession of the nine above, when they approach their God in prayer to forgive them their sins of omission and commission which they called "Ka lait ka let".⁸⁵

The word Khasi here includes the Pnars who generally call the Khasis as Khyndai or Khasis to distinguish them

⁸⁵Rymbai, R.T., Evolution of Modern Khasi Society: A Collection of Essays on the Khasi religion and Culture, Ri-Khasi Press, Shillong, 1979, p.53.

from themselves. The Khyntriams, on the other hand, call the Pnars as Sentengs, Jaintias or Pnars and refer to themselves as Khasis. Within the Khyntriam group are Bhois, Wars, and the Lyngams. Within the Pnars groups are the Wangs, Nongphylluts. The Wars are thus found in both the groups and are known as War-Jaintias or War-Pnars and as War-Khyntriams or War-Khasis, depending on whether their habitat is in Jaintia Hills or in Khasi Hills. This sort of differentiation between the Pnars and the Khyntriams was the outcome of a political discussion between them centuries of years ago, so that though they are one and the same people, it has become a practice to call them Khasi-Pnars or Khasi-Jaintias, since the Pnars are also known as the Jaintias. The people always speak of themselves now-a-days as Khasi-Pnars and own that they are the progeny of 'Ki Hynniew Trep'.

Long before the advent of the British, the Khasi-Pnars had been in contact with the people of the plains bordering their Hills. But such contacts were then confined to trade and commerce, when they went down to attend the markets in the plains. Some families from the plains did sometimes stray up the hills and settled there, but they like those whom the Khasi Pnars carried off in their occasional raids, were converted to the Khasi ways of life, down to the adoption of their religion and their matrilineal system. Thus we may say that the Khasi society remained in its pristine nature till the coming of the British to colonise their

hills, bringing in the people of the plains who, since then not only maintained their own identity but spread their own influence.⁸⁶

The Garos are of the stock known as the Tibeto-Burmans which drifted into Eastern India and Burma across the plateau of Tibet. Their language still retains some similarity with the Tibetan, and some of the ideas such as the sentimental value they attached to gongs, are identical with those prevailing in Tibetan villages.

It is more curious still that their language in its general construction, and in a few survivals of vocabulary should show traces of affinity with Turkish, supporting the theory that from some spot in central Asia a vast migration was impelled, possibly by growing scarcity of rainfall, and that from some of the wandering hordes are descended the people which later occupied Burma and a great part of Assam. It is remarkable that as Major Playfair has discovered, traditions should still be current amongst the Garos of their migrations from the uplands of the Himalayas to the valley of Assam. This is a most interesting illustration of the tenacity oral tradition amongst an unlettered race.⁸⁷

According to B.C. Allen, the Garos are believed

⁸⁶ Ibid., p.56.

⁸⁷ Playfair, A., The Garos with new introduction by Parimal Chandra Kar, United Publishers, Gauhati, 1975, p.31.

to be members of the great Bodo family who are said to have spread in successive wars not only over the valley of the Brahmaputra but even beyond it to the hills of Tippera. According to their own traditions, the Garos came originally from Tibet and settled in Cooch Behar. From there they were driven to neighbouring area of Jogighopa but they were again compelled to fly towards the south by the king of the country, and his ally the Raja of Cooch Behar. Their next wanderings were towards Gauhati, where they were enslaved by the Assamese but released by a Khasi prince who settled them in the neighbourhood of Boko. The place was, however, infested by Tiger, and the Garos then moved into the Habraghat parganas, and finally they wandered into the hills in which they now are found.⁸⁸

4.04 Indigenous System of Education

The type of oral traditional education of the Khasis and Jaintias imparted in the past greatly differed from the modern and contemporary system of education. The traditional system laid stress on practical and all round training in which men were acquainted with warfare, oratory, art (singing, dancing and music), community life, council sitting, sports including hunting, swimming and mountaineering, iron smelting, masonry, carpentry, craft, timber cutting, stone raising and architecture. Divination and sacrifices, discipline,

⁸⁸Allen, B.C., Gazetteer of the Khasi, Jaintia, Garo Hills, Lushai Hills. Srinagar Delhi: Mittan Publishers, 1857, 13.

efficacious role and unified programme were its motto. Theoretical lessons conformed to citing of proverbs, debates, story-telling. Education was community centred and culture based.

Women received austere type of training. They were custodians of religion. They brought up their children in line with community living and had various indoor and outdoor duties.⁸⁹

The Garos had **nokpante** (village dormitory for men) where young men and bachelors passed the night; this institution still survives in many places as a cultural centre. It played an important part during the village festivals and meetings. Here village boys received training in village administration, citizenship, community life under the guidance of veterans. They learned here their traditions and acquired knowledge in the arts of dances, music and singing. In the past, such a village institution played its role not only in matters connected with citizenship and administration but warfare training which was daily intensified at all the necessary levels. Besides these it imparted training to boys in games and sports. Teams of traders and warriors were selected and they conducted trades and training from it every year in the past. Unmarried young men, although detached from it in the day time, when they were confined

⁸⁹ Bareh, H., The Language and Literature of Meghalaya, New Delhi, 1977, p.42.

in assisting their parents in their homes, in the forests or in the fields, became integrated into it at night to further their sense of community life and shape the destiny of the village. Thus it had its impact as a school, a club, a cultural centre and a training institute. Today its importance has diminished in many places owing to the increase of schools.

The type of oral and traditional education of the Khasis and Jaintias imparted in the past greatly differed from the modern and contemporary. The traditional pattern laid stress on practical and all-round training.

4.05 The Khasi Written Language

In the past, the Khasis had no regular script of their own. The people made use of crude form of lexigraphy with inscribed geometrical figures used for commercial transactions. These signs (obtained from marks of line on a wall or stand) and others served the purpose of keeping oral accounts. In some interior places, this practice is still in existence. The people used several geometrical designs in their inscriptions connected with arts, crafts and architecture.

According to the Khasi tradition they believed that their forefathers at a very ancient time, used a script which was written on the bark of trees. But unfortunately

it was lost in a fire at their first headquarters at Nongkseh and Madur. Another story says it was lost in the floods. It tells us that two persons managed to escape the flood by swimming across it, one of whom was from the plains while the other was a Khasi. Both had their respective scripts. The former cleverly wrapped it inside his turban while he swam, but the latter finding no means to preserve his script swallowed it. Thus the ancient script of the Khasis was lost.⁹⁰

In the absence of their own script, the Khasis in the past were compelled to adopt the script of their neighbours, Bengali, Assamese and even Persian and Arabic. Several of the records kept in these scripts are, however, difficult to decipher as the language used in them is an archaic one. The Rajas of those days had preserved several land records in the Bengali script while the northerners had them in Assamese script. Records in Persian and Arabic, however, are not too numerous. The documents preserved in Bengali and Assamese were used for three purposes. In the first place they served the purpose of maintaining emissary contacts with the contemporary kingdoms. In the second place they were used for their own people residing in the plains, while the use of Persian or Arabic was helpful in keeping relations with Muslims. In the third place they served as reliable land records.

⁹⁰ibid., p.98.

The Rajahs were supposed to learn one of these languages keeping in view the contemporary political influence which served the purpose of reading and writing medium for communication with the outsiders. Tutors were employed to coach them and recording sometimes was done by the scribes. Letters were issued from the headquarters for keeping contacts with their own people in the plains. In June 1821 U Phan of Nongstoin delivered a letter to Geo Inglis, a lime merchant in Sylhet through an ambassador. In 1831 U Roba of Cherra at the height of the Anglo-Khasi war also sent a letter to an official at Sylhet urging him to reopen the trade with his people as its closure had caused them difficulties. The letter was written in Bengali. In 1834 Rijou, a lad of 13 years, ascended the throne of Nongkhlaw. He was capable of reading and writing in Bengali as their headquarters were located in Jaintiapur now in Bangladesh.

The syiems (Kings) of Jaintia, Nongkhlaw and Khyriem used Assamese (old form) as an official language. The same script was used in emissary contacts with the Ahom kings. The Khasi called this script Ahom-Bengali. Rambrai syiems also used Assamese. Bengali was used by the Langrin, Cherra, Khyrim, Myllem, Nongstoin, Mawiang syiems as well as by the rulers of Shella. Persian script was also sometimes used by the Mawiang, Cherra and Khyrim syiems. There is a reference to the use of Devangiri which is called Nagri language by the people.

Some of the Syiems used seals affixed on important documents. These seals were called Mohurs which were impressed in different colours — brown, green and black, they are neither oval nor quadrilateral. They bore the Raja's name with date. The Cherra seal is circular one having six small stars above the Raja's title with date below. It was of brown colour. Another Cherra seal was circular but with Persian characters. The Myriaw seal was also circular with Bengali characters.

Brass and copper seals used by servants of Khyrim and Mylliem syiems with symbols were in Bengali. It is believed that the coins and gold mohurs issued by the Khasi syiems were invented with either of the Bengali characters. The Khasis were compelled to use their script for the purpose of extension of their kingdom into Assam and Bangladesh and also for keeping records and other traditions with the people of the plains.

4.06 Garo Written Literature

The Garos like the Khasis do not have a written literary tradition, neither do they have a script of their own. There exists, however a belief among some sections of the Garos that they possessed a literature of their own script. According to this belief the Garo had their own literature written in their own script and language on rolls of parchment made from the skin of animals. The literature

was evolved while they were still in Mandalay, in Upper Burma. This was long before they came to Tibet. But when they left Tibet and wandered towards the plains of India, they were faced with acute shortage of food and so they boiled those scrolls of parchments and ate them up. In this way, their written literature was lost for ever.

There were some old Garo physicians who kept records of the list of herbal hoots on leaves and stems for every kind of illness, in their own style, and they seemed to have come to some understanding among themselves as they could differentiate the writing of each other. It is even said that they used to exchange letters in that script among themselves. If that be so, the practice of exchanging letters must have been stopped for it can no longer be traced.

4.07 Early Contacts with the British

The English were brought into contact with the Khasis by occupation of Sylhet. The magnificent lime quarries in the hills near Cherrapunji attracted European traders to Pandua. They tried their best to conquer Khasi Hills and some parts of it came into their possession.⁹¹

In 1824, Mr. Scott marched from Sylhet to the Brahma-putra valley across the Jaintia Hills and after the annexation

⁹¹Sangma, S. Milton, History of Garo Literature, written Literature. Ri-Khasi Press, Umsohsun, Shillong: North-Eastern Hill University Publication, 1973. p.15.

of Assam to the British by the treaty of Yandaboo, the linking up of the Brahmaputra and the Surma valleys by a road across the hills became a question of considerable importance.

In 1826, Mr. Scott won over Tirot Singh, the Syiem of land in the Brahmaputra valley. The Chief induced the inhabitants of the states concerned to authorise the construction of a road across the hills. Thus a road was constructed and bungalows were erected at Nongkhlaw. After being in contact with the English for sometime, Tirot Singh understood their policy of extending their territory and consequently he hated them. The British defeated Tirot Singh by means of a cunning trick and confined him in Dacca jail for the remaining period of his life as he did not want to be under the British rule.⁹²

4.08 British Relations with the Hill Tribes of Assam

Though the English Government was not in favour of interfering with the affairs of independent hill tribes it was not averse to consolidating its authority in the already conquered hill tracts. In 1858, Mr. Allen of the Board of Revenue proposed that the Syntengs should contribute something to the general revenue in acknowledgement of the supremacy of the government. He further pointed out that a light and judicious taxation would help the preservation of tranquility and general order in the Jaintia hills, and

⁹²Allen, B.C., Gazetteer of the Khasi & Jaintia Hills, New Delhi 110 035. Mittan Publishers 1857, p.13.

referred as an example to the hills of Singbhum District. The proposal was considered for two years and in 1860 a house tax was imposed on the Syntengs. The immediate result of this measure was a popular revolt.⁹³

Rajendra Singh, a Jaintia King wrote a letter to Captain Jenkins in April in 1836. Rajendra Singh wrote:

*"My country is very small. No ryot pays revenue in cash and I cannot alter the old customs. By the former treaty, my grand-father was to have somelands in Assam when that country had been conquered. This has not yet been given. On the contrary, my quiet country is put in trouble and my subjects in agitation. My hope^{1S} is in your justice."*⁹⁴

The Khasi hills was annexed to the British territory in 1833 after the death of King Tirot Singh. Jaintia Hills came under British rule in 1835.

In 1765, after accession of the Dewany of Bengal the British extended their authority to the border of these hills areas which were then surrounded by the estates of different Bengali zamindars, who were more or less semi-independent under the weak Moghul regime. These zamindars established, along the foot-hills, a string of **hats** (market places) where the Garos used to sell their produce and purchase their essentials on payment of tolas or taxes. The Garos were from time to time aggravated by the zamindars' frequent

⁹³Chakravarty, Chandra Birendra, British Relations of the Hill Tribes of Assam since 1858. Calcutta 12: Published Zuma K.L. Mukopadhyay 1964, p.26.

⁹⁴Borpujari, K.H., Problem of the Hill Tribes - North East Frontier. Grey Sheet Calcutta 6: Published by B.N. Dutta Baruah, Lawyer's Book Stall, 1970, p.94.

mercenary raids into the hills.

The Garos were divided into two sections just before the contact with the British. Many of the Garo Chiefs, along with their people in the outer hills bordering the plains were paying tributes or taxes to the zamindars whereas those of the interior hills were free from any kind of outside influence or interference. Both sections were free to pursue their own laws, customs and traditions in their respective areas.

In order to complete the subjugation of the Assam Hills between the Brahmaputra valley and the Bengal plains and curb the zamindars' increasing power and influence in the border areas, as well as to suppress the head-hunting tradition of the Garos and set them against the zamindars, the British passed the Regulation X of 1822. "The aim of this Regulation was to separate all the tributary villages and the independent interior areas of the Hills from the clutches of the zamindars and bring them under the direct management of the government, and at the same time compensate the former for their claims and losses. The Regulation also exempted the tract including the thana areas of Goalpara, Dhubri and Karaibari from the operation of the general Regulations.

David Scott, the architect of the British dominion was appointed as a Special Commissioner in charge of this

area under the above Regulation with the authority to extend the British administration over the unexplored interior of Garo Hills.

All the haats (market places) along the foot-hills were removed from the control of the zamindars and brought under direct government control.

The land occupied by the Garos under a new arrangement was divided into two divisions - Nazarana mahals and zamindari mahals. The former applied to the highlanders who without being actually subject to the British laws were, in some sort, under the British jurisdiction and were tributary to the British authority. Zamindari mahals returned the revenues and deposited them to the government, out of which, the zamindars were paid compensation. Besides, there was a group of independent villages excluded who protracted the annexation and consolidation of the entire tract for several decades. It was only in 1873 that the annexation was completed.⁹⁵

4.09 The earliest work in the educational field

As observed in the preceding paragraphs, the Khasis, Jaintias and Garos did not have formal school before the advent of the British. There was the additional disadvantage of not having a written language of their own. The British

⁹⁵Bareh, H., Meghalaya, R.K. Printers, Delhi, 17, 1974, p.127.

realised the need to impart education to the children in these hills and took steps to encourage and assist different missionary groups to handle educational programmes in the Khasi, Jaintia and Garo Hills. The early history of education in these hills is therefore very much linked to missionary efforts of that period.

4.10 The Missionary activities in the field of education in Meghalaya

The Missionary activities in the field of education in Meghalaya started in 1832 under Alexander B. Lish of Seampore Mission and the first primary schools were opened at Cherrapunjee, Mawmluh and Mawsmai but these schools were closed down after the Serampore Mission left the work in 1838. Thus when the Baptists discontinued their work, they were succeeded by the Presbyterian mission from Wales, which began their work in 1841. The first missionary, Rev. Thomas Jones, opened his school at the same locations, within a few months. This remarkable man had acquired a working knowledge of the language and put it in writing, adopting the Roman script for this purpose. William Carey with his first Christian workers working among the Khasis, confined their activities to the border areas, because of unsettled conditions in the hills. For this reason although they brought out a translation of the textbook in the Bengali script suggests that the Khasi language had been imperfectly studied.

The reason why Thomas Jones adopted the Roman script can readily be explained. While the Baptists under the guidance of Carry had been working for a long time among the Bengalis before they decided to work among the Khasis, and the majority of their workers in the field were themselves Bengalis. Thomas Jones came to Cherrapunjee directly from Wales. It was easier and quicker for him to work with the script he knew. What he wanted was that the work should get on with the minimum delay. The adoption of the Roman script was received with misgivings in Britain as well as in India but won the support of the great British scholar, Dr. Alexander Duff and others conversant with the distinct features of the Khasi language.⁹⁶

4.11 The work of the missionaries in Khasi and Jaintia Hills

Education ranks as the most important contribution of the Christian missionaries in Meghalaya. They have opened to the Khasis, Jaintias and Garos all the wide horizons of knowledge through literacy and education. As per oral traditions, the Khasis had a script which was lost in the flood. Later some Khasi villagers used to engage scribes called 'Masoi', who could read and write Bengali. They wrote on plantain or fan-palm leaves.⁹⁷

⁹⁶Simon, M.I., The Khasi Canvas, A Short Note on Khasi Language and Literature. Quinton Road, Shillong-1, Published by Srimati Jaya Chowdhury, 1978, p.388.

⁹⁷Natarajan, N., The Missionaries Among the Khasis, New Delhi, Starling Publishers, 1977m p.115.

The earliest christian mission to arrive in the Khasi Hills was the Serampore Baptist Mission, a branch of the London Baptist society.⁹⁸ Krishna Chandra Pal, a Bengali disciple of William Carrey of the Serampore Mission and the first protestant convert in India baptised on 28th December 1800 was the first convert to arrive here. The first Hindu convert thus became the first missionary to the Khasis. Thus Pal's conversion may be taken as the starting point of the study of direct religious and social changes which was the result of the advent of the missionaries. Pal concentrated on Pandua, on the outskirts of Bholozory, near the border of the Khasi hills, in the district of Sylhet. After working in this area for about eight months, Pal went back to Calcutta never to return. William Carrey attempted to translate the New Testament into Khasi, but the translation was considered as imperfect as to be entirely unintelligible to the natives.

Perhaps the adoption of the Bengali orthography with its more complex phonetic form was on the one hand unsuitable to the Khasi language, and on the other, the Bengali translators proved inadequate due to lack of mastery over spoken Khasi. Thus the attempt of the Baptist missionaries proved unsuccessful. It was for this reason that Alexander Lish planned to abandon the use of Bengali script for Khasi.

⁹⁸ Natarajan, N., Op.cit., p.116.

But only in 1841, with the advent of the Welsh Mission, the adaptation of a script for the Khasi language was completed by the introduction of the Roman Alphabet, which fitted well with the simple, uniform and legible order of the Khasi language. In adopting the Roman Alphabet phonetic adjustments were made to suit the Khasi language.

The Cherra dialect became the central Khasi language for the purpose of script.

With the birth of a script to the language, the foundation for education of the Khasis was laid. The process of education of the Khasis was thus a direct contribution of the missionaries. Thomas Jones, who walked up to Cherrapunjee in 1841, is rightly considered to be the father of the Khasi education. It was he who brought a script to the language and his vision and policies began the process of formal education in the Khasi Hills.

Thomas Jones laid the foundation by starting the first ever schools in the Khasi Hills and prepared two texts; the first one was the first Khasi Reader (*Ka Kitab Nyngkong*) and the second a translation called mother's gift.

The many initial problems confronting the missionaries in the field of education were met and overcome with patience, tact and perseverance.

With the opening of schools in the interior the basis for a formal training in academic and vocational educations

was laid. Teachers from among the local population were trained for imparting education in more and more schools, gradually vocational training centres were also opened, a printing press was also established, making Christian publications possible and making the local missions more independent, for earlier publishers were translations printed and shipped from abroad for use in the Khasi Hills.

Until the advent of independence in the middle of the twentieth century, the missions prepared and printed the school text books, later conforming to the standards prescribed by the government.⁹⁹

Further efforts were made to extend education among the Khasis. In 1851, a school was opened at Shella which was then a almost Hindu village owing to the contact with the Bengalis of Sylhet. Around 1854, the Governor General Lord Dalhousie took keen interest in the activities of the Presbyterian mission and instructed his government to donate Rs.50/- a month to the mission for its education work.¹⁰⁰

In 1867, the work of the mission reached Nongsawlia where a Presbyterian meeting was held at about this time, the grant of Rs.50/- earlier sanctioned by the government was increased ten times subject to the condition that the schools of the mission be visited by an Inspector, appointed

⁹⁹ Natarajan, N., Op.cit., p.117.

¹⁰⁰ Ibid., p.66.

by the mission with the approval of the Government for reporting the progress of the school annually. U Jarkha was the first Sub-Inspector appointed by the mission. He was succeeded by U Luh.

Besides educating the people, the missionaries trained them in hygiene and provided medical care. They also taught crafts which resulted in the expansion of the economy growth of local trade and industry.

Solomon Blah and Dohori Ropmay, 1898 were among the earliest graduates of the Calcutta University. Annanon was the first Khasi matriculate girl of the Calcutta University (around 1900). In 1906, a training school for teachers was established at Jaiaw.

This mission in collaboration with other protestant churches, and under the auspices of the North East India Christian Council set up the Union Christian College, Barapani near Shillong in 1953. Rev. Bransley Pugh, a local missionary became the Principal of the college.

It was for the local missionaries to take over the entire work of the church, when the Welsh missionaries left after independence. It may be added that persons trained by the missionaries were also found efficient in their work in government offices.

Following the Welsh Presbyterian mission, almost

every other mission that started work in the Khasi Hills, began educational work. Thus the Catholics, the Ramkrishna Mission workers and others began to spread education.

4.12 The Roman Catholics

The Roman Catholic sect as the second largest of the Christian sects in the Khasi Hills, starting work first at Laitkynsew in the Shella area by about 1890, the Roman Catholic mission has spread to most other parts of the Khasi Hills. A number of convent schools, technical institutions, colleges, etc. have been set up by this mission. While some catholic orders have taken the charge of educational and social welfare activities, proselytisation and conversions have remained with the Catholic Salesian Mission.¹⁰¹

In the year 1891, a small school was established in Shillong. The Construction of the house for the sisters, and an orphanage in the large mission compound then followed. Everything was growing inspite of difficulties and hindrances until 12 June 1897. But then came an unexpected and violent setback for the missionary activity in Shillong. A severe earthquake proved to be a catastrophe for the country and a great trial for the mission.¹⁰²

¹⁰¹Natarajan, N., Op.cit., p.73.

¹⁰²Becker C., History of the Catholic Mission in North East India. Vendrame Missionological Institute, Shillong; Firma K.L.M. Private Limited, Ganguly Street, Calcutta, 1980, p.159.

The first band of four missionaries, all of them German and belonging to the Society of Divine Saviour, came to Shillong on 27.2.1890. With the arrival of these Salvatorians and the real mission work in this area began. The Salvatorians went to Cherrapunjee and not getting foothold there due to the existence of the Presbyterian mission went half-way to Shella, and established themselves at a place called Laitkynsew. Even though Shillong was the Centre of the missionaries, Laitkynsew became more important as a place of work among the people. It was there that the Salvatorians first established a printing press.

With the outbreak of the First World War in 1914, the German Salvatorians were considered enemy aliens they had to leave Assam on 9th July, 1915.

The year 1906 was a great landmark in the history of the Catholic Mission in Khasi and Jaintia Hills, because it was in this year, precisely on the 4th February 1906 that Mgr. Dr. Christopher Becker, S.D.B. was appointed as the Prefect Apostolic of the whole of Assam mission. Backer arrived here in Shillong on 17th March, 1906. By his wise plan and foresight, Laitkymkhrah in the state capital became a great centre of learning.¹⁰³

By this time, Shillong was the Capital of the British Government in Assam Province. Mgr. Becker felt a need to

¹⁰³Malngiang, P., Ki Nongmait Shrah (The Salvatorian Missionaries, 1890-1914, Donbosco Publication, Shillong, 1983, p.41.

to open a school in Laitumkhrah. On 15th August, 1908, the first M.E. School was opened in Shillong by the name of St. Anthony's M.E. School which was given recognition in 1912. At that time there were 120 students in the School.

In the month of March 1908, Mgr. Becker wrote a letter to the mother superior of the Loreto Sisters at Rathfarndan near Dublin, requesting her to come to open a school at Shillong for the many European girls who were the daughters of the British Government officials. A quick response came and mother Provincial agreed upon sending Mother Borgia Irwin and Mother Anunciata to represent and to survey the place. Mgr. Becker thereupon made an arrangement for ceding a place of 6 acres of land for the school building and an amount of Rs.20,000/- for meeting the expenditure. The construction of the building was started in the year 1908 and next year on the 1st May, 1909, it was blessed and inaugurated. There were then 5 sisters with 23 students as day scholars and 3 boarders. The school was meant only for girls, but for the time being boys under the age of 10, were also allowed to attend.

The school was first inspected by the Inspectors of East Bengal in 1910. The report of the Inspectress was full of praise and hope for the improvement of the school in future. Upon the request and invitation of Mgr. Becker, the Governor of East Bengal, Sir Charles Bayley visited

the Catholic Mission and schools in 1911 on 2nd November. On the following day, the Governor wrote a word of praise and encouragement for whatever had been done by the Catholic Missionaries. He promised a special grant to be sanctioned to the Loreto School after a short while. When recognised as high school, that grant was given. Loreto was chosen as the main centre in the whole of Assam for writing the Cambridge Examination, and in 1913 the first examination was conducted. The result was excellent.

The Loreto school progressed a great deal during the days of Mother Methilda Castello under whose able and wise administration, the school attained a highly developed stage. The then Governor of Assam, Archdale Earley awarded her the Kaiser-i-Hind-Medal on 9.5.1914. It was due to her capability that the school earned the first preference and that was clearly seen from the official Report of the Director of Public Instruction that was published on 1st January 1915: "Loreto is happily progressing leaving the government school much behind."¹⁰⁴

The Loreto sisters were officially known by the Catholic Church as the Sisters of Divine Saviour. They felt the need of doing something worthwhile and useful for the needy children who were plenty around Shillong. They, therefore,

¹⁰⁴Kyndiah, P.R., Shillong Centenary Celebrations, Khasi Section (Laitumkhras 'Ka Pneh Jong Ka Jingnang Jingstad', Government Press, Shillong, 1976, Ch. I, pp. 34-36.

opened a school whose reading, writing, simple arithmetic and domestic work were taught. The Loreto sisters later on found difficulty to run both the schools efficiently at a stretch. They were very much pleased to hand the second school over to the Sisters of the Lady of the Mission, who were from then on, known as St. Mary's Sisters. The handling over and taking charge over the work was a happy and peaceful coincidence.

The St. Mary's sisters spared no pains in working hard to see that the school developed into a high school in 1938.

The government was not alone in its intention to open a school for boys; Rev. Father Angelus Mouzlochen, S.D.B., had a similar plan in mind. Mounzlo Mgr. Becker and Archedale Barle, the Governor of Assam, were very friendly with each other. It seemed, after discussing each other's views, the Catholic mission was entrusted with starting school for European, Anglo-Indian and other boys. The place was selected, and actually it was too near the residence of the Governor, who might be much disturbed by the boys. Besides the place was not suitable for future expansion. Mgr. Becker requested the government to give a place opposite mount Tyngkong. But that very spot was reserved for use by the government only. Fortunately when the governor himself came to inspect it, he ordered that place be handed over

to the Catholic Mission. Thereupon Mgr Becker who had already resolved to invite the Irish Christian Brothers sent them a note of request to come to open a school. He made use of Mgr. Kennedy of Simla, who came to Shillong in 1913 for the blessing of the then Shillong Cathedral, and with Mgr. Kennedy's help he made arrangements for the coming of the Irish Christian Brothers was made.

The Salesian missionaries reached Shillong on 13 January 1922, after a short stay in Bombay.

The main objective of the Congregation of the Salesians is to educate the boys and girls towards a better life. They pay attention to the poor because they are the ones who will sink lower unless someone comes to their aid.

The Salesians establish schools and colleges for liberal education but their pet project is to establish technical and industrial institutions for poorer boys and girls. This does not mean that the Salesians do not serve those who can manage on their own. They serve one and all who come to their institutions but they allow no class distinction. They treat all children alike and confer their care and love upon them without fear or favour - equality to all.¹⁰⁵

¹⁰⁵Rymbai, R.T., Golden Jubilee Souvenir (Contributions of the Salesians to Education during the last 30 years), Don Bosco Press, Shillong, 1972, p.98.

The Salesians established many institutions through the land. The system of education of the Salesians converts schools and colleges into a veritable workshop to make worthy men and women of the boys and girls they teach.

If it is not for the institutions established by the Salesians, the majority of our educated youths would not have received their higher education.

The Catholic missionaries established a Teachers' Training School in St. Mary's College in Shillong. The church also ran many high schools, primary and middle English schools and the Don Bosco School, a premier technical institution in North-East India where the Khasis are trained in craftsmanship.

4.13 Church of England

The All Saints' Church, an old missionary sect working here on the Anglican Church commenced its work in the Khasi hills, mostly in order to minister to the spiritual needs of the British community.

Shillong was growing in importance and became the capital of the new province of Assam in 1874. The need for an Anglican Church was therefore keenly felt. Local residents raised contributions and subscriptions came from Calcutta in response to an appeal in 1874 from the Viceroy, Lord Northbrook. It is obvious that being the church of the religions

order of the ruling class at that time, it received a great deal of support from the Government. For instance the Secretary of State sent some books to the Church and during the incumbency of Rev. S.B. Tayler, considerable efforts were made to impart education to children. Later the Pine Mount School was also started in Shillong.¹⁰⁶

4.14 Seventh day Adventists

This denomination, initiated in Washington has its Head office in Poona in the State of Maharashtra. It was begun by Pastor Burgis, who came here 37 years ago and observes Saturday as the Sabbath Day. Pastor Burgis did the initial work such as buying the building and began preaching and proselytisation.

4.15 Ramkrishna Mission

Inspired by the prophetic messages of Vivekananda a young and energetic monk of the Ramakrishna Order, the late Swami Prabhanandaji (Ketaki Maharaj) all alone stepped into Shella village of the Khasi hills in 1924 from Sylhet to see how he could serve the Khasi people, and save their cultural heritage from the clutches of foreign forces under the British rule. For his sincerity, genuine loving nature and devotion to the cause of the Khasi people he was readily accepted by them. In appreciation of his goodwill mission

¹⁰⁶Natarajan, N., The Missionaries Among the Khasis, New Delhi, 1977, p.77.

a small primary school came into existence in that village. In this way Shella village became the taproot of the humble work of the Ramakrishna mission in 1924.¹⁰⁷ Slowly the work gathered momentum. The activity was extended to Nongwar and other places. A small free primary school was started in 1928 along with Shella middle school, Jowai L.P. School, Mawlong Primary School, Umwai Primary Night School. In 1927 the management of these institutions was vested in the Ramakrishna Mission Ashrama, Shillong.

Swami Prabhanandaji mastered the Khasi language within three months in which he wrote Khasi books for his school, based on Khasi and purely Indian ideas.

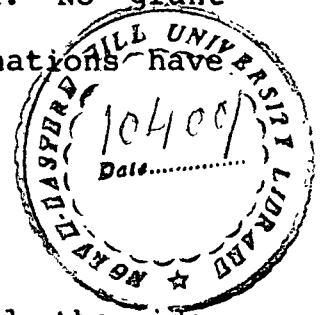
The objects of the Ramakrishna mission was to preserve Khasi culture, to help the Khasi people to develop along their own lines, to make them better Khasis.

Meanwhile, the Syiem of Cherra kindly granted a beautiful site to the mission and the foundation stone of the school was laid in 1934 by Mrs. P.C. Dutta. Step by step the middle school of Cherrapunji became a High School. The Calcutta University granted recognition in 1938 and the first batch of students appeared for the matriculation examination in 1939. In 1948 the school was affiliated to the Gauhati University.

¹⁰⁷Golden Jubilee, Souvenir - Ramakrishna Mission, Cherrapunjee, Meghalaya, 1982.

This sect runs a training school at Jowai, in the adjoining Jaintia Hills. Here many Khasis are trained in poultry, dairy and carpentry. A nominal stipend of 25 paise an hour is paid. The Institution believes in the dignity of labour and preserves it.

In the absence of adequate records, it is difficult to estimate the initial and later foreign aid. No grant was taken from the Government but individual donations have been accepted.¹⁰⁸



4.16 David Scott's attempt to convert the Garos

It was David Scott who first conceived the idea of converting the Garos into Christianity. He wanted to win them over through the spiritual force of Christianity and through the medium of schools. Therefore as early as 1822, he corresponded with the Serampore Mission on the subject of appointment of a Missionary to the Garos, but was unable to secure a missionary from Serampore and he wrote to his agents in England. Bishop Heberof replied in a long and enthusiastic communication containing a number of recommendations. But unfortunately the Bishop died before anything could be done for the Garos.

The next stage in the development of this subject was the submission of the whole matter for the consideration

¹⁰⁸Natarajan, N., The Missionaries among the Khasi, New Delhi, 1977, p.79.

and orders of the Right Hon'ble, the Governor General in Council in 1826. The suggestion of the late Bishop and David Scott were accepted and Mr. Valentine William was appointed school master of the Garo School to be established at Singimari where 40 Garo boys would be educated with the full support of the government. Hurley joined the school but soon resigned in utter dismay. Mr. Fermire was next appointed but died suddenly due to unhealthy climate. Thus the attempt of David Scott to educate the Garos and bring them into the fold of civilization ended in smoke.¹⁰⁹

4.17 American Baptist Mission in Garo Hills

In 1847, the British government started a school at Goalpara for the Garo boys, thus hoping to gain some influence and control over the Garo tribe. Their purpose has been partially successful. Ten boys were brought into this school, two of them - Omed and Ramkhe were first converted to Christianity.

After attending school in Goalpara, Omed and Ramkhe went to Gauhati and enlisted as sepoy. While in Gauhati they came under the influence of Kandura, a native pastor and were subsequently baptised on February 8, 1863. In 1867, Mr. and Mrs. Stoddard moved from Gauhati to Goalpara where there was a church of 40 members, an ordained native Pastor and three other native assistants and 2 schools.¹¹⁰

¹⁰⁹Sangma, S. Milton, History and Culture of the Garos, New Delhi, 1981, p.254.

¹¹⁰Carey, William, The Garo Jungle Book, 1919., p.38.

During the early part of 1868 Stoddard visited many Garo villages and baptised a good number of local residents in March that year he visited Tura and anticipated a station there. After returning from Tura, he and Mrs. Stoddard attempted to stay at Damra, so that they might have more direct supervision of the school there, which had now become the training or normal school for the mission, but they were driven back to Goalpara with bad fever.

In 1872-'73, the entire hills were annexed by the British and soon the whole territory was opened for mission work.

In 1876, the mission built a temporary house at Tura and in March 1877 Mr. and Mrs. Phillips moved there. With the occupation of Tura, the mission was so located as to be able to extend its work into all parts of the hills.

The government made over all the educational work of the district with the whole grant-in-aid to the mission and in November 1878, Rev. Mason who was still working from the Goalpara Mission station gave that up and moved to Tura, for better prosecution of the work.¹¹¹

In January 1879, Miss Russel came to Tura and soon opened a girls' school there. In 1833, Mr. Burdetts arrived at Tura and improved the teachers' training school turning out better teachers than there had been. After his transfer

¹¹¹Ibid., p.42.

to Gauhati in 1885, Thangkan Sangma who had already spent two years in America became the headmaster of the training school for 2 years. In 1886, Miss Bond and Miss Mason arrived at Tura and worked in the girls' school.

4.18 Education and Literature

Education and literature production were taken up by the Mission societies from the very inception. Without education and literature, the Gospel could not be communicated to the people, and as such the aim and policy of the missions were to make education and literature as chief landmarks to religion. Therefore the missionaries opened schools in the villages and in Tura where the teachers' training school was run by them. In the village schools, boys and girls studied together, but in Tura a separate school was opened for the girls which is continuing till today.

4.19 Roman Catholic Church Mission

A few Garos living in the south eastern parts of Garo Hills came into contact with the fathers and native evangelists of the Roman Catholic Mission of Mymensing bordering the Garo Hills.

Father Leo Piaseski, Father Marmal and Fr. Vincent Scuderei of the Gauhati Roman Catholic mission began to visit the Garo villages lying in the north eastern part of Garo hills as early as 1932 and succeeded in establishing

the first Roman Catholic Church at Chotcholja village in the same year. Thus they started to open schools for the children. The religious work and the school activities went on side by side.¹¹²

4.20 Government patronage to education

J.R. Cunningham, D.P.I., Assam wrote a letter to the Second Secretary to the Hon'ble Chief Commissioner of Assam regarding grant-in-aid to the mission schools on 3.4.1913 as follows:

"Sir,

I have the honour to address you with proposals for an enhanced grant-in-aid to the Welsh Calvinist Methodist Mission for the extension and improvement of primary education in K. & J. Hills."

From the past records it appears that the Welsh Mission began their educational work in the hills as far back as 1841 at a time when the Khasi language had not yet been reduced to writing and there was no such thing as a school in the hills. Teaching had for a long time in the circumstances, to be imparted orally or from manuscript sheets prepared by the missionaries. The first educational institutions which they organised was a 'Day School' at Cherra. The movement was not immediately popular. For many years there was but little progress and no assistance was given by government until 1854 in which year a grant of Rs.50 was sanctioned for the Cherra school. Six years later

the number of schools had risen to 18 with an enrolment of some 400 pupils and the grant was raised to Rs.150/- a month. By this time the mission had established themselves as a force in the hills and were beginning to reap the fruits of their years of labour. Progress became rapid and in 1864 the grant was raised to Rs.500/- a month on account of the further increase in the number of their schools and in appreciation of the loyalty shown by the Christian and educated Khasis during the rising of hill tribes in 1862, 1863. In 1867, the grant of Rs.6000/- was reduced to Rs.4800/- by the diversion of Rs.1200 to the maintenance of a government training school for teachers and the grant to the mission was not restored to its former figure Rs.6000/- until 1882 by which date the number of vernacular schools had risen to 96 and the advance of the movement was further evidenced by the existence of four schools which carried education on to the middle English standard.¹¹³

In the year 1871 when the education department was made over to local government, the district which then made up the Chief Commissionership of Assam was under the Bengal Government, Upper Assam, and Sibsagar, Central Assam (Darrang and Nowgong) and lower Assam (Goalpara and Kamrup) and the Garo Hills district were under the Inspector of Schools, north East Division, and Sylhet, Cachar and the Khasi Jaintia

¹¹³No.412, a letter from Cunningham M.A., D.P.I. Assam, to the Second Secretary, to the Honourable Chief Commissioner of Assam, Shillong, the 3rd October, 1913.

Hills districts were under the Inspector of School of the South-East Division. Hence until the separation of Assam from Bengal in 1874, no detailed records of the educational work of these districts were filed in the office, and in order to obtain the information required by the Government of India several district officers have had to be addressed on the subject. This caused much delay in the preparation of the required statistics. From the records available it has been found quite impossible to determine the number of scholars receiving elementary education in schools other than primary (Pathsalas). The lower classes of Zila and middle schools may be said to impart an elementary education but as the course of instruction in these classes in Assam schools differs essentially from that in primary schools, it has never been attempted to separate the students of Zila schools into these sections, that is, those under high, middle schools into two sections. Besides *tols* and *mukhtabs* which imparted a purely religious instruction, there are no records of any system of indigenous education in Assam before the year 1871 and thus all primary schools that existed in Assam at the close of the year 1871-'72 were directly or indirectly under the exertions of the education department. When, therefore, the education department was made over to the local government in 1871, there were no existing circles of indigenous elementary schools, which by judicious care and support could be brought within the departmental system. The districts of Assam in this respect differed

essentially from the bordering districts of Bengal, where, as a rule, there were indigenous schools teaching, reading and writing after the native method, which were easily induced to embrace the departmental system of education.

When the scheme for the extension of primary education was inaugurated by Sir George Campbell's Resolution of the 30th September 1872, a large number of primary schools were started in the hope of obtaining grant-in-aid, the remaining, finding that there was little hope of obtaining government aid, gradually closed. On the 31st March 1872 there were 204 primary schools with an aggregate number of 4395 pupils while on the 31st March 1881, there were 1241 primary schools with an aggregate number 33,978 which showed an increase of 1037 schools and 29,583 pupils. The average number of pupils to each school rose from 21.5 in 1872 to 27.4 in 1881. The increase of 977 primary schools (pathsalas) was almost entirely due to departmental exertions as with the exception of a few **tols** and **muktab**s that received government aid, all the other schools were either started by the Deputy and Sub-Inspector or by students from middle vernacular and primary schools in the expectation of obtaining aid.

From the table 4.01 it appears that at the close of 1871-'72 there was only one indigenous school imparting an elementary education, while at the close of 1880-'81 there were 153. The Government schools had entirely disappeared

TABLE 4.01 Number of Primary Schools at work in 1871-'72 and 1880-'81.

District	1871-'72				1880-'81			
	Govt.	Aided	Unaided	Total	Govt.	Aided	Unaided	Total
Cachar	3	1	1	5	-	91	8	99
Sylhet		1		1	-	238	93	331
K & J Hills	1	52		53	-	96	-	96
Garohills		12		12	-	28	1	29
Goalpara		14		14	-	86	10	96
Kamrup		49		49	-	190	13	203
Darrang		24		24	-	94	3	97
Nowgong		24		24	-	98	2	100
Sibsagar		22		22	-	124	10	134
Lakhimpur		-		-	-	43	13	56
	4	199		204		1088	153	1241

and the aided schools had increased from 199 to 1088, the ten years work shows an increase of 1037 schools affording a purely elementary education in existence in Assam, before the year 1871. In the beginning of the year 1873-'74 a large number of schools were started by private individuals in the hope of obtaining government aid, most of these in course of a few years were transferred to the aided list.

In the above table the Inspector of Schools, Assam included the school affording a purely elementary education in the vernacular, that was primary school or pathsalas. The lower classes of Zila or Entrance class, now styled high school and the lower classes or middle schools may be considered to impart an elementary education which was meant to give instruction in reading, writing and arithmetic in the vernacular.

The statement below gives the Number of schools under the different stagewise categories.

	<u>1871-'72</u>	<u>1880-'81</u>
High Schools	9	111
Middle	85	83
Primary	204/298	1241/1335

We have seen that in 10 years under review the proportion of students to the population increased nearly sevenfold. There were no available statistics to show that the number of students in high and middle schools who might be considered

TABLE 4.02 The following table gives the number of students on the rolls of primary schools - Government, Aided and Unaided on 31st March 1872 and 1881 and the number of students at primary schools to any 100,000 of the population.

	No. of teachers		Populations		No. of students attending Edn. per 100,000 of population	
	1871-72	1880-81	1871-72	1880-81	1871-72	1880-81
Cachar	72	2565	235,627	356,705	130	719
Sylhet	48	9876	1,719,539	1,973,000	3	570
K & J Hills	884	2111	141,839	169,113	263	1248
Garo Hills	214	423	80,000	109,054	267	388
Goalpara	1241	2387	407,714	444,689	59	537
Darrang	480	5106	561,681	644,843	221	792
Nowgong	708	2540	236,009	271,485	203	936
Sibsagar	506	3282	256,390	308,889	276	1062
Lakhimpur	--	3870	296,589	365,30	171	1059
		1818	126,267	172,079	-	1056
	4395	33,978	4,056,054	4,815,157	108	706

in the elementary stage of instruction. On 31st March 1872, there were 1134 students on the rolls of high schools and 3851 on the rolls of middle schools. If 1/3 of the former and 1/2 of the latter be considered as under elementary instruction, we have the following table:

	<u>1871-'72</u>	<u>1880-'81</u>
High school	378	643
Middle	1975	2831
Pathshalas	4395	33978
	<u>6748</u>	<u>37,452</u>

Elementary instruction in 1871-'72 and 1880-'81 in every 100,000 population which gives in 1871-'72, 166 students and in 1880-'81, 778 students.

4.21 The Resolution on the Report on Public Instruction in Assam for the year 1899-1900

Extract from the Proceeding of the Chief Commissioner of Assam in the General Department No. 8334 dated Shillong the 20th September 1900 shows that in 1899-1900 there were 20 high schools of which 10 were Government, 5 aided and 5 unaided. The attendance at the government schools increased from 2255 to 2411, in the aided schools from 833 to 953 and at the unaided from 935 to 937. The average cost of educating each pupil at government schools was Rs.26-7-8, at aided schools Rs.23-10, and at private school Rs.16-9-8. The corresponding figures for 1898-'99 being Rs.28.1.6 Rs.25-7-5 and Rs.16-3-8.

Middle Schools

Compared with the preceding year middle English Schools increased by 7 and the pupils attending by 750. Middle vernacular schools showed a decrease of one school, but a gain of 151 pupils. There was a corresponding increase of Rs.3298 in the cost of maintenance of middle English schools but only Rs.463 was paid from the State funds the balance being met from fees and other private sources.

The Chief Commissioner was concerned with the question whether public funds were being unduly utilized for the encouragement of English at the expense of vernacular education. It was ascertained that during the preceding decade middle English schools had increased in number from 45 to 82 and the pupils by nearly 2000 while middle vernacular schools during the same period decreased from 46 to 42, and the pupils by 331. In the 10 years receipts from fees and private subscription for middle English education had increased by Rs.14,803, while aid from provincial, local and municipal sources increased only by Rs.11,973. There was no doubt that a large proportion of Local Board funds was devoted to middle English education.¹¹⁴

According to W. Booth (Director of Public Instruction, Assam) in Shillong, the 17th May 1901, a high school has been defined as one in which pupils are taught upto Entrance

¹¹⁴ District Gazetteers Eastern Bengal and Assam (Noakhali) by J.E. Webster 1911.

standard of the University and which has been recognised by the Syndicate of the University. In high school there are lower primary, upper primary and middle classes but the pupils who read in a high school one can compete for junior scholarship only, they cannot compete for lower primary, upper primary or middle scholarship of either kind.

Letter No. 1735 dated Jorhat, 8th July 1908 from the Deputy Inspector of Schools to the Inspector of Schools Assam Valley and Hill District stated as follows:¹¹⁵

There should be a government middle school at every headquarters station well equipped with furniture and school accessories. Until we see a desire for English schools, middle vernacular schools will meet the demand of the people. As far as possible the private schools should be taken up by the government for efficient management, which could be expected under private control.

Thus the government was trying to take over the control of the middle schools for the efficient functioning of the school.

4.22 Recommendations regarding secondary education of girls February 1909

There should be a good government school at the headquarters of each district, either a middle English or a Middle vernacular for girls. Such schools should, therefore, be established where they did not always exist and where

¹¹⁵Letter No.1735-8 dated Jorhat 8th July 1908 from Script Devesvar Barua, Deputy Inspector of School to the Inspector of Schools Assam Valley and Hill Districts.

they should be made more efficient. Where the schools were under private or semi-private management and if the managers were willing to make the Institutions over to government, they should be provincialized with a view to their improvement. Similar schools may be established at sub-divisional headquarters where the demand for girls education was sufficient for a successful middle school. The school should be composed entirely of mistresses where the services of such can be secured. If it was not possible, arrangements must be made on existing lines with the aid of vernacular master, married couples and such lady teachers as can be induced to serve. No hard and fast rules should be laid down as to the qualification of the mistresses. For the headmasters a lady who has read up to the middle vernacular standard, who has also received professional institution in a training school would be suitable. For subordinate mistresses they should have studied at least one stage higher than the girls they are to teach.

Middle schools need not be boarding schools but accommodation should be provided for mistresses if desired. The accommodation should take the form of separate quarters which will permit of separate messing arrangement.

If there was a demand for teaching English in any town, the Committee should ask the Director to make special arrangements.

If there was a demand for teaching English in any town, the Committee should ask the Director to make special arrangements.

A fees of 2 annas may be charged in each of the middle classes of secondary girls' school.

Adequate arrangement should be made for the conveyance of pupils. Eight annas fees should be charged per month.

Private Middle Schools for girls

The establishment of private middle schools for girls' should be encouraged, and such schools should receive aid, each school being dealt with on its own merits.

Examinations and Certificates

General examinations should be held at the end of primary and middle course, on the result of which, be granted and scholarships awarded.

Middle

The middle examination should also be with a larger proportion of written work. When pupils have read upto the eight or ninth vernacular class, a special departmental examination should be held for the grant of certificates and prizes.

4.23 New State interest in quality of Secondary education

The Committee on Female candidates, 1908 did not recommend that fees should be charged in the middle vernacular schools. A letter from officiating Secretary to the Chief Commissioner of Assam to the D.P.I. Assam dated Shillong the 13 September 1903 No.231 (p.1-7088g) in which the Secretary made some observations in opening modern school to the course of high school.

He observed that specialized teachers should not only be appointed for drawing and science but also for some other subjects which will help the students who do not wish to enter University but who pursue education as an end in itself in which it will help them to earn a living, where a high standard of literary education was not required.

W. Booth, D.P.I., replied in his letter to the Secretary to the Chief Commissioner of Assam on 18th November 1903 in which he said that science may be taken up by the students of Gauhati high school with a little expense as the college lecturer could teach such high school pupils in the college rooms and laboratory three times a week.

Drawing may be taken up in Shillong, Silchar and Sylhet and in each of these schools a drawing master possessing a good knowledge of colloquial English will be required and their pay ought to run from Rs.70 to Rs.100 per mensem.

In each of these above mentioned high schools, and all government high schools, two new additional masters will be required. In the big schools three may be required as there will be three new classes in all of them. One teacher on Rs.60 and ten on Rs.40 may be accepted.

The expenses owing to the additional masters will not be the only expenditure to be faced but additional school recommendation in nearly all high schools will be absolutely necessary.

The Education Department will conduct the school Final Examination in English, Maths., History and Geography by printed papers. In the case of English only an oral test in addition to the printed papers as set down in the syllabus will be exacted. The Deputy Commissioner in consult with the Director may be asked to conduct the Viva Voce examination. The expense of conducting the examination will consist of remuneration for setting the examination papers on the one hand and for examining the answer scripts on the other. The examination in Science can also be conducted by the Education department. The examination in Drawing ought to be conducted by the schools simultaneously by printed papers. The Executive Engineer, Khasi and Jaintia Hills might be employed to conduct this part of the examination. A fee of five rupees should be paid by each candidate.

The cost of setting the paper will be as follows:

English two printed papers	Rs. 80.0.0
For conducting the viva voce at the final examination Centre	Rs.100.0.0
Question for viva voce examination	Rs. 40.0.0
In Mathematics, two papers	Rs. 50.0.0
In History and Geography two papers	Rs. 50.0.0
In Science two papers	Rs. 50.0.0
In Drawing two tests	Rs. 80.0.0
In each vernacular, two papers	Rs. 50.0.0
	Rs.500.0.0

From the District Gazetteers, East Bengal and Assam 1911, it can be seen that there were five English Schools, one maintained and four aided by government with altogether 1,300 pupils. There were also 55 English and Vernacular middle school's with some 5,700 pupils, of these 4 were managed by local authorities and all the rest except six were aided.

The cost of education came to nearly Rs.20 per pupil in the high schools, and over Rs.6-4-0 in the middle schools and the amount recovered from fees came to Rs.14 a head in the high school.

In the Report No.287 the D.P.I. Assam, Mr. J.R. Cunningham, M.A. wrote a letter to the Second Secretary to the Chief Commissioner of Assam dated Shillong 3rd December 1917.

In his letter he stated the following in regard to the encouragement of high school education:

- 1) In the first place to extend the government high schools so as to permit of the opening of 2 sections in each class from the first to the last, inviting an ultimate number of no fewer than 640 boys in each school.
- 2) In the second place in stations where there is no second high school, to encourage the formation of middle English schools to relieve the pressure upon the lower classes of the existing high schools and pending the development of these middle schools, and their ultimate evaluation, to the high school standard, to permit as a temporary measure only, of the opening of the third sections in the high school classes.
- 3) In the third place, to improve the existing aided high school by increased grants-in-aid to enable them to serve and retain the services of reasonably well qualified staff and to put them to a position to develop as the demand arises and their responsibilities increase.
- 4) In the fourth place, to assist in the opening of a new high school where a demand can be clearly shown to exist, and the public are sufficiently eager for the establishment of the institution, to make the usual proportionate contribution towards the funds required in order to establish it in decency.

4.24 The teaching of English and Vernaculars

The Report of the Conference held at Simla on 20th

and 21st August 1917, considered the question of English and Vernacular teaching in secondary schools. In the Conference the Chairman invited opinions on the teaching of English and drew attention to the following questions:

- a) At what period in a pupil's career should English be taught as a language? Is it better for him, from the point of view of his ultimate mastery over the language to start its study at an early age or only to receive such instruction after he has been well grounded in a vernacular.
- b) Do the younger pupils gain a satisfactory knowledge of English by their instruction through the medium of that language or do they merely gain a smattering and unidiomatic English.
- c) What is the general experience of those boys who have passed through the vernacular middle course and then studied English at a high school, how have such boys distinguished themselves in the matter of English in comparison with those who have studied from an early period through the medium of English.
- d) By what methods should the teaching be conducted? Does the present system attach too much importance to a knowledge of English literature as against necessity of learning to speak and write the English correctly? Should the teaching in the early stages be entirely oral or not?
- e) Do the pupils in a vernacular school, as a rule, acquire a better knowledge, grasp of the ordinary school subjects than those of similar age who have been instructed through the medium of English?

Mr. de Forse suggested in discussing the comparative claim of English and vernacular instruction, it was necessary first to take into account the fact that English was the medium of instruction at the university and that this practice should continue. Students in junior college classes should not only be able to follow the lectures delivered in English without either difficulty and strain, but should also be able to expose their thoughts in English.¹¹⁶

The conference was generally agreed that the introduction of English as the medium of instruction should be effected gradually. Mr. Hornell suggested that in subjects demanding a knowledge of technical terms such as Maths and Geography, the medium of English should be utilized at an early stage. History should be taught in English where the text is sufficiently simple and where easy questions and answers are involved.¹¹⁷

The following resolutions were then put before the Conference:

1. Examinations at the end of the high school course should be in the Vernacular in all subjects except English.
2. Candidates should have option of answering the examinations at the end of the High school course

¹¹⁶ Report of the Conference held at Simla on the 20th & 21st August 1917 to consider the question of English and Vernacular teaching in secondary schools.

¹¹⁷ Report on 287, a letter from the Honourable Mr. J.R. Cunningham, M.A., Diurector of Public Instruction, Assam to the second Secretary to the Hon'ble Chief Commissioner of Assam dt. Shillong 3rd December 1917.

in English or the vernacular in all subjects except English.

Scholarships

There were 72 middle vernacular and 43 middle English Scholarships available in 1917. The value of middle vernacular scholarships was Rs.4 and of middle English scholarships Rs.4 in Eastern Bengal and Rs.5 in Assam.

A middle English school serving the needs of a locality which was not ripe for a high school, may be allotted with a sanction of the local government, some special close middle scholarships to assist promising students to study in a high school. Such scholarships would be awarded only to students whose parents cannot afford to maintain them at a high school.¹¹⁸

A preliminary selection of candidates was made by the Assistant Inspector or the Deputy Inspector acting under his orders in the Eastern Bengal District and by the Deputy Inspector in the Assam district, on the result of the annual inspection of middle schools. The headmasters and school Committees may be consulted. The selecting officers will forward separate preliminary lists of middle vernacular and middle English candidates to the Inspector who will prepare a combined list for each class for each district.

¹¹⁸Government of Eastern Bengal, Assam Education Department (Education Branch), Shillong, the 5th Nov. 1908.

The final selection will be made by an examination of the candidates selected as above. The examination will be held at the headquarters of the district and under arrangements made by the Inspector, who will appoint superintendents to conduct it. The examination will be in books and subjects of the prescribed course. It will be partly oral in geography, map painting, mental arithmetic and partly written (in vernacular literature and grammar, history and English). The oral examination will be conducted by the superintendent and the written papers will be set and the answers examined by the examiners appointed by the Inspector for the district or division.

Secondary Education

In 1860-'61 in Assam there were 142 secondary schools and twenty three thousand one hundred sixty five students. In 1870-'71 there were 3146 secondary schools and two lakhs six thousand and three hundred students. In 1891-'92 there were 4122 secondary institutions and 2 lakhs twenty two thousand and ninety seven pupils. In 1901-'02 there were 5493 secondary schools and six lakhs twenty two thousand seven hundred and sixty eight pupils.¹¹⁹

¹¹⁹ Statistical Account of Assam, Volume I, 1879.

TABLE 4.03 The village schools in the nineteenth century.

	1860-'61	1870-'71	1891-'92	1901-'02
Secondary School Institution	142	3146	4122	5493
Students	23,165	206,300	222,097	622,768

Thus from this table it can be seen that the number of students and teachers kept on increasing at a rapid rate at the span of every ten years.

There were three classes of secondary schools - the vernacular and English middle schools and the high school. The vernacular middle school course was a prolongation of the primary course and complete the instruction of those who do not aspire to an English education. In most provinces the course lasted for 3 years and should be completed at about the age of thirteen. It was less popular and afforded a less ready opening for employment, than the English course and in 1901-'02 only 23.3% of the secondary school pupils were in vernacular middle schools.

A Garo Hills Village School

According to the Imperial Gazetteer for 1879 there functioned a village school in Garo Hills south of Burdwar. The teacher was a Garo formerly connected with the mission normal school at Damra in Goalpara District. The then number

of men and women, boys and girls connected with the school was 34. All were Garos except one lad who came from a Rabha Cachari family.

Another village school opened a few months before at Wakulpara in the Garo hills, south of Charigang. There already was an attendance of 20 Garos. The teacher was a pupil of the Nowgong Hill tribe Normal school.

4.25 Secondary education after the granting of Provincial Autonomy

Following the inauguration of the new Constitution in 1937, one Ministry was succeeded by another within a few years. The given ministerial changes left their mark on the educational policy and administration of the province. Under the exigencies of the military situation, school buildings were requisitioned to house hospitals or military personnel and using prices of daily necessities and dearth of paper presented a dismal outlook for education. In spite of these handicaps, the period 1937-'42 had many bright aspects. It saw the launching of a mass literary movement, a beginning was made with compulsory primary education in certain municipal areas; elementary science was made a compulsory subject of study in Classes VII and VIII, and all the important Indian languages spoken in the State (Bengali, Assamese, Hindi and Urdu).

The next five years 1942 to 1947 witnessed considerable interest in primary education. Increased grants were sanctioned to local bodies for expansion of education and a census of the population of the school going age was taken to ascertain the possibility of introducing compulsory primary education in the State. The Assam primary education Bill of 1926 which sought to transfer the control of primary education from Local Boards to separate regional school Boards was introduced in the legislature and a scheme of basic education was prepared and a large number of scholarships were instituted at all stages, especially for the children of tribal, scheduled and other backward communities.¹²⁰

Table 4.04 shows the progress made in the field of education by 1947 in the State of Assam.

TABLE 4.04 Progress of education in Assam in 1947.

Types of Institution	Number of Institution	Number of Scholars	Expenditure in Rs.
Government Colleges	22	4,923	13,47,170
Private Colleges	1	91	16,895
Secondary Schools	1,095	1,76,586	45,95,308
Private Schools	9,884	5,06,056	32,78,729
Special Schools	881	20,864	4,28,368

¹²⁰ Indian Year Book of Education, 1961. The Publication Unit, National Council of Educational Research and Training, B-31, Maharani Bazar, New Delhi 14, 1968, p.453.

The first Primary Education Act of Assam was passed in 1926 to provide facilities for the introduction of compulsory primary education in Assam. The Act was however not enforced in any area.

Another primary education Act was passed in Assam in 1947 to introduce free, compulsory primary education in Assam in gradual stages. This Act was also not enforced.

The next primary education that is known as the Basic Education Act of Assam passed in 1954. In 1954, the Government of Assam has accepted Basic education as its future pattern of elementary education and to make better provisions for the development, expansion and control of Basic Education and to introduce universal, free and compulsory Basic Education in gradual stages, the basic education Act was passed in September 1954. Before the provision of this Act could be implemented another Act was passed in 1962 known as the Assam Elementary Education Act, 1962. All these Acts affected the course of development of primary and subsequent stages of education in Meghalaya too as it was then a part of Assam. The provisions of these Acts were never implemented with vigour and determination and the State is still far away from realising the Directive Principle of the Indian Constitution under Article 45.¹²¹

¹²¹Saikia, S., History of Education in India, Panbazar, Gauhati-1, Assam 1975, p.59.

4.26 Scheme of School Classes

The secondary education stage comprised of seven classes. The three classes viz. Class IV to VI formed the middle school stage and the last four classes, i.e. Class VII to X formed the high school stage. A high school however comprised of all the seven classes. The following tables show the number of middle and high schools functioning in the State during 1953-'55.

TABLE 4.05 The Number of High Schools in 1953-'55

	Number of boys Schools			Number of Girls Schools	
	1953-54	1954-55	Increase	1953-54	1954-55
Government	25 - 26	+ 1	- 3	3	-
Aided	231 - 255	+24	30	35	+ 6
Unaided	33 - 34	+ 1	- 5	-3	-2
Unorganized	44 - 51	+ 2	9	-9	-
	333 - 366	+28	+47	51	4

TABLE 4.06 The Number of Middle English Schools in 1953-55

	Number of boys Schools			Number of Girls Schools	
	1953-54	1954-55	Increase	1953-54	1954-55
Government	43 - 48	+ 5	2	+2	-
Local	5 + 5	-	3	3	-
Aided	435 + 72	-	3	3	+4
Unaided	122 + 125	+3	-7	-6	-1
Unorganized	118 117	+1	-5	-7	+2
	723 802	+79	68	68	+5

TABLE 4.07 Middle Vernacular Schools in the State During 1953-55.

	Number of boys School		Number of girls School	
	1953-54	1954-55	1953-54	1954-55
Government	37 - 37	3 -4	+1	-
Local	303 -315	+7 -55	-58	+3
Aided	96 - 87	-9 -23	+8	-5
Unaided	4 - 16	-12 3	-8	+3
Unorganized	27 26	7	4	-5
	472 482	+10 93	90	+3

TABLE 4.08 The Enrolment of boys and girls in different grades of schools during 1953-54 and 1954-55

	Total number of boys students			Total number of Girls students		
	1953-54	1954-55	Increase/ decrease	1953-54	1954-55	Increase decrease
Government	13,312	15,242	+ 1930	1253	1370	+ 117
Aided	67,184	84,321	+17137	9555	12594	+3093
Unaided	10,447	11,058	+ 611	1397	720	- 679
Unorganized	6,506	5,530	- 976	951	1245	+ 294
	97,449	116,151	+18,702	13,158	15,429	+3,450

TABLE 4.09 Middle English School enrolment of boys and girls during 1953-54

	Total number of boys students			Total number of Girls students		
	1953-54	1954-55	Increase/ decrease	1953-54	1954-55	Increase decrease
Government	3,814	3,939	+ 125	394	391	
Local	742	738	- 4	425	474	+ 49
Aided	31,126	3,564	+5,438	4,819	5,484	+665
Unaided	7,890	10,111	+2,221	754	499	+225
Unorganized	6,018	4,582	+1,430	122	245	+123
	49,590	55,934	+9,220	6,514	7,093	+1,092

TABLE 4.10 Middle Vernacular school enrolment of boys and girls during
1953-55

	Total number of boys students			Total number of Girls students		
	1953-54	1954-55	Increased decreased	1953-54	1954-55	Increase decreased
Government	5,049	-4,812	237	323	360	+37
Local	33,633	-34,287	+654	5245	5419	+174
Aided	4,207	3,615	592	917	790	-127
Unaided	217	814	+597	131	270	+139
Unorganized	999	828	-171	229	69	-160
	45,105	44,356	+251	6,845	6,908	+63

From the records it appears that about half of the girls population in secondary schools was in mixed schools where both boys and girls are admitted. Thus coeducation in this stage of education was successful during the years 1953-55. It was however felt that a mixed school proper should however be mixed not only in respect of students but also in the curriculum offered and in the composition of the teaching staff as far as practicable.

The average enrolment of a high school during the year under review was 317 for boys' schools and 312 for girls' schools. This is far too small a size for a high school when we remember that about 60 per cent of the pupils of high schools are in the lower three classes e.g. in the middle school stage. Besides more than 50 per cent of the pupils of high schools are accounted for by about 70 high

Source: Table No.4.04 to No.4.10 taken from the Annual Report on the progress of Education in Assam during 1954-55, p.9.

schools of comparatively large size, each having an enrolment of 520 pupils and that the average size of the majority of the high schools is 200 pupils.

Necessity for providing classified curriculum at the secondary stage of education is now universally recognized. In order to introduce different courses suited to the ability, aptitude and needs of the pupils, it is essential to have a big school with sufficient number of students in the top classes. High school education in future must therefore primarily mean increased enrolment in the existing schools rather than the establishment of new ones.

The following tables compare the number of trained and untrained teachers in different types of secondary schools.

TABLE 4.11 The comparison of the number of trained and untrained teachers in different types of secondary schools during 1953-54 and 1954-55

Type of Institution	Men			Women		
	Trained	Untrained	Total	Trained	Untrained	Total
			<u>1953-54</u>			
High	731	3725	4456	137	464	601
Middle Eng. Middle Vernacular	957	3397	4354	130	455	585
	1688	7122	8810	267	919	1186
			<u>1954-55</u>			
High	845	4031	4876	161	497	658
Middle Eng. & Vernacular	1018	3758	4716	174	405	579
	1863	7789	9652	335	902	1237

Middle School

In 1948 in Assam the middle schools increased from 742 to 2495 (23.6 per cent increase). In 1948, 11 per cent of the pupils were admitted into the middle schools but in 1965 percentage increased to 33.

High/Higher Secondary School

In Assam there were 191 high schools with 31,000 students in 1948. In 1965 the number of High, higher secondary and Multipurpose schools has increased to 983 with 1 lakh 98 thousands students in the roll and the number of secondary schools including High Schools and Multi-purpose schools upto March 1967 has increased to 1037 including 68 higher secondary and multi-purpose schools.¹²²

On the advice of the Central Advisory Board of Education, the Govt. of India appointed the Secondary Education Commission in 1952 with Dr. A.L. Mudaliar as its Chairman. The Commission was asked to suggest measures for its reorganisation, improvement and expansion.

The Govt. of India has accepted the recommendation of all the State government, have upgraded many high schools into the Higher secondary pattern. But the result has not been satisfactory. At the end of the second plan period only 3000 schools out of 18,000 were upgraded. Thus the progress is very slow.

¹²² Goswami, C.L., Progress of Education in Assam, Guwahati, 1970,p.53.

Another Commission was appointed by the Govt. of India in 1964-66 to advise the government on a national plan of education and on the general principles and policies for the development of education in India in all aspects.

The Report of the commission was published in 1966. But no move has yet been taken at government level to implement the recommendations. It is expected that if the recommendations of the Commission are implemented, it will certainly improve the quality and quantity of secondary education in Meghalaya.

4.27 The Annual Report on the Progress of Education

The Annual Report on the progress of Education in Assam during 1954-55 showed that secondary education was by then controlled by the State Department of Education. But this control was direct and immediate only in respect of schools maintained entirely by government. A large number of secondary schools were however privately managed. The immediate administrative control of these schools vested with the managing committees formed with the approval of the Department of Education.

Report on Educational Survey in the State of Assam, 1957 showed that the middle stage consists of three classes from Class IV to VI as already mentioned. There are two types of schools: Middle Vernacular and Middle English.

It may be the lower three classes of a high school or the middle school itself. Hence when we talk of the number of such schools it does not mean that the actual number of middle schools but it indicates the number of institutions that cater for middle stage education. As already stated in the previous chapters all the urban areas of the state have facilities for middle stage education though that may not be adequate. In rural areas, out of 25,452 habitations, 1309 habitations have middle stage schools in them, 14,353 habitations are served by such schools situated in the vicinity and 9,880 habitations still go without any facility for education at the middle stage.¹²³

High School Stage

As far as urban areas are concerned we have already said that there are facilities for education of this stage in the towns. These facilities however may not be adequate since the existing high schools in the towns are very much ever crowded and the school authorities refuse every year a large number of pupils seeking admission in high schools. This overcrowding is also because many children from rural areas also come to attend these schools.

In the rural areas there are 291 schools of this stage situated in 285 habitations with enrolment of 11,264

¹²³ Report on Educational Survey in the State of Assam, 1957, Chapter 6, p.28.

children. Other habitations also take advantage of these schools as well as those 993 situated in urban areas. Hence 13,993 habitations are still without any facility for education of the high school stage.

For a middle stage school to be established, the criterion adopted is that there should be at least 1500 population in a habitation or a group of habitations, and the walkable distance should not be more than three miles. It is expected that if the criterion is followed, a school may have atleast 100 pupils in the roll, when compulsory education is introduced.

For each stage the population criterion is fixed at the minimum of 5,000 in a habitation or a group of habitations and the walkable distance is not more than 5 miles.

This procedure however has had to be relaxed in case of hills districts, where the population criterion has been considerably lowered and the walkable distance has had to be increased.

The Report has proposed 37,412 such schools in addition to the existing number of 1521 schools in rural areas. By this they propose to serve 3,992 more rural habitations in addition to 15,662 habitations. This means that when the new plan will be implemented, 19,654 rural habitations will be served by middle stage schools. Only 5,888 rural

habitations throughout the whole state will remain without this facility. The population remaining without educational facility of the middle stage will be 7,68,756 in all, and the percentage of these people to the total population of the State is only 8.7.

Even after relaxing the population criterion for proposing middle school in the hills areas as has already been said it was not possible to propose sufficient number of middle school in hill areas in spite of best intentions. The existing and proposed schools will serve only 55.9 per cent of the people of the hills. The reason for this was that the habitations in the hills are very small and are too scattered to be grouped together. It was suggested however that to be fair to the hill people, sufficient hostel accommodation should be made in the middle schools in those areas so that the children of the unserved habitations may avail themselves of the middle schools facility in the existing and proposed middle schools.

High School Stage

It was proposed to set up 210 additional high schools to serve 6,241 more rural habitations. Out of 13,993 rural habitations 31,357 had educational facility of the high school stage. The total number of existing and proposed high school thus would be 501 in the rural areas serving 17,790 habitations in all, leaving 7,752 rural habitations

unserved by any school of the high school type.

The total population to remain unserved by any high school was estimated at 13,84,398 which formed 15.7 per cent of the total rural population of the State. For the benefit of the people sufficient hostel accommodation was to be provided in the high schools particularly in the hills where only 28.4 per cent of the total population could get the high school education facility within easy reach.

4.28 Creation of the Secondary Education Board of Assam

Prior to 1962, secondary education was duly controlled by the Gauhati University and by the Department of Education of the Government of Assam. The University was concerned with the academic side and the government with the administrative side. The arrangement was found to be defective and in 1962, the Secondary Education Board of Assam was created. In the early years of the history of the Board the Director of Public Instruction, Assam was the ex-officio Chairman of the Board. But from May 1, 1974 a full time Chairman was appointed with a view to improving the performance of this Board. Some Education Officers were also appointed who organize Seminars and discussions on problems related to Secondary Education in Assam.

4.29 Formation of Meghalaya and Educational Developments thereafter

On 24 November 1969 an Act was passed by the Indian

Parliament for the creation of a separate State known then as "The Autonomous State of Meghalaya" with full legislative powers. The new State came into being on the 2 April 1970. The conferment of the autonomous State status to the region was not liked by many local people. The aspiration of the people from the beginning was to get full State-hood with equal powers like any other State in the Indian Union. On 30 September 1970 a resolution was passed by the Meghalaya Legislative Assembly requesting the Government of India to grant full state-hood to it. Realising the inadequacy of the 1969 Act and the dissatisfaction of the people, the Centre finally granted a fullfledged State to Meghalaya with full Legislative powers on the State. The new state was born on the 21st January 1972.¹²⁴

Proceedings of the First Session of the Meghalaya Legislative Assembly assembled under the Provision of the Assam Reorganization (Meghalaya Act 1969). The Budget Session of the Assembly in 1971 made the following observations regarding education:

1. Expansion and improvement programmes under the head General Education call for a cautious approach and the education department has now addressed itself to the task of taking stock of the actual affairs for a proper assessment. Honourable members are aware that government desired to set up a Committee to go into the various aspects of educational system in Meghalaya. Such a Committee is being set up soon.

¹²⁴The Assam Reorganization Meghalaya Act 1969, Registered No.A-65.

In the field of secondary education, efforts are being continued for its improvement. Recurring and non-recurring grants-in-aid to the government secondary schools for the pay of teachers, construction and extension of buildings, purchase of requirement etc. are being provided to the extent possible.

Similarly government will continue to give aid to the District Councils as usual for maintenance and control of the primary education which is entirely under the district councils. Attention also has been paid to its expansion programme in consultation with the district councils.¹²⁵

2. The Shillong Polytechnic at Mawlai is being strengthened with the required staff as well as the provision of necessary tools and equipment for imparting training in various diploma courses in engineering. Facilities for water supply, electrification, transport, staff quarters etc. in the institution are receiving urgent attention of the government.

4.30 Meghalaya in Education front

Immediately after the attainment of statehood, it was clearly recognized that the education system in the

¹²⁵Proceeding of the first session of the Meghalaya Legislative Assembly assembled under the provision of the Assam Reorganization (Meghalaya Act 1969) Budget Session 1971, Vol. 4 (No.1, 15th & 16th June 1971).

state needed drastic changes, both structural and qualitative. First the education system had to be brought in line with the educational system of the more advanced states of the country so that Meghalaya education could face the challenge thrown up by modern scientific advancement and economic development. Secondly there was a strong felt need for qualitative improvement in educational administration, educational technique and methods of teaching in general.¹²⁶

It was also realized that education in Meghalaya was passing through a double crisis. Quantitatively, a vastly increasing number of children must receive formal schooling for larger periods, qualitatively, a rapid change had to be brought in the context of methodology and instruction. Moreover new important area of education like teachers' training programme, measurement of quality and standard of education, documentation of educational statistics, development of teaching aids, work experience, technical and vocational education, education for the handicapped and the talented children and development and production of textbooks suited to the developing state like Meghalaya had not been given due emphasis as the search base which was an important pre-condition for the development of these areas had not emerged in the State.

¹²⁶ Meghalaya Chronicle 1978, published by the Directorate of Information and Public Relations.

4.31 Expansion in the State Education Machinery for development of Secondary Education in Meghalaya

The new responsibilities as outlined in the Budget speech of 1973 called for important changes in the machinery to look after the emerging needs for educational development in the State. The following have been some of such developments:

1. State Education Department

The Education Department of Meghalaya emerged out of the parent Education. Development of the Government of Assam at the time of the formation of the State of Meghalaya a composite department for health, social welfare, labour and education known as 'Social Service Department' looked after educational matters. Education was later separated from health and labour. The period from 1972 to 1975 was a period of the reorganization of the Education Department. As the Capital of the Composite State of Assam and later the capital of the new State of Meghalaya, Shillong continued to be the Headquarters of the State Education Department.

2. Administrative set up for Education

The organizational set up of education department may be broadly divided into the Secretariat and the Directorate. The Secretariat is the Headquarters of the organization at the State level through which the business of the government is transacted. The Secretariat is concerned with policy matters and acts as an adviser to the Minister. It translates the policies of the government into intelligible

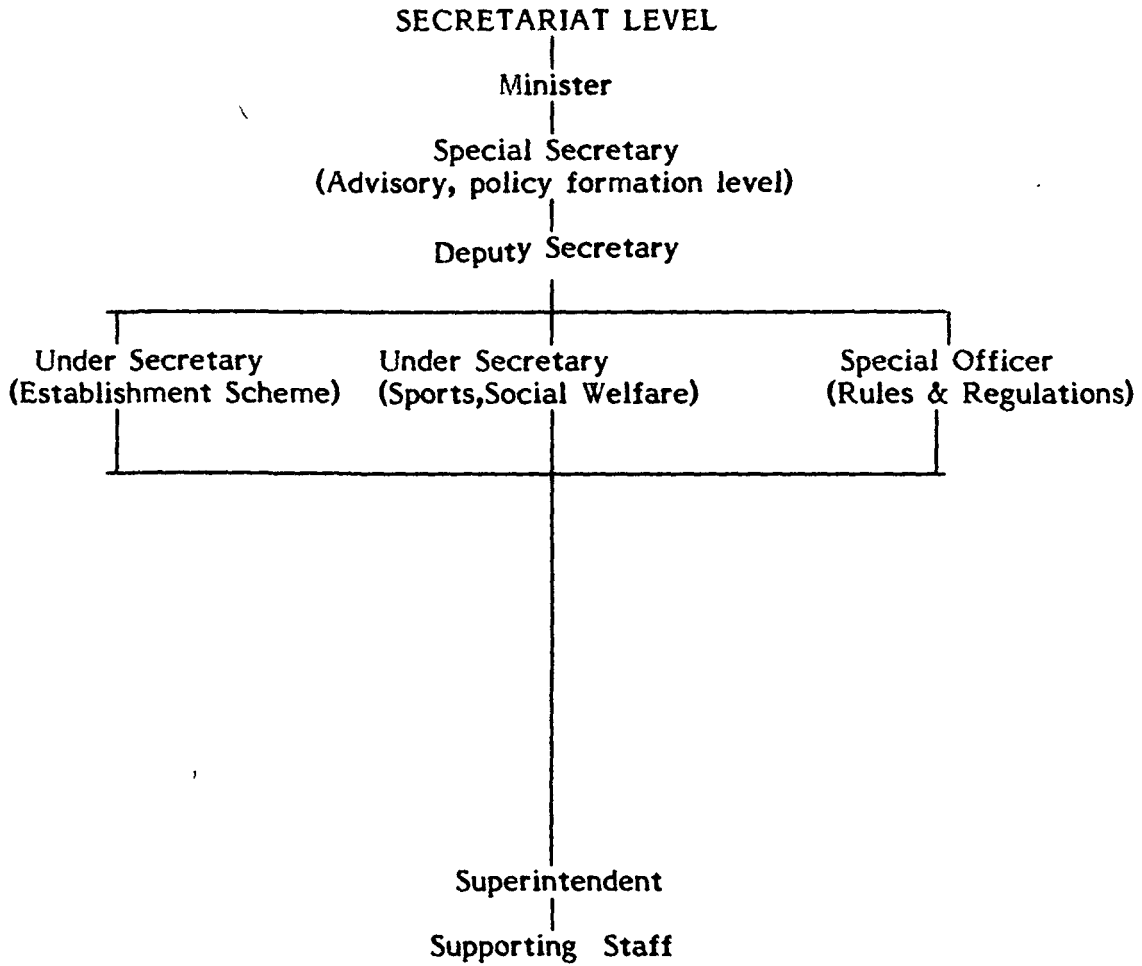
and workable orders. The department dealing with education is known as Education, Youths and Sports Department. The official Head of the Department is the Secretary who is assisted by other supporting staff like Deputy Secretary, Under Secretary and Superintendent drawn from the Civil and Secretariat services.

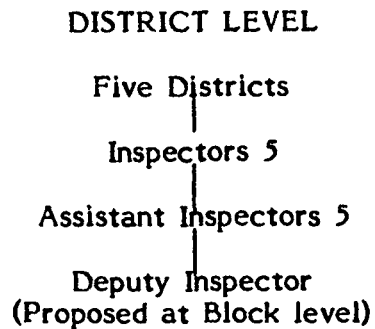
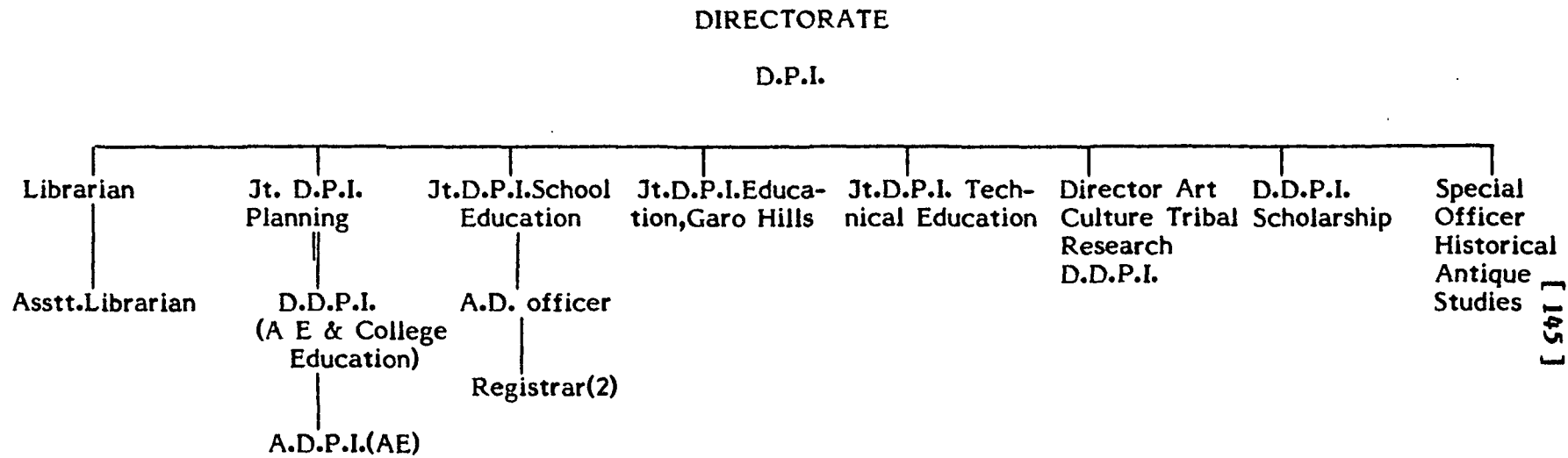
The Directorate is the Chief Administrative unit and agency for formulation and implementation of educational programmes in the State. The Directorate is headed by the Director who is assisted by the number of subordinate officers and staff at the State and field levels. The overall academic and administrative supervision and control of all educational institutions in the State is vested with the Director.

At the field level are Inspectors of Schools, one in each revenue district who act as contacts between the school and the state department of education and who are responsible for the supervision of schools within their jurisdiction. The Inspectors are assisted by Assistant and Sub-Inspectors.

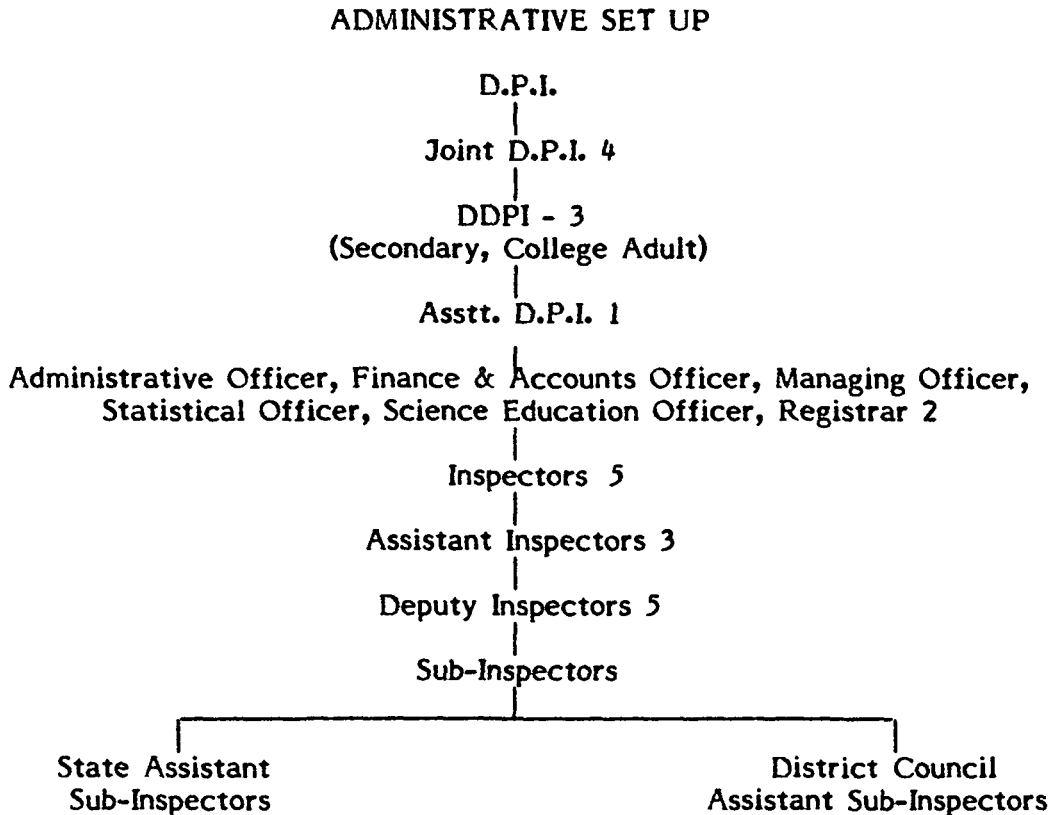
4.32 Educational Administration at Secretariat level

Status as in March 1986





4.34 Administration of Secondary Education
(As on March 1986)



State Level

The Secondary schools both middle and high schools are under the control of D.D.P.I.

District Level

Inspection is done by the Inspector of Schools, Assistant Inspector of Schools and Deputy Inspector of Schools, both in sub-division and districts. Inspection and supervision of government high schools and aided high schools is being

done by the Inspectors of Schools.¹²⁷ Deputy Inspector of Schools is looking after government M.E. schools and private aided schools. Sub-Inspectors of Schools are doing inspection in respect of primary schools, now under the control and management of District Council.

The inspection and supervision are in two parts -
(1) Academic (2) Physical Development.

Academic - it includes classroom teaching and improvement, progress of the students and inspection.

Physical - we have extra curricular activities, school buildings, hostel construction and school quarters plus accounts of the headmasters of the respective schools. The Inspector of Schools are to see that there should be a regular constituting committee.

Improvement of teaching

The Inspector of Schools use to organize short term training or in-service training subjectwise to the teachers. If the Inspectors found that the whole school is weak in certain subject, next time if they go for inspection again they are to see whether any improvement is there in that certain subject which they are weak previously. They have to give training to the headmasters regarding the compilation

¹²⁷Communication from the Educational Directorate, Meghalaya, Shillong.

of annual statistical reports. They have to train the headmasters and secretaries of the high schools and M.E. schools on the matter regarding the maintenance of school accounts.

Each school is to be visited twice in a year. Sub-Inspector of Schools visited 50 schools in a year and Deputy Inspector of Schools visited 40 schools in a year, but there is no yardstick for the Inspectors of Schools regarding inspection, since they have to supervise and see the social education organisation and other duties. Besides the above duties, the Inspectors of Schools have to conduct pre-test for HSLC. The overall control lies with the Director of Public Instruction.

4.35 The Meghalaya Board of School Education

A separate Board was set up by the Meghalaya Assembly through an Act in October 1973. The Board has generally the power to regulate, supervise and control school education and in particular the powers and duties mentioned below:

1. To prescribe courses of instruction for Primary, High and Higher Secondary Schools and Professional or Vocational schools.
2. To conduct and supervise examinations based on such courses or to cause to conduct and supervise such examination.
3. To admit to its examinations on conditions, that may be prescribed by regulations, candidates who have pursued the prescribed courses of instruction and also to take such disciplinary action against candidates as may be prescribed by regulations.

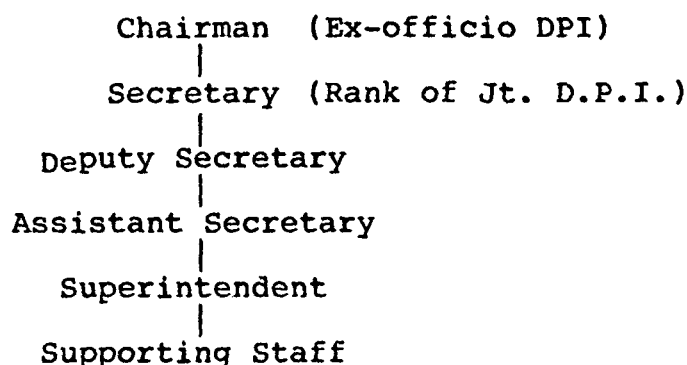
4. To demand and receive such fees as may be prescribed by regulations.
5. To publish the results of its examinations.
6. To grant certificates to students passing the examinations.
7. To institute and award scholarships, prizes etc.
8. To prepare, publish and select textbooks and supplementary books or to cause to prepare, publish and select such books.
9. To lay down conditions of recognition of High Schools and other schools preparing candidates for High school courses and other courses prescribed by the Board.
10. To recognise High and Higher Secondary Schools and Professional and Vocational Schools and to withdraw such recognition.
11. To take such disciplinary action as it thinks fit against institutions as prescribed by regulations.
12. To adopt measures for a study and examination of problems in the field of school education.
13. To advise government on physical, moral and social welfare of students in recognised institutions and to prescribe conditions for their residence and discipline.
14. To prescribe necessary qualifications of teachers in recognised schools.
15. To organise seminars and provide "in-service" training courses.

16. To receive grants from government and donations from private individuals or associations for specific or general purposes.
17. To call for reports from the Director of Public Instruction on the conditions of recognised institutions or of institutions applying for recognition.
18. To advise government relating to any matter within the provisions of the Act on which the government may consult the Board.
19. To appoint officers and other employees of the Board and to prescribe by regulations the terms and conditions of their service.
20. To institute by regulations for benefit of its officers and other employees such pension, gratuity and provident fund as it may deem fit, in such manner, and subject to such conditions, as may be prescribed by regulations.
21. To delegate any of its powers to any committee constituted under the Act.
22. To administer the Meghalaya Board of School Education Fund.
23. To receive, purchase and hold any property, movable or immovable, which may become vested in it, and to dispose of all or any of the property, movable and immovable belonging to it, and also do all other acts incidental or pertaining thereto.
25. To do such acts and things as may be necessary to carry out the purposes of the Act.

The Board has been prescribing the syllabus, text books and other details in respect of middle and high school education and conducting the High School Leaving Certificate

examination from its inception. It has subsequently been given the powers to conduct the Middle School Leaving Certificate examination as well as the Primary School Leaving Certificate examination.

The set up of the Board as in March 1986 is as follows:



4.36 Education Commission

The first Education Commission was appointed by the Government of Meghalaya in April 1972 with Dr. H.C. Bhuyan as Chairman. The terms of reference which covered both elementary and secondary education was to examine whether elementary education, have developed on proper line such as to provide strong suitable base for education in the State.

On secondary education, the Commission was to examine and submit recommendations for rationalisation of education so as to improve the quality of secondary education. The terms of reference among others also included points regarding needs and aspiration of the people and the need for a Bord of Secondary Education.¹²⁸

¹²⁸Govt. of Meghalaya, A Report of Education Commission, Meghalaya Shillong Government Press, 1977, p.(F-vii).

The Commission could not however made much headway as the Chairman passed away. Soon after the Commission was set up. A new Commission had to wait till 1975 when on 30 June that year the present Education Commission was constituted by a Government notification.

The Commission had Dr. Chandran D.S. Devenesan, Vice-Chancellor, North Eastern Hill University and Member, University Grants Commission, as its Chairman and late Fr. A. Joseph, S.D.B. the then Principal, St. Anthony's College, as its Vice-Chairman.

The Commission was called to give special attention to the following directions in which action was urgently needed:

1. for ensuring continuity and adequate enforcement of the provision of earlier legislation on education, to provide legislative base in place of executive orders to educational policies and programmes to the maximum extent feasible;
2. harmonising the public and private sector in education through clear cut policies.
3. clear division of responsibilities and functions at various levels of operational units;
4. securing rational distribution of highly qualified staff between Central offices and subordinate units so that the latter may be strengthened;
5. devolution of greater responsibility and authority to subordinate units;

6. devising an adequate machinery for inter-departmental coordination as well as for coordination between different levels within the educational establishment;
7. Creation of organisational and method units in all main operational units for formulating technical procedures to facilitate work and review the working of these procedures from time to time;
8. organising machinery for systematic evaluation of programme in operation;
9. establishment of advisory bodies to serve as channels for public opinion on education or securing expert advise from outside the educational establishment.

The commission submitted its report in 1976 after collecting information pertaining to every aspect of education in the State and interviewed people in many cases. The Report suggested the following in respect of Secondary education.

The present lower secondary cycle is of four years duration. The proposed cycle will have a duration of three years. It is obvious that this change should provide a surplus of staff and accommodation. Thus according to the proposed system, by the time a pupil reaches standard IX in Meghalaya, he or she will be on par with pupils in other States.

Science and Mathematics will be made compulsory subjects for both boys and girls from Standard I to Standard X.

The staff who at present teach the equivalent of the +2 stage are working in Colleges. Thus raises the problems of the assignment of staff without loss of status or remuneration, if the general course for standard XI and XII is to be transferred to upper secondary school. Since a wide variety of subjects is unlimited combination it is likely to be offered, this may require additional recruitment.

The staff for vocational course will have to be newly recruited, and ways must be explored for encouraging those with experience and qualifications in the vocational field to re-enter the educational system as teachers or instructors. Initially the retired personnel from the P.W.D. and other technical departments of the government may be entertained.

Far-reaching changes are proposed for the +2 level (Standards XI and XII) be offered a choice of three courses:

1. General

- humanities and social science group
- science group

2. Vocational

- Commerce group
- business group
- agricultural group
- animal husbandry group
- agro-industry group
- agro-business group
- home science and community service group
- art and culture group
- para-medical group
- technology group

Initially, probably only a relatively small selection of the subjects within the groups will be available.

4.37 Development of Education and Plan Schemes in Meghalaya

The following tables gives the statistics about the status of secondary education in the State. During 1970-71 free studentships were sanctioned to 283 students and special scholarships to 1490 students. 84 M.E. schools were given grants-in-aid for expansion of the facilities for children in the age group 14-17.¹²⁹

TABLE 4.11 The enrolment, number of middle and high schools and number of teachers and expenditure in both the institutions in 1971-72

1971-72	Enrolment			Institu- tions	Teachers	Expendi- ture
	Boys	Girls	Total			
High	16,478	12,919	28,397	112	1,301	17.24 lakhs
Middle	12,875	9,239	22,114	226	1,312	

In 1971-72 there were 12,919 girls in high schools and 16,478 boys. The total enrolment was 28,397. The number of high schools were 112 with 1,031 teachers. There were 266 middle schools with 1,312 teachers. A sum of Rs.17.24 lakhs was spent during the year for secondary education.¹³⁰

The period 1972-73: The programme for improvement and expansion of high school building still continued. Eleven

¹²⁹ ibid., p.158.

¹³⁰ Government of Meghalaya, Statistical Hand Book, Meghalaya Shillong: Government Press, 1973, p.50.

high schools were financially assisted for improving the facilities in science teaching. Rs.5.50 lakhs had been spent for teachers training in elementary education. Rs.22.39 lakhs had been spent for secondary education during the current year.¹³¹

TABLE 4.12 The enrolment, number of institutions - middle and high schools and number of teachers in secondary education during 1972-73.

1972-73	Enrolment			Institu- tions	Teachers	Expendi- ture
	Boys	Girls	Total			
Boys	17,109	14,242	31,351	119	1,408	Rs.22.39 lakhs
Middle	14,200	9,725	23,925	299	3,828	

Vocational courses in the curriculum of elementary and secondary education have not been actively put into operation. Youth amenities, science education, library and laboratory services and other qualitative programme have not been developed in proportion to the expansion programme of enrolment during the fourth plan.¹³²

In 1973-74 the required number of teachers for the existing 132 high schools is 1590 where as there were only 1250 teachers working in the schools. The enrolment in high schools where 23,107. In 3411 middle schools there

¹³¹ Ibid., p.54.

¹³² Assam Government, Review of progress in the Fourth Plan, Draft Outline, Fifth Five Year Plan, Assam: Government Press Assam, 1973, p.109.

were 1593 teachers with the enrolment of 25,360. The expenditure for high schools and middle schools during the year was Rs.28.61 lakhs.

TABLE 4.13 The Educational Statistics of 1973-74.

1973-74	Enrolment			Institu-	Teachers	Expendi- ture
	Boys	Girls	Total			
Boys						
High	18,350	14,757	23,107	132	1,250	Rs.28.61 lakhs
Middle	15,327	10,033	25,360	341	1,593	

During 1974-75, the target of additional enrolment of 7500 students of the age group 6-11 years and 6000 students of the age group 11-14 for the middle and middle stages of education in the rural areas of the State are expected to be reached. Mid-day meal and other incentives are being given to the students bordering Bangladesh and the flood affected areas of Garo Hills. 3000 students have been awarded scholarship under this programme. ¹³³

TABLE 4.14 The enrolment, institutions and teachers in secondary education during 1974-75.

1974-75	Enrolment			Institu- tions	Teachers	Expendi- ture
	Boys	Girls	Total			
High	18,208	15,526	23,734	140	1,213	Rs.11.00 lakhs
Middle	15,589	9,889	25,478	343	1,593	

¹³³ Government of Meghalaya, Review of the Implementation of Development Schemes and programme for 1975-76 Shillong: Government Press, Shillong 1975, p.44.

The enrolment during the year was 23,734 both boys and girls with 1,213 teachers in high schools and 1,593 in middle school, the expenditure was Rs.11 lakhs.

Under the scheme for expansion of educational facilities during the year 1975-76, for the age group 14-17 years an amount of Rs.1.80 lakhs has been spent during 1975 for entertainment of 100 additional teachers in existing new schools. One school in Simsangiri has been provincialized A Government Girls schools is being set up at Jowai. A large number of non-government schools have been assisted for construction and improvement of school building and for providing hostel facilities during the current year.

TABLE 4.15 The enrolment, Institutions and teachers of secondary education during 1975-76.

1975-76	Enrolment			Institutions	Teachers	Expenditure
	Boys	Girls	Total			
High	17,977	15,502	23,479	145	1,263	Rs.10.85 lakhs
Middle	14,590	10,613	25,203	352	1,623	

During 1975-76 the enrolment of students were 23,479 in high schools with 15,502 girls and 17,977 boys with 1,263 teachers. In middle schools there were 25,203 students with 10,613 girls and 14,590 boys. The number of teachers were 1,623.¹³⁴

¹³⁴ Government of Meghalaya, Draft Annual Plan, Government Press Shillong, 1975, p.165.

During 1976-77, Rs.33.50 lakhs is proposed on secondary education for maintenance of teachers, improvement of teachers' training and for qualitative improvement in secondary education as a whole.

Rs.1.00 lakh is proposed for the implementation and extension of the scheme in both government and non-government schools in accordance with the Prime Minister's Emergency Economic Programme to help the poor and the needy students who cannot afford to buy books.

The new uniform pattern of Education 10+2+3 has been accepted in most part of the country. The +2 post-Matric stage will be given a new shape by introducing vocational education. The provision is meant for introducing vocational courses in a few selected institutions. An amount of Rs.5.00 lakhs is proposed for this purpose.¹³⁵

TABLE 4.16 The Educational statistics of secondary education during 1976-77.

1976-77	Enrolment			Institutions	Teachers	Expenditure
	Boys	Girls	Total			
High	-	-	34.87%	148	1213	Rs.12.00 lakhs
Middle	-	-	37.87	363	1623	

In 1976-77 the percentage of students in secondary education was 34.87% with 148 high schools and 1,213 teachers.

¹³⁵ Government of Meghalaya, Draft Annual Plan, Government Press, Shillong 1976, p.135.

In middle schools there were 37.87% with 363 middle schools and 1,623 teachers.¹³⁶

Development during 1977-78

Government Middle School Buildings - Most of the government middle schools have been established by provincialising the aided schools including the buildings which were in dilapidated conditions due to inferior building materials and heavy rainfall of about 5/6 months a year in the State. It is, therefore, proposed to thoroughly repair the old ones and construct new buildings as per State P.W.D. specifications.

Provincialisation of M.E. Schools - At that time there are 405 middle schools in the State, out of which, 34 are Government schools. During the Fifth Plan Period, 5 numbers of M.E. Schools have been provincialized. It is proposed to provincialize 5 more M.E. Schools during the year. Rs. 2.50 lakhs have been proposed for maintenance cost of 5 schools already provincialised.

Introduction of Science in Middle Schools - The pilot project of UNICEF Assisted Science Education Programme has been started in 30 middle schools from 1975-76. It is proposed to introduce wider phase from 1978 to cover all schools in a period 3/5 years in a phased manner. A sum of Rs.1.50 lakhs has been proposed for training of teachers, supply of some

¹³⁶ Government of Meghalaya, Statistical Hand Book, Meghalaya Government Press, Shillong 1976, p.108.

science kits, publication of textbooks and Teachers' Guide in local tribal languages, construction of Science classroom and provision of furniture etc.

Strengthening of Administration & supervision - With the formation of Simsangiri and Nongstoin sub-divisions as district levels and for raising the status of the Inspectorate in Jaintia Hills District, three posts of Inspector/Assistant Inspector of Schools and supporting staff are required to be sanctioned. Additional staff in the existing Inspectorate is also necessary to cope with the increased volume of work due to educational expansion. A sum of Rs.1.00 lakh and Rs.5.00 lakhs have been proposed for maintenance cost of staff buildings for Inspectorate at Tura/Jowai respectively.

Provincialization of High Schools - Three Government high schools (Boys/Girls) have already been established during the earlier period of the Fifth Plan. It is intended to provincialize one more school during the year to provide improved educational facilities. A sum of Rs.3.00 lakhs has been proposed for the purpose including maintenance cost and grant for science equipments, furniture, library books etc. of schools already provincialized.

Grant to State Board of School Education - The Board is at present located in temporary buildings at the government, multipurpose school boys' hostel. A plot of land has been allocated to the Board in the new township of Tura. Rs.5.00 lakhs

have been proposed for as building grant to the Board.

Scholarships - As an incentive to poor students in the backward areas to continue their studies and prevent drop outs, it is proposed to award scholarships to 750 such students during the year at the rate of Rs.80 per student annually and a provision of Rs.0.60 lakhs has been proposed for the purpose.

Free Education - Scheduled Caste and Scheduled Tribe students are exempted from payment of tuition fees. The provision of Rs.1.00 lakh is meant for giving grants to schools to compensate for the loss of free income.

Teachers Training - It is proposed to increase the number of deputed teachers for B.Ed. from 30 to 60 per year to clear the backlog. Besides it is proposed to increase the rate of deputation allowances to depute 2 to 4 teachers for English Teaching Certificate Course (post graduate) to various Centres outside the State including Central Institute of English and Foreign Languages. A provision of Rs.2.00 lakhs each year has been proposed. It is also necessary to organize more seminars, workshops, short-term training programmes for teachers of secondary schools for qualitative improvement. A sum of Rs.0.50 lakhs has been proposed.

For the expansion of educational facilities to the age group 14-17 years a sum of Rs.5.50 lakhs has been proposed

as maintenance grants to venture/recognised schools to entertain qualified additional staff for expansion and opening new classes.

Work Experience - For introduction of work experience in the curriculum the amount of Rs.1.80 lakhs has been proposed.

Revised pay scales to non-government school teachers and Additional Teachers in existing schools - Rs.3.50 lakhs has been proposed as increased adhoc maintenance grants for revised pay scales as well as assistance to schools to entertain additional teachers particularly for Science and Mathematics.

Improvement of School buildings - The majority of schools are under private management and the buildings are not in good condition as they were made of local materials which do not last long due to heavy rains for about 5 to 6 months in a year and as such needd constant repair Rs.1.50 lakhs has been proposed to assist non-government schools for repair, proper maintenance of school buildings.

Provision for Hostels - Rs.2.50 lakhs during 1977-78 has been proposed for construction of 3 Hostel buildings of the aided schools in selected places.

Facilities for Teaching of Science - To start the schemes of compulsory science education in the schools, it

is necessary to provide laboratory facilities. A sum of Rs.1.50 lakhs has been proposed for providing laboratory buildings, equipments furniture etc. for aided schools.

School libraries - It is necessary to improve the school libraries to cater to the needs of the students and teachers under the new 10 year schooling pattern. Rs.0.80 lakh has been proposed as grant-in-aids for the year.

Extra-curricular activities - Grants of Rs.0.20 lakh to aided schools has been proposed for providing facilities for extra-curricular activities.

Improvement of playground - Due to hilly terrain most of the schools do not have facilities of playgrounds for outdoor games. A sum of Rs.0.80 lakh has been proposed for development of playgrounds in the high schools.

TABLE 4.17 The Educational Statistics of Secondary Education during 1977-78

1977-78	Enrolment (Boys & Girls)	Institution	Teachers	Expenditure
High	37.87	159	1,735	Rs.32.05 lakhs
Middle	31.36	375	1,623	

The enrolment during 1977-78 was 37.87% in high schools with 1,735 teachers and 31.36% in middle schools with 1,623 teachers and the expenditure is Rs.32.05 lakhs.

Improvement of Govt. high school buildings - The Assam type government high schools buildings at Shillong/Tura including in the Pine Mount School, Shillong constructed a few decades back need immediate expansion for proper functioning. A sum of Rs.16.00 lakhs have been proposed for such repair and innovation.¹³⁷

During 1978-79, Rs.3.00 lakhs has been spent for the maintenance cost of 71 teachers including IV grade staff and contingencies etc. in government schools, provincialized during the plan period and for the entertainment of 10 additional teachers in the Govt. high schools.

Provincialization of High Schools - It is intended to provincialise two more high schools during 1978-79 to provide improved educational facilities aimed at qualitative improvement.

Taking over of eligible ad-hoc schools under deficit system of grants-in-aid.

Most of the high schools are under the ad-hoc system of grant-in-aid. For qualitative improvement in educational facilities, it is proposed to take over 3 eligible schools under deficit system of grants-in-aid.¹³⁸

¹³⁷Government of Meghalaya, Draft Annual Plan 1977-78, Government Press, Meghalaya, Shillong, 1978, p.158.

Government of Meghalaya, Statistical Hand Book, Meghalaya, Government Press, Shillong, 1978, p.108.

¹³⁸Govt. of Meghalaya, Draft Annual Plan, 1978-79, Govt. Press, Meghalaya, Shillong, 1979, p.164.

Improvement of Play-ground - Due to hilly terrain most of the schools have no facilities of playground for outdoor games. A sum of Rs.0.20 lakh is proposed to assist the non-government secondary schools for improvement of play-ground.

Strengthening of the Inspectorate - The outlay of Rs.1.50 lakhs has been proposed for maintenance of the existing staff and strengthening of the Inspectorate for meeting the increased work-load.

TABLE 4.18 The enrolment, institutions, teachers of secondary education during 1978-79

1978-79	Enrolment			Institutions	Teachers	Expenditure
	Girls	Boys	Total			
High	18,760	20,940	37,700	163	1,275	Rs.35.35 lakhs
Middle	12,691	16,934	29,625	374	1,945	

During 1978-79 there were 18,760 girls and 20,940 boys in 163 high schools with 1,275 teachers. In 374 middle schools there were 12,691 girls and 16,934 boys with 1,945 teachers. The expenditure on both middle and high schools was Rs.35.50 lakhs.¹³⁹

The Period 1979-80

As per the Annual Plan, the Secondary stage, endeavour would be towards improving the facilities in the existing

¹³⁹ Govt. of Meghalaya, Statistical Hand Book, Meghalaya Govt. Press, Shillong, 1980, p.30.

institutions and new high schools would be opened only in backward rural areas. The maintenance grant to private institutions which continue about 80 per cent of the high schools, will be given at a higher rate to enable them to entertain qualified teachers. To provide improved facilities, 5 high schools would be brought under deficit maintenance grant and two high schools provincialized in the newly set up subdivision. The part time classes will be started in 40 centres (one in each of 24 blocks and in urban areas) to enrol drop outs and give them coaching for appearing in the HSLC examination. The coaching classes for tribal students in Science and Mathematics will continue. The buildings of both government and aided schools need further improvement and expansion to cater to the needs of the existing students and to tackle additional enrolment and provide laboratory facilities. It is proposed to give assistance to set more hostels in rural areas and centrally located places as schooling facilities are not available within walking distance in many areas. The training programme for Science teachers would be continued and assistance given for procuring Science equipments as regard implementation of the national pattern of education 10+2+3 the State Education Commission has recently submitted its report, which is still under the consideration of the State Government. As such a token provision has been made for the same as well as for vocationalization.

Teachers Education

There is a huge backlog of untrained teachers at all stages (about 70 per cent) as such special measures are necessary to explain hostel accommodation for trainees along with instructions, buildings and staff in the existing institutions. It is proposed to select the site and initiate building project for all the three (2 for primary and 1 for middle) Teachers' Training Institutions proposed during the plan period, so as to enable functioning at an early date. The newly set up SCERT has been entrusted with the programme of Teachers' Training. The SCERT need building both for instructional purpose and accommodation of the teacher trainees as the present temporary accommodation provided is inadequate to enable organizing its programmes effectively. It is also proposed to entertain qualified staff in the SCERT to organize teachers training programme properly.

Adult Education

The Adult Education Programme for both eradication of illiteracy and functional literacy amongst the adults (15-35 age group) on a priority basis has been launched on the 2nd October, 1978, under National Adult Education Programme. During the year, 280 centres under this scheme is proposed to be organized. Besides under the non-formal and farmers' literacy programme, 220 centres have been opened. It is expected to cover 16,000 persons under these programmes. The outlay for 1978-79 is Rs.6.40 lakhs including Rs.1.50 lakhs channelised

to community development department. During the period 1978-83, it is proposed to cover Rs.1.15 lakhs illiterate people and to achieve 100 per cent average of illiterate persons of 1987-88 (estimated at Rs.2.24 lakhs).

During the year 1979-80 adult literacy centres 500 in rural areas and 150 in urban areas will be opened to cover 19,500 persons (13-35 years age group) under National Adult Literacy Programme. The instructors will be engaged on a remuneration of Rs.100 p.m. and non-recurring grant given to each Centre for purchase of petromax kerosene etc. It is proposed to strengthen the SCERT to develop suitable learning materials and training programme for instructors etc. It is intended to start 300 ne-literate by supplying suitable reading materials. The newly set up Educational Technology unit in the State (located at SCERT will give fill up to the adult education programme and radios will be supplied to the selected centres. For effective organization 3 District Adult Education Officers will be appointed to cover all the 5 districts and some Block level officials (social Lady Education organizers) to cover all the 24 blocks gradually.

Physical Education, Sports, Youth Services

The assistance will be given to sports councils and associations for construction of play grounds and stadia both in urban and block headquarters for organization of sports competition (including rural) and promotion of games

and sports in various fields. It is intended to send more coaches for athletes, football, table tennis, volley ball etc., outside and organize coaching centres in the State. Encouragement will be given for promotion of local games like archery and participation in various national competitions. Necessary equipments will be purchased for physical education. It is intended to give scholarship to encourage the participants particularly in the rural areas on their performances in the tournaments.

The facilities for N.C.C. & N.S.S. will be expanded to cover more institutions and students. The Scout and Guide and Red Cross Associations will be given grant in aid for raising troops purchase camping equipments and expansion of activities in more schools.

Direction, Administration, Supervision

It is intended to strengthen the educational planning and statistical unit both at the Directorate and field level. It is proposed to set up a unit monitoring system to provide information on various aspects of educational planning and implementation.

Other programmes

The SCERT will conduct educational research studies and take steps for book promotion and development of tribal languages.

Minimum needs Programme

The programme of the Elementary Education and the Adult Education programme have been included in the revised minimum needs programme. The highest priority have been given to these programmes and about 55 per cent of the total outlay for 1979-80 has been proposed these sectors) e.g. (Rs.125 lakhs out of Rs.229 lakhs).¹⁴⁰

TABLE 4.19 The Educational Statistics of Secondary Education during 1979-80

1979-80	Enrolment			Institu- tions	Teachers	Expendi- ture
	Girls	Boys	Total			
High	19,946	23,074	43,020	173	2,044	Rs.35.00 lakhs
Middle	14,461	17,793	32,254	443	1,867	

Thus there were 43,020 students in high schools with 2044 teachers and 32,254 students in middle schools with 443 teachers. The expenditure for the purpose is Rs.35.00 lakhs.

The period 1980-81

The Plan Schemes for the year included the following:

Maintenance cost of the teaching staff - There are ten government high schools in the State which are ill-staffed and need further expansion for overall qualitative improvement

¹⁴⁰Government of Meghalaya, Draft Annual Plan 1979-80, Government Press, Shillong, 1980, p.146.

including classroom teaching. During the annual plan period 1980-81, besides maintaining the existing staff, 15 additional teachers are proposed to be recruited. An estimated amount of Rs.1.00 lakh is earmarked for the purpose.

Provincialization of high school - There are 32 schools under the Deficit System and 117 schools under the Adhoc grant system. Most of these schools are located in the rural backward areas and they faced numerous problems regarding academic facilities. In order to bring about a qualitative change in these schools the government propose to bring about a qualitative change in these schools, under the government control through provincialization. In the current annual plan it is proposed that 2 high schools would be provincialized and for this purpose an amount of Rs.2.00 lakhs is indicated.

Assistance to non-government schools - The non-government schools run by the private organizations constitute 75 per cent of the total number of schools in the State. Since these schools are suffering from financial constraints the government propose to increase adhoc grants to such schools and to finance 50 additional teachers during the next annual plan. A sum of Rs.4.00 lakhs is therefore, indicated for this purpose.

Bringing Adhoc Schools under Deficit System - In order to facilitate qualitative improvement of education in the State, especially in the rural areas, it is proposed

that 5 more adhoc grant schools be brought under the full deficit system during the Annual Plan period and 20 additional teachers be entertained. A sum of Rs.3.60 lakhs is proposed for this purpose.

Implementation of the 10+2 pattern - The Education Commission has made broad recommendations for the introduction of 10+2 pattern in the State to fall in line with the national pattern. The switching over will involve a huge expenditure, for which a token amount of Rs.1.00 lakh is earmarked.

Incentive/Amenities - To encourage the talented and to help the children of weaker section overcome the environmental handicaps, stress is being laid to increase the facilities in the form of amenities/incentives to such sections of students. Rs.5.60 lakhs is earmarked for this.

Buildings - The fourth survey (Education) reveals that most of the institutions in the rural areas have paucity of accommodation as a step towards standardisation, the government propose to build up standard school building with minimum classrooms. A sum of Rs.10.00 lakhs is indicated for this purpose.

Laboratories (Assistance to non-Government Institutions)-
Laboratories need to be equipped to keep pace with the emphasis given to Science Education in the State. For the sake of basic amenities to be provided in the schools, proper laboratory rooms are necessary.

For this purpose, the estimated amount is Rs.0.50 lakh for the government schools and Rs.1.50 lakh for the non-government schools. Twenty schools will be covered with this amount.

Extension of existing buildings - To provide better sanitation and common room facilities in both government and non-government schools, the extension of the existing structure of school buildings will be required.

The estimated amount is Rs.1.50 lakhs for the government schools and Rs.1.50 lakhs for non-government schools.

Teachers' Quarters - There is an acute scarcity of residential accommodation for teachers in both urban and rural areas in Meghalaya with the expansion of teaching staff the dearth of residential accommodation acts as a serious disincentive.

An amount of Rs.1.00 lakh (for government schools) is earmarked for the purpose. For non-government schools the estimated amount is Rs.2.00 lakhs approximately 10 schools will be covered.

Construction of Inspectorate buildings - The existing inspectorates are not enough to meet the growing needs of the State. It is proposed to start new inspectorates in 3 more districts in 1980-81. Estimated amount for construction of buildings is Rs.2.00 lakhs.

Hostel buildings - The geographical situation of Meghalaya requires provision of hostel buildings for both the boys and girls in the rural as well as urban areas. It is proposed that three hostel buildings will be constructed in 1980-81 with an estimated cost of Rs.1.50 lakhs. Further it is proposed to earmark Rs.1.00 lakh for the construction of four non-government hostel buildings.

Girl Students' Hostel under centrally sponsored schemes - To provide 50 per cent matching grant to the centrally sponsored scheme construction of girls' hostel, an amount estimated is Rs.0.50 lakh.

Science Education - Priority is given to Science Education in this State, the appointment of teachers, purchase of Science apparatus etc. an amount of Rs.2.00 lakhs is proposed.

Work experience - To strengthen inspection and supervision for qualitative improvement of school education, additional staff are to be entertained. An amount of Rs.0.30 lakh is estimated for the purpose.

Improvement of play-grounds - The main objectives of the youth programmes is to increase the coverage of facilities for physical activity. The emphasis on games and sports, therefore needs stepping up in the state. In order to enable students to participate in games and sports, playgrounds

are to be provided. The amount estimated for the purpose is Rs.0.40 lakh.

Co-curricular Activities - An attempt is to be made to enable students to participate in all kinds of co-curricular activities for an allround development. The amount earmarked for this purpose is Rs.0.30 lakh.

Grant to the Board of School Education towards completion of buildings - For the completion of the building of the Meghalaya Board of School Education, Rs.21.00 lakhs is proposed to be provided as grants-in-aid.

Assistance to Sanskrit and Madrassas - Rs.0.20 lakh is proposed to meet the maintenance cost of teachers as assistance to Sanskrit and Madrassa teachers.

Audio-visual Aid - It is proposed to introduce audio-visual aids to teaching in the schools. A token amount of Rs.0.20 lakh is earmarked for this purpose.

TABLE 4.20 The Educational Statistics of Secondary Education during 1980-81

1980-81	Enrolment			Institution	Teachers	Expenditure
	Girls	Boys	Total			
High	22,913	25,707	48,620	202	2,050	Rs.36.85 lakhs
Middle	16,284	18,914	35,198	479	1,800	

¹⁴¹ Government of Meghalaya, Draft Annual Plan 1980-81, Government Press, Shillong, 1981, p.154.

There were 25,707 boys and 22,913 girls in high school during 1980-81 and 35,198 boys and 16,284 girls in middle schools with 1880 teachers and the expenditure was Rs.36.85 lakhs.

In 1981-82, the general policy would be not to encourage setting up of new independent high schools in bigger villages to high schools. Besides endeavour would be to provide one or two middle high schools in each of 24 blocks with hostel facilities and provide better schools in newly set up administrative units and sub-divisional headquarters. As such it is proposed to upgrade 20 middle schools to high schools, bring 35 more schools under deficit grant particularly in rural areas and to provincialize 10 schools.

TABLE 4.21 The educational statistics in Secondary Education in 1981-82

1981-82	Enrolment			Institu- tions	Teachers	Expendi- ture
	Girls	Boys	Total			
High	25,817	28,504	54,321	208	2,084	Rs.48.00 lakhs
Middle	19,874	17,214	37,088	502	3,412	

Thus in 1981-82 there were 54,321 students in high schools with 25,817 girls and 28,504 boys, with 2084 teachers In middle schools there were 37,088 students both boys & girls with 3412 teachers, the expenditure was Rs.48.00 lakhs.¹⁴²

¹⁴²Government of Meghalaya, Draft Annual Plan, 1981-82, Government Press, Shillong, p.222.

Draft Annual Plan 1982-83

Secondary Education - The main emphasis is on consolidation and increasing of existing facilities towards qualitative improvement. The demand for high schools is ever increasing. In 1980-81, there were 193 high schools compared to 163 in 1978-79 (4th Survey). In 1982-83, we expect to have 217 high schools with an enrolment of 35,000 students.

Govt. High Schools - An expenditure of Rs.10.00 lakhs is earmarked for maintenance of 120 teachers entertained during the plan period, appointment of 10 teachers for new sections and Science Education. It is also proposed to provincialized five high schools.

Non-Government High Schools are of two types, those that receive adhoc grant for maintenance of their staff and those that receive deficit grant where the entire salary of staff is borne by government. There are also private high schools which receive no grant at all from government. In 1981-82, out of 81 schools maintained under plan. There are 61 schools under adhoc grant, 20 schools under deficit system. Their percentage is 75 per cent and 25 per cent respectively. It is propose to raise the quantum of grants to assist the management for the entertainment of qualified teachers particularly in Science subjects. It is also proposed to bring 10 schools under the system of deficit grant-in-aid. The expenditure earmarked for this sector is Rs.30.00 lakhs.

Buildings - The need to provide minimum floor space to existing and additional students is felt in most high schools. Some schools need an extra science or laboratory known or an extension of a class. Other needs a new building or improvement of the existing one. Rs.5.70 lakhs (government schools) and Rs.6.40 lakhs (non-government schools) have been earmarked under this programme.

To provide office accommodation to the existing inspectors housed in rented buildings and to the Inspectorate a sum of Rs.1.50 lakhs has been proposed.

In rural area where facilities of hostels and teachers quarters are lacking, it is proposed to spend Rs.1.50 lakhs on hostel provision and Rs.1.60 lakhs in providing teachers quarters in government and non-government schools.

Incentives - The existing schemes like provision of uniform, Hostel subsidy and various kinds of scholarships and free education will be continued at an annual expenditure of Rs.3.40 lakhs.

Science Education - Improvement in the teaching of science and Mathematics will continue to get priority in all schools. This will involve entertainment of Science teachers, incentives to Science teachers and equipping schools. The expenditure proposed for this programme is Rs.5.00 lakhs.

In other programmes - An amount of Rs.13.40 lakhs is proposed under this programme as under:

- a) Libraries and book banks at Rs.13.40 lakhs.
- b) Laboratories, furniture and equipment at Rs.5,000 each to 80 high schools.
- c) Games & Sports and other curricular activities at Rs.2,000 each to 140 high schools.
- d) Audio-Visual aid at Rs.1,000 each to 100 high schools.

To assist the Meghalaya Board of School Education complete its building project at Tura, a sum of Rs.10.00 lakhs is proposed.

Teachers Education - The presence of a large number of untrained and under-qualified teachers in the State becomes an impediment to any qualitative improvement in education. Training of teachers must be given high priority. At present coverage is not satisfactory because of lack of infrastructure and training facilities. The SCERT will need to explain its staff and building to enable it to take more training programmes especially for those underqualified teachers in primary and middle stages. In 1981-82, we have set up two B.Ed. classes at Tura and Jowai to increase the intake capacity of our secondary teachers training programme. The teachers training programmes for primary and middle stages is shown under elementary education.

To enable teachers to go for B.Ed. training a sum of Rs.3.00 lakhs is proposed for deputation and stipend.¹⁴³

TABLE 4.22 The Educational Statistics of Secondary Education during 1982-83

1982-83	Enrolment			Institu- tions	Teachers	Expendi- ture
	Girls	Boys	Total			
High	26,704	30,374	57,078	218	2,234	Rs.53.00 lakhs
Middle	19,856	21,566	41,422	502	3,412	

In 1982-83 there were 218 high schools and 502 middle schools and the enrolment was 57,078 and 41,422 in middle schools.

Draft Annual Plan 1983-84

Secondary Education - The approved allocation for secondary education during the sixth plan period is Rs.220.00 lakh. The approved outlay during 1980-81 and 1981-82 is Rs.53.00 lakhs, which is expected to be utilized. The balance available for the remaining two years is Rs.74.75 lakhs (220-148) lakhs, which is inadequate to meet requirements and commitments.

The rapid demand for secondary education has increased in recent years due to expansion of facilities at the middle school stage, decrease in drop out at the lower level and general urge for education in the number of high schools from 163 (4th survey, 1979) to 210 (including ventures) i.e.

¹⁴³Government of Meghalaya, Draft Annual Plan 1982-83, Government Press, Shillong, 1983, p.92.

an average growth of about 15 annually. There is need for expansion, since High School facilities are lacking in many places. The 4th survey (1979) reveals that about 60 per cent of the habitations (3218 out of 5712 habitations) are lacking high school facilities within a walking distance of 8 Km or more. The secondary stage occupies of important position being transitional for higher education. The recent decision of the University (NEHU) to reorganize the collegiate stage and switch over to 10+2+3 pattern with revised and other curriculum content, envisaged under the pattern. This has necessitates immediate strengthening of the secondary (High school) stage to ensure smooth change over from the school to collegiate stage for the students. As a first step, Science and Mathematics have been made compulsory for all students at the high school stage. Moreover, as most of the ventured schools could not provide minimum facilities, more schools had to be given assistance under salary deficit scheme, or provincialized thereby increasing the liability. The High schools also need assistance for improving of physical facilities and teaching of Science and Mathematics.

As such it is necessary to step up the 6th plan allocation from Rs. 220.00 lakhs to Rs.280.00 lakhs. According to an outlay of rs.65.00 lakhs is proposed for the year 1983-84 for continuation of the existing schemes and programme to fulfill the enrolment target and maintain the level of development and expansion.

Government High Schools

a) Maintenance of Staff - A sum of Rs.3.70 lakhs is earmarked for meeting the maintenance cost of 22 posts of teaching and other staff sanctioned for model schools set up at Tura to provide specialized teaching as well as 7 posts sanctioned for Pine Mount School for girls at Shillong.

Non-Government High Schools

a) Maintenance cost to schools under adhoc grant
It is proposed to continue adhoc or lumpsum maintenance grant to 56 high schools and to cover 30 more Venture High Schools as assistance to meet a part of salary cost. There is need to revise the existing rate of maintenance grant coverage Rs.8,400.00 annually to each school which is sufficient to enable the schools under adhoc grant (about 757 of the total schools to entertain qualified teachers. A sum of Rs.7.00 lakhs is proposed for the purpose.

b) Maintenance cost to deficit schools - A sum of Rs.27.00 lakhs is earmarked as maintenance cost of 220 teachers and other staff entertained in schools under salary deficit schools including 19 high schools brought under this scheme extended to deserving and promising schools particularly in rural and backward areas.

c) Appointment of Hindi teachers - A sum of Rs.0.30 lakh is proposed for giving assistance to the schools to entertain qualified Hindi teachers.

Incentives - It is proposed to continue the existing incentive schemes like textbooks, book banks and merit and special scholarships to scheduled tribe, scheduled caste students and hostel subsidy to tribal/scheduled caste students residing in Hostel and free compensation for granting free-studentship to tribal/scheduled caste students. A total sum of Rs.3.70 lakhs has been proposed for these incentive schemes.¹⁴⁴

Non-Government School Buildings - The 4th Survey reveals that about 60% of the high schools (90 out of 163 in 1979) are housed in thatched/semi-thatched buildings. These buildings are unsuitable for academic instruction due to climatic conditions. A sum of Rs.2.00 lakhs is proposed for giving building grant to the schools for construction of the building provision for science room and girls hostel.

Improvement Programme

Science Education - It is necessary to strengthen the teaching of Science and Mathematics, which have been made compulsory at the high school stage. There is a serious dearth of Science teachers both in the rural and urban areas. It is intended to give special assistance to the schools to entertain science teachers by giving additional/special pay and also for science equipments. A sum of Rs.2.00 lakhs is proposed for the purpose.

¹⁴⁴Government of Meghalaya, Draft Annual Plan 1983-84, Government Press, Shillong, p.202.

TABLE 4.23 The Educational Statistics of Secondary Education during 1983-84

1983-84	Enrolment			Institu- tions	Teachers	Expendi- ture
	Girls	Boys	Total			
High	27,704	31,452	59,156	235	-	Rs.24.59 lakhs
Middle	22,095	23,254	45,349	-	-	

In 1983-84, there were 59,156 students in high schools with 27,704 girls and 31,452 boys. In Middle section there were 45,349 students with 22,045 girls and 23,254 boys and expenditure is Rs.24.59 lakhs.

During 1984-85 it is desirable to provide facilities in the rural areas to discourage migration to urban areas. As such, assistance to these private institutions are being rendered by extending maintenance grants (either adhoc or deficit grant). The Science and Mathematics teaching need further strengthening as these subjects have been made compulsory for all students in H.S.L.C. examinations.

A sum of Rs.9.50 lakhs is earmarked for maintenance of 130 staff (teaching and non-teaching) entertained in the government high schools including 7 schools provincialized during the plan period. It is proposed to sanction additional 10 posts of teachers.

Special Schools - A sum of Rs.4.20 lakhs is proposed for meeting the maintenance cost of 22 posts of staff sanctioned

for special school at Tura and of posts sanctioned for Pine Mount School for girls at Shillong and Rs.2.00 lakhs for providing similar facilities for Jowai in Jaintia Hills.¹⁴⁵

It is proposed to continue lumpsum or adhoc maintenance grant to 70 high schools and extend the assistance to 15 Venture High Schools to entertain 20 additional teachers.

A sum of Rs.0.90 lakh is proposed for giving assistance to the school to meet the maintenance cost of hindi teachers.

A sum of Rs.2.00 lakhs is proposed to give assistance to the school to entertain qualified science graduate teachers for giving special allowance for procuring science equipment, furniture.¹⁴⁶

4.38 S.C.E.R.T.

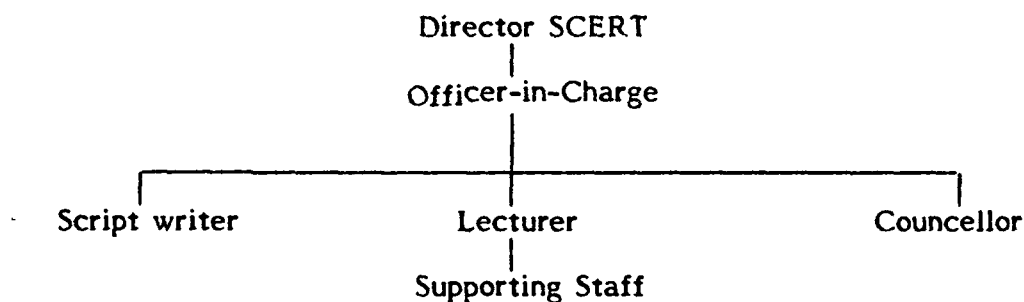
The need for qualitative improvement of school education was felt by the new State and following the recommendation of the Education Commission SCERT was set up in 1976 to provide academic support to the Education Department. It has undertaken innovation programme aiming at improvement of school education besides conducting teachers' training programme. For qualitative improvement programme it has undertaken work for upgrading of curriculum, review of text books promotion of science

¹⁴⁵ Government of Meghalaya, Draft Annual Plan 1984-85, Government Press, Shillong, 1985, p.202.

¹⁴⁶ Ibid., p.203.

education among the tribal students. It has undertaken research and survey on various fields including school mapping.

ADMINISTRATIVE SET UP IN SCERT



The activities of the Council has been handicapped due to lack of accommodation for conducting class and guest house for accommodation of the trainees. The present building in which the council is accommodated is in a condition and need demolition and reconstruction. The absence of a District unit or regional centres is a deterrent for organising activities in the field and rural areas. As it is not feasible to organize all activities as the capital only.

It is proposed to construct a building complex for the SCERT at Shillong for institutional administrative purpose with facilities for hostel accommodation for the trainees (100 that is 50 each of men and women). A sum of Rs.50 lakhs has been proposed for the building including acquisition of land. It is proposed to set up two regional centres, one each at Tura and Jowai a sum of Rs. 40 lakhs is required for construction of the office building accommodation for

the trainees (40 boarders capacity 20 each for men and women) staff quarters and other expenses including entertainment of additional staff. The vocational guidance unit attached to the SCERT need expansion for extending facilities in all remaining 4 districts. A sum of Rs.10 lakhs has been proposed for entertainment of district guidance officer and the staff. And a sum of Rs.40 lakhs has been proposed for conducting different activities, like research, study school mapping and other innovative activities. It is necessary to entertain additional staff to undertake various activities. It is proposed to entertain 40 additional staff and modernise the administrative activities for which a sum of Rs.35 lakhs has been proposed.

Educational Technology - The educational technology cell has undertaken various schemes since its inception to support the educational activities. Many through organising school broadcast and distributing radio sets. Besides it has undertaken activities like workshops for producing teaching/learning materials, production of scripts for radio and training participants.

The educational technology has a great role to play in this region due to geographical and topographical nature. The mass communication media can supplement and support various educational programme including elementary and adult education particularly in sparsely populated areas. Moreover with the

strengthening of the Shillong radio station and setting up of a radio station at Rura, more areas would be covered under the radio broadcast programme. A sum of Rs.25 lakhs has been proposed for undertaking various activities during the plan period.

It is imperative to expand and improve the teachers institutions to clear up the huge backlog of untrained teachers as well as switching over to the new pattern with richer curriculum context. The programme of universalisation or any qualitative improvement be improved. The dismal picture revealed by the 4th all India Education survey about the presence of a large number of untrained teachers about 70% of the primary school teachers (about 8,000 out of 71,100) and 75% of the middle schools stage (1700 out of 2275 has remained almost unchanged due to limited capacity of the training institutions. There are 8 teachers training institutions for primary school teachers of one year duration with an annual intake. Capacity of about 220 for middle stage, there are two training institutions of 2 years duration with an annual intake capacity of 35. It would thus take decades to clear the huge backlog at this rate. The position about untrained teachers or almost identical in the secondary (high school) stage, where the percentage of untrained teacher is about 55%. There are two teachers training institutions for secondary school teachers affiliated to NEHU for B.Ed. course of one year's duration with an intake capacity of

about 250 annually both located at Shillong.

To remove the backlog of untrained teachers and prepare for the future need, the full measures will be taken (a) to double the intake capacity in the existing teachers' training institutions or the elementary stage (b) to open two additional teachers training institutions at the primary school stage, (c) to make provision of hostel accommodation, (d) to make provision for training of minority primary school teachers, (e) provision of hostel accommodation for deputing more high school researches for B.Ed. course, (f) organizing short term training course (g) to make the training course relevant and useful. It is intended to revise the syllabi and curriculum and average for the refresher course for the teacher-educationists. It is also intended to make provision for training in socially productive work (work experience) and since teaching craft teaching, physical education etc. in the Training Institutions so that the teachers could be trained for introducing these subjects also in the schools.

In-service training of teachers/improvement of training programme. It is proposed to depute increasing number of teachers for undergoing full time training. The training institutions need improved facilities for making curriculum etc. A sum of Rs.64 lakhs is proposed for these purposes.

Activities of the SCERT in 1982-83

Promotional Project for using Radio in Educational Institution.

The State Educational Technology Cell has been able to equip 100 schools with radios during the current year for an effective implementation of its programme on Training of Teachers through the Radio on subject like English, Science, Geography and Mathematics are still broadcasting twice a week viz. Thursdays and Saturdays. They have been able to hold a script writers workshop for M.E. and High School teachers in which teachers are trained for the production of radio scripts. A physical verification was also made of schools which have receiving the radio sets so as to find out the use and condition of the sets and also to review the impact and efficacy of the radio lessons. Financial implication Rs.56,945.00.

Pilot Project - The pilot project for using educational technology to promote primary education is still run at the two Centres viz. Mawkyrwat in West Khasi Hills and Okkapara in West Garo Hills. The intake capacity of the schools has increased monetary is being done frequently in both Centres. Two more Centres are being opened, one in Jaintia Hills and the other in East Garo Hills during the current year. Financial implication - Rs.37,500.00.

Journal - The translated primary teachers, journal

are being sent to the different schools to help the teachers know more about the teaching/learning process for an overall improvement in Education. Financial implication - Rs.20,000.00.

Under UNICEF Assisted Project 2, other state E.T. Cell was responsible for the preparation of curriculum and detailed syllabi in language for Classes I-V and the preparation of instructional materials in language for Classes I & II.¹⁴⁶

Assistance to Meghalaya Board of School Education- A sum of Rs.4.00 lakhs is proposed as assistance to the Board for revision of curriculum/textbook and complete the first phase of the administrative building complex (at Tura) to enable shift to its own building. At present the Board is located in a Govt. High School Hostel building on a temporary basis.

Assistance to Sanskrit/Pali Tol/Madrassa - A sum of Rs.0.30 lakh is proposed to recognize Tols/Madrassa.

Building - Govt. High Schools/Inspectorate - A sum of Rs.6.50 lakhs is proposed for construction of office building of newly established Inspectorate at the new District/Sub-Divisional Headquarters and expansion and improvement of the Govt. Secondary Schools.

¹⁴⁶Office of the SCERT.

Teachers Education

Secondary Stage

1. Improvement of Training College - A sum of Rs.0.30 lakhs is proposed for giving assistance to the Teachers Training College for procuring teacher aids.
2. Deputation of Teaching for B.Ed. Training - A sum of Rs.4.00 lakhs is proposed for deputing about 100 teachers in different teachers' training institutions for B.Ed. training course.
3. Others - A sum of Rs.0.20 lakhs has been earmarked for the existing schemes of giving award to teachers for meritorious service and contribution towards Teachers' Welfare Fund.

The Educational and Vocational guidance and Councelling Unit in the SCERT

The Councelling Unit (SCERT is dealing mainly with High School students for whose benefit Educational and Vocational guidance is given through trained teachers who are specifically termed as career masters/mistresses.¹⁴⁷

As the school period is a preparatory stage, guidance service is rendered to students for the purpose of helping them become active partners in their own educational and vocational choices.

¹⁴⁷ Office of the Board of School, Tura.

Objectives

The main objectives of the counselling unit are as follows:

1. To create a guidance consciousness and understanding on the part of Headmasters/teachers.
2. To train guidance personnel for the High Schools of the State.
3. Through the work of the trained teachers, we also expect to produce the greatest possible satisfaction for the students making their choices.
4. To eliminate situations where subject choices are made on immature inaccurate or irrelevant factors.

Activities

Some of the activities of the unit are as follows:

1. Printing booklets (career and educational booklets) containing materials for career masters/mistresses facilitating them in their guidance and counselling services to students.
2. Conduct Training Programmes - From time to time for High School Teachers with the hope and expectation that they would be of help to students in preparing for making relevant educational and vocational choices later.
3. Conducting seminars with a view to identifying problem in relation to guidance services in schools.
4. Purchasing Educational and Vocational Films with a view to equipping the unit with relevant and

suitable materials and then screening them to trainees during training programmes and students when visiting schools from time to time.

The above activities have already been carried out and many other activities are in plan for making the unit more meaningful and helpful for our young students.

Department of Science SCERT

1. Providing Evening Coaching classes in Science and Mathematics for tribal students. In 1982-83, there were 15 centres, both in rural and urban areas scattered in different districts and benefitting 800 tribal students. The financial involvement was Rs.91,000.00 (Ninety one thousand only). For 1982-83, it is proposed to continue the coaching class in all the 15 centres. The estimated financial involvement Rs.1,58,850.00 (Rupees one lakh fifty-eight thousand eight hundred and fifty only). In the proposed coaching classes, English is proposed to be included over and above Science and Mathematics.
2. Providing Inservice Training in Science and Mathematics for primary and middle school teachers, in the State. About 180 teachers were given training in 1982-83 and the financial involvement was Rs.1,37,120.00 (Rupees one lakh thirty seven thousand one hundred and twenty only). For 1983-84, about 200 teachers would again be provided training for teaching of science would again be provided training for teaching of science and mathematics and the estimated financial involvement is Rs.90,000.00 (Rupees Ninety thousand only).

3. Through a state level workshop involving high school teachers from different schools in the state and experts from the National Council of Educational Research and Training (NCERT), New Delhi, model questions and question papers in Science and Mathematics were developed. The materials were finally connected and edited at the NCERT and is now ready for printing. It is proposed to print the materials during 1983-84. The financial involvement is about Rs.40,000.00 (Rs. forty thousand only).
4. Through a state level Science Workshop involving experienced school teachers and colleges teachers from the State under the guidance of experts from NCERT, New Delhi, Sample Model Textual materials in Sciences were developed which were later sent to NCERT for comments and suggestions. The financial involvement was Rs.42,000.00 (Rupees forty two thousand only).
5. A State Level Workshop involving experienced school teachers and colleges teachers and experts from NCERT would be held shortly in Shillong for developing a model textbook in Science for High School Stage. The financial involvement is Rs.34,500.00 (Rupees thirty four thousand five hundred only). Materials developed during the workshop would be revised by NCERT's experts before printing.
5. Under UNICEF Assisted Project - 2 - The Department of Science was responsible for the preparation of curriculum and detailed syllabi in Environmental Studies for Class I - V, and the preparation of instructional materials in Environmental Studies for Class I & II.

7. Providing coaching classes to underqualified teachers to pass the H.S.L.C. examinations. Twenty three (23) candidates have been coached in 1982-83 and 21 (twenty one) have qualified themselves to appear in the final HSLC examinations, 1984, coaching is being imparted now at Jowai and Tura. The financial involvement is Rs.50,000.00. For 1983-84, it is proposed to continue the Scheme and the estimated financial involvement is Rs.70,000.00 (Rupees seventy thousand)only.

Schemes undertaken by the Department of English

<u>Name of the Scheme</u>	<u>Financial Implication</u>
Publication of a Grammar Companion called Correct English for High School in Meghalaya	Rs. 21,000.00

Schemes proposed to be undertaken in 1983-84

<u>Name of the Scheme</u>	<u>Financial Implication</u>
1. Inservice Training for higher School Teachers for	
(a) Methodology	Rs. 10,000.00
(b) Grammar	Rs. 10,000.00
(c) Spoken English	Rs. 10,000.00
2. Inservice training for M.E. School Teachers in general English Language learning	Rs. 28,000.00
3. Coaching classes for tribal students to be submitted jointly with Science Department.	Rs.158,850.00

**4.39 The Draft Seventh Five Year Plan (1985-90) proposals
of the State of Meghalaya**

Introduction

A system of education relevant to the people is one of the basic requirements for uplifting the socio-economic conditions of the people, this is more so, in a society where majority of the people about 65% are living below poverty line, as such development of the state requires a new philosophy. It is a well known fact that education is the key to human development and many of the welfare programme inhabited in our state failed to have necessary impact due to lack of consciousness. The social and democratic values have significance, to the only when the benefit of education is extended to all sections of our population.

When the State of Meghalaya came into being, it inherited a system of education which was not only uneven but tilted towards the urban areas. The percentage of literacy rate of Shillong area and few urban areas showed the real picture. The rural and backward area by and large were deprived from schooling facilities banning few places due mainly to the initiative of the missionaries. So the main thrust has been towards equalisation of educational opportunities and memorial of imbalances. A policy of liberal assistance enabled penetration of education in hitherto backward and neglected areas. To meet the zeal and enthusiasm for education, the educational facilities had to be extended even without basic

infrastructure. The educational finance being meagre, necessary support could not be rendered to supplement the people's effort. The accumulated huge deficiencies have adversely affected the holding power of the schools. The couple with the socio-economic conditions of the people has resulted in high rate of drop outs and non-enrolments.

The poverty and ignorance of the parents necessitates more support for the children from the school and the state. Against this backdrop the priority for education and consequent allocation had to be determined. Keeping in view these factors as well as the constitutional obligation to fulfil the task of providing elementary education and removal of illiteracy within the national target date, a need based allocation has been projected entailing fresh flow of funds requiring substantial increase compared to last or earlier plan. Such step is inevitable to make the system of education relevant and useful, as well as to compensate for the earlier low poverty and investment. Moreover, in the context of the cost escalation and natures of priorities the increase is modest. In the context of the plan outlay being proposed for the seventh plan, the total outlay of education sector would constitute 7 1/2 per cent of the total proposed for the State.

Review of the programmes during the 6th Five Year Plan

The approved outlay for education sectors for the

6th Five Year Plan was 1,102 lakhs (Rs.997 general education) Rs.45 lakhs art and culture and Rs.60 lakhs for technical education. The actual allocation upto 1980-85 is Rs.1,306.51 lakhs including art and culture and technical education which is expected to be utilized fully. The physical targets for enrolment in respect of core sector like elementary education will be fully achieved both for formal and non-formal schools. A brief note highlighting the achievements in different fields are given below.

In case of elementary education, to provide increase facilities 215 primary and 82 middle schools have been opened mostly in rural and backward areas. The enrolment has recorded an increase of 0.29 lakhs in formal schools that is, 0.19 lakhs in primary and 0.10 lakh in middle school. To enrol the drop-outs and out of school children about 3,000 non-formal part time education centres were opened and helped in enrolling 0.32 lakh children, 0.17 lakh in primary and 0.15 lakh in middle school. To assist the 3 districts, 445 posts of primary school teachers have been sanctioned. To provide improved facilities, 40 middle schools were brought under deficit grant-in-aid and 14 schools were provincialized, thereby extending benefit to about 300 staff on regular pay scale, dearness allowances and other benefits. For qualitative improvement, science kits and enriched standardized textbooks were distributed to about 1,200 primary and middle schools benefitting about 0.20 lakh children. The adhoc maintenance

grant-in-aid has been extended to 133 ventured middle schools in rural areas.

In case of high schools an increase of 40 high schools has been recorded and the enrolment has gone by 9000. During the period, 27 high schools were brought under deficit grant and 7 high schools were provincialised, thereby extending benefit to about 250 teachers. The benefit of adhoc maintenance grant was extended to 70 ventured high schools. For encouragement of Science education special maintenance grant were sanctioned to high schools to enable entertainment of qualified teachers. Similarly, Science and Mathematics have been made compulsory for all candidates appearing at the High School Leaving Certificate Examination.

The Board of School Education has been able to shift to its own building complex to ensure better functioning. To lay greater emphasis, Science and Mathematics have been made compulsory for all candidates appearing in School Leaving Examination. Besides special grants have been sanctioned to some schools under adhoc grant to entertain Science graduates which are in short supply.

For proper organization of the sports activities a separate directorate for sports is under process. The work for the stadium (sports complex) at Shillong is progressing fast. The indoor stadium building has been repaired to hold tournaments. District level stadia at Jowai and Tura are under construction.

The N.C.C. Group Headquarters at Shillong has been set up which has helped in better functioning and coordination of the local units and extending training facilities in some schools in rural areas. The Bharat Scout and Guides activities have been reorganised in covering more schools and holding annual camps.

In Shillong polytechnic, the only institution of technical education in the State, Diploma courses in Electrical and Mechanical Engineering have been opened an intake capacity of 30 in each subject. The instructional/administrative building is expected to be completed soon.

To ensure decentralisation of administration and better supervision and inspection, one Joint Director for 2 Garo Hills district have been posted at Tura. Inspectorate for the remaining 3 districts and 2 additional posts of Deputy Inspector of Schools have been sanctioned.

In the field of adult education about 80% of the revised enrolment target illiterate adult population in 15-35 age group have been achieved. The object poverty of the people is the main deterrent for the enrolment of the adult population.

Seventh Plan Proposals for the Secondary Stage

1. The Secondary or high school stage of education was VII to X. An important place in our State as it appears

a large number of students for the collegiate or higher education and supplies teachers to the primary and middle schools particularly in rural areas. Thus an efficient system of high schools education will effect on quality at all stages. The content and quality of education need improvement to bring at par with national standard with due emphasis on Science and Mathematics and relevant to the local conditions.

2. The expansion of middle schooling facilities and increase turn out has given rise to the demand for high school education. There are 235 high schools. The expected enrolment of 0.36 lakhs shows a coverage of about 37% in the age group 14-17 estimated child population about 0.98 lakhs. The main thrust has so long been for extension of facilities in hitherto backward areas and providing improved facilities to the existing high schools. For improvement in quality Science and Mathematics have been made compulsory for all candidates at the high school leaving certificate examination. The high schooling facilities are by and large confined to the urban and semi urban areas, as a result about two-third of the habitations are still lacking schooling facilities even within 8 Km distance, which is rather too high for hill areas due to difficult terrain.
3. The main emphasis during the seventh plan period would be consolidation and improvement of the facilities in the existing high schools both government and non-government, bringing more private high schools under deficit system of grant-in-aid for quality improvement, expansion of hostel facilities upgradation of middle schools rather than setting up new high schools, opening special schools to provide quality education to the rural population and promotion

of Science education. It is proposed to enrol additional 0.15 lakh children by improved facilities in the existing schools and additional teachers to the upgraded newly opened schools, extending hostel accommodation.

4. There are 16 government high schools, all of them need expansion and improvement facilities. The school buildings (Assam type) and hostel building constructed to make them functional. The girls' school at Jowai, Jaintia Hills, with an enrolment of over 800 has no building of its own. It is proposed to take up building work for which the P.W.D. has submitted plan and estimate for Rs.19.00 lakhs. The schools hostel buildings which are under construction at Shillong/Tura, Williamnagar etc. need completion to provide for additional accommodation particularly for Science rooms (Rs.15.00 lakhs). It is proposed to provide 5 hostel buildings each with 50 boarders capacity to meet the demand from the students of rural areas. This will involve a cost of Rs.30.00 lakhs (7500 M floor space for each). It is proposed to entertain additional 10 science teachers for strengthening science and mathematics education.
5. To equalize the opportunities for quality education in backward areas, the special school established at Tura (Garo Hills) on the pattern of public schools has started functioning from a temporary building and about 200 bighas of land has been earmarked for the purpose in the outskirts of the town. To start another school at Jowai steps have been taken for deputing some teachers for training outside. It is necessary to construct building for the school at Tura and Jowai and provide necessary staff. A sum of Rs.20.00 lakhs is necessary for construction of

buildings and Rs.10.00 lakhs for salary of the staff and other expenses.

6. The initiative for setting up and management of schools have been with the community in accordance with the local tradition. This is evident from the fact that about 90% of the schools are under private management. However, assistance is given to the private schools for maintenance of staff either under deficit or adhoc scheme. In case of deficit schools, the teachers and non-teaching staff have been extended the benefit of regular pay scale and D.A. like their counterpart in government schools, with benefit of contributory provident fund. Due to financial constraints hardly 25% of the schools could be brought under deficit system. The remaining 75% (156 schools) are in receipt of adhoc, maintenance at varying rates (generally between Rs.1,000 to Rs.2,000 per month) which is too meagre to enable entertainment of qualified teachers particularly in core subjects like Science, English, Mathematics. The revision of the curriculum with the content cannot be implemented without competent teachers, as most of the high schools are 7 class school (IV to X) the initial cost for bringing a school under the deficit grant with 11 staff (8 teaching, 3 non-teaching) come to about Rs.1.10 lakhs annually. A sum of over Rs.600 lakhs is necessary to bring all the existing adhoc school under deficit grant. As such it is proposed to bring about 25% of the existing schools under deficit during the plan period. It is necessary to increase the quantum of grant for adhoc schools substantially so that they may be able to entertain qualified teachers. It is proposed to give special grant to the schools for entertainment of Science and Mathematics teachers. It is also proposed

to give special pay incentive to the science teachers, to meet the serious shortage of science teachers. A sum of Rs.145 lakhs has been proposed for the purpose.

7. The assistance will be given for upgrading (middle schools) and opening of 40 high schools both in urban and rural areas to meet the demand from increase turn out from the middle schools due to emphasis given to the universalisation of elementary education programme. This will involve a sum of Rs.65 lakhs for giving assistance for appointment of 200 additional staff (teaching involving) a salary cost of Rs.45 lakhs and building cost of Rs.25 lakhs.
8. The school buildings of the schools in rural areas are not satisfactory moreover there is demand for hostel accommodation as students are generally hailing from places far away from the schools. It is proposed to provide 20 hostel buildings each with 25 boarders capacity (360 M² floor area) both for boys and girls to meet the demand. A sum of Rs.25 lakhs is necessary for setting up of the hostels and Rs.10 lakhs for extension of the existing school buildings particularly for provision of science room, classroom, etc.
9. To make secondary education useful and relevant, the syllabi and curriculum as well as textbooks in vogue for our two decades is being revised to bring at par with national standard. Similarly, activities under socially useful productive work will be introduced and it is intended to cover about 25% of the total school to give vocational bias.
10. The assistance will be given to the drop out tribal children particularly by setting up 30 part time coaching centres including "night schools". The scheme of giving coaching to tribal students in science and maths and hostel subsidy, scholarship etc. will be continued.

4.40 Some Special Schemes proposed

1. Science Education at Secondary Level

The science education at the high school stage need expansion and improvement to prepare the students for science education at the collegiate stage (+2 or P.U.) to meet the acute shortage of technical manpower. Most of the high schools have no science room and equipments. There is acute dearth of science and maths teachers particularly at the rural areas and schools under adhoc system (75% of the total) who are unable to attract teachers with the low salary. A scheme for special grant to the school have been sponsored for the aided school to enable them to engage qualified teachers by giving the teacher the benefit of regular pay scale like their counterparts in deficit and government school teachers to attract the science graduates. It is proposed to extend the benefit to 100 schools under adhoc system which will involve a cost of Rs.42 lakhs @ Rs.850 per month on average. Besides it is proposed to give assistance to 250 high schools to procure science equipment, furniture, etc. involving a sum of Rs.20 lakhs @ Rs.8,000 each.

2. State Science Centre

It is proposed to establish a state science centre at Shillong under the scheme sponsored by National Council of Science Museum. It is necessary to provide at least 5 acres of land suitably located for starting such centre and contribute 50% of the cost. A sum of Rs.40 lakhs has been

proposed a monthly share of Rs.20 lakhs and for acquiring a plot of land of between 5 to 10 acres (Rs.20 lakhs) to make provision on the future expansion.

3. Changes in the State Deptt. of Education

The Directorate has no building of its own, as the earlier DPI office of Assam was allotted for the State Electricity Board Office. The main Directorate is temporarily located in the part of the Additional Buildings and some of its unit, branches are located in hired buildings, Central Library Buildings. The Secretariat buildings has to be vacated soon and it is inconvenient to supervise and control various branches located at different places. The present sanctioned staff of the various units of the Directorate is 185, Gazetted 25, Clerical and other staff 160. It is proposed to construct a directorate building to locate all the branches and units under one roof with a necessary facilities. A sum of Rs.80 lakhs is proposed for the purpose of construction of the directorate building.

The Director of Public Instruction is responsible for educational administration of not only general education comprising several sectors but also art and culture, Technical education etc. It is necessary to strengthen the directorate adequately to cope with the increase work load owing to expansion of development activities, as well as to face the challenging tasks ahead in achieving the goal of universalisation

of elementary education and qualitative improvements. The budgetary allocation has increased about two-fold during the period. The temporary taking over of the management of the primary schools from the District Council has added increased liability. It is proposed to set different units cells dealing with a specialised field to ensure proper working like (a) elementary education unit, (b) science education unit, (c) planning and monitoring unit, (d) technical and vocational education unit. Besides, it is necessary to strengthen the existing branches, whose strength has remained almost identical during the decade. The entertainment of additional staff will not only enable reorganization of the existing functions but eventually splitting up of the directorate, as has been done in most of the States. A sum of Rs.18 lakhs is required for entertainment of 30 additional staff in different units and 3 numbers of vehicles etc.

4. Strengthening the working of the Meghalaya Board of School Education

The Board of School Education need further strengthening to enable various improvement activities for school education in the State. The Board has been entrusted to revise the syllabi and curriculum in vogue for about two decades to make them relevant and at par with national standard. The Board has also been entrusted with conducting of primary and middle school scholarship/leaving certificate examination to ensure uniformity of standard and evaluation. The absence

of a publication wing is a handicap to bring out standardised textbooks and provide them at cheap prices to the students. There is no private publishing concern within the State, who can also undertake such work. As such it is proposed to revise the syllabi and curriculum and set up a publication wing for textbooks. A sum of Rs.25 lakhs has been proposed for the purpose of (a) setting up of a unit for production and textbooks (Rs.20 lakhs) and for training of teachers for methodology of teaching in revised course as well as improvement of evaluation system. (Rs.5 lakhs).

The Board has been able to shift to its own complex recently on completion of the first phase of the building complex. It is necessary to take up second phase of the construction of the building for provision of accommodation, staff quarters and water supply. A sum of Rs.35 lakhs has been proposed for the purpose.

5. Improvement in Supervision and Inspection

To cope with the supervision and administration work involved with the number of additional schools and additional classes, non-formal education, vocational courses, as well as switching over to the new pattern, it is necessary to strengthen the inspecting staff with additional manpower with requisite skills. To strengthen the machinery at the elementary education stage it is proposed to set up deputy inspector of schools's office in each of the sub-divisional

headquarters (8 Nos) and 30 Sub-Inspector of Schools (one for each block circle). To supervise both formal and non-formal education centres. This will involve construction of office buildings and staff quarters for 30 lakhs (PWD). It is necessary to entertain supervisory (8 Nos) and supporting staff (16 Nos) and procure vehicles etc. for which a sum of Rs.12 lakhs is proposed. It is proposed to complete the office buildings of inspector of schools at Tura under construction (Rs.4 lakhs P.W.D.). It is necessary to construct the office buildings for newly created inspector of schools office at Williamnagar (East Garo Hills & Nongstoin, West Khasi Hills) for which the sum of Rs.6 lakhs is proposed.

6. Efforts at Vocationalisation of Education

The +2 stage as Pre-University course forms a part of collegiate stage under North-Eastern Hill University. The university is engaged in raising the existing P.U. course. It is expected that the vocational stress will also be introduced at the P.U. stage. Under the revised curriculum as the colleges are located in Shillong and urban areas it is intended to start vocational courses in few selected schools in rural areas also provided university allows such provision in the statutes.

Besides, it is intended to introduce vocational course at the secondary stage also to tackle the problem of drop out children particularly in rural areas. In the absence

of gainful employment most of the unemployed youth migrate to the urban area for petty jobs. It is intended to provide some sort of vocational training/non-traditional courses along with general studies in agriculture and allied fields like piggery, horticulture, weaving, cane and bamboo work, carpentry etc. to enable them to choose a vocation in later life. In some of the private school courses in one or two have been opened. It is intended to give assistance to about 25 schools for opening vocational courses.

The syllabi and courses of studies and the requirements of staff was to be determined before ascertaining the exact cost. However, a token provision of Rs.30 lakhs has been proposed to meet the cost of such courses in selected schools.

7. Expansion programme for existing training institutions

The existing 5 government raising institutions meant for primary school teachers are imparting one year's course with an intake about 220. The government normal schools (for middle school teachers after two years course with a capacity for 70 trainees that is 35 annually. It is proposed to double the annual intake capacity from 220 to 440 at the primary levels and 35 to 60 at the middle school level. As all the institutions are residential in character meant for serving teachers, the expansion will involve provision of hostel accommodation for all the trainees deputed for training. Besides some additional classrooms, and staff will be necessary to meet the increased enrolment.

A total cost of Rs.73 lakhs is involved for expansion of training institutions that is (1) Hostel buildings Rs.45 lakhs (10 Numbers each with 25 boarders capacity floor space 360 sq. m. each), (2) Instructional buildings:Rs.15 lakhs, (3) Furniture, library books, science equipments etc. Rs. 31 lakhs, (4) Recurring Rs.10 lakhs for 26 Nos. of staff (Science language Instructors 10, Clerical 6, and helpers, and cook 10).

8. Setting up of teachers training Institute (B.T.C.)

It is proposed to start two teachers' training institutions for providing facilities to the two linguistic groups Garo and Khasi as well as provision for linguistic minority languages like Assamese, Bengali, for whom which is no facilities exists at present intake capacity for 50 each. The setting up of these institutions will help not only in increasing the intake capacity and also organizing various short term training courses to introduce revised curriculum, training of subject teachers, as well as pressure all the existing institutions.

A sum of Rs.52 lakhs is required for the purpose of meeting up of two institutions that is (a) institutional buildings including land development etc. Rs.15 lakhs, (b) Hostel buildings Rs.22 lakhs, (c) Staff quarters Rs.4 lakhs, and (d) recurring cost for entertainment of 26 nos of staff (16 and 10 non-teaching) = Rs.11 lakhs.

9. Improvement of Training Colleges

There is one fulfilled non-government training (co-education) and in another girls' college (non-government) a B.Ed. section is attached, both located at Shillong with an intake capacity of 250 annually, preparing for B.Ed. degree and affiliated to NEHU. The colleges need improvement in respect of facilities for teaching science, work experience, socially productive work etc. It is necessary to extend assistance to the colleges to enable them to entertain qualified teachers, improvement of library, laboratories etc. A sum of Rs.5 lakhs is proposed for the purpose.

10. Extension of teachers' lodge, Shillong
for accommodation of B.Ed. trainees

The B.Ed. deputed teachers are accommodated in the Teachers' Lodge, Shillong started few years back in the earlier Plains Tribal Hostel which can hardly accommodate 20 to 25 trainees. It is proposed to extend the building for accommodation of another 50 boarders to enable deputation of more High School Teachers for training. It would also be intended to utilise the building during vacation to organize a short in-service course. A sum of Rs.10 lakhs is necessary for the purpose of construction of buildings, furnitures etc.¹⁴⁸

¹⁴⁹Government of Meghalaya, Draft Seventh Five Year Plan, Government Press, Shillong, 1985.

TABLE 4.24 Plan Financial Outlay for Education in Meghalaya in the Sixth and Seventh Plans

Name of the Project	1980-83 actual expendi- ture	1983-84 actual expendi- ture	1984-85		Seventh Plan 1985-90		1985-86 Proposed outlay
			Approved outlay	Actual expendi- ture	Proposed outlay	Of which capital content	
1	2	3	4	5	6	7	8

Secondary Education

Expansion facility

1) Govt. Institutions							
Maintenance cost of addl. staff for Sc. subjects.	14.80	8.00	8.20	8.20	7.00	-	1.00
b) Maintenance of Special School	3.00	3.70	4.20	4.20	10.00	-	1.50
2) Non-Govt. Institutions							
Maintenance cost to non- Govt. schools (ad hoc grant) Opening of new schools Upgrading of M.E. Schools.	13.04	5.48	8.50	8.50	45.00	-	5.00
b) Maintenance cost of schools under deficit system of grant-in-aid.	40.32	26.30	29.40	29.40	145.00	-	20.00
c) Appointment of Hindi teachers in non-hindi speaking state.	1.97	0.92	0.90	0.90	5.00	-	1.00
3) Implementation of 10+2 pattern of education	-	0.10	0.25	0.25	20.00	-	4.00

Table 4.24 contd...

	1	2	3	4	5	6	7	8
4) Vocationalisation of the +2	-	0.10	0.25	0.25	-	-	-	-
<u>Incentives</u>								
I.(a) Book grants	1.31	0.50	0.50	0.50	4.00	-	-	0.80
(b) Textbooks								
II. Uniform	0.40	-	-	-	-	-	-	-
III.Pre-matric scholarship for children of those engaged in occupation	0.20	0.05	0.05	0.05	1.00	-	-	0.20
IV.Merit scholarship to ST/SC	1.80	-	0.60	0.60	0.60 4.00	-	0.80	0.80
V. Merit scholarship to non-tribal	0.60	-	0.20	0.20	-	-	-	-
VI.Special Scholarship to SC/ST	1.80	-	1.80	0.65	0.65	5.00	-	1.00
VII.Hostel Subsidy to ST/SC students	3.00	-	2.00	1.00	1.00	10.00	-	2.00
VIII.Free Education	1.50	-	0.05	0.50	0.50	4.00	-	0.80

4.41 Some Problems faced by the State in the field of Education

As has been mentioned in the preceding sections the Education development in the State of Meghalaya is faced with a number of problems — some of the problems which the State inherited from the parent State of Assam and others which have cropped up later. The development of education is not uniform in the various districts and in the rural and urban areas. Historically a large part of educational institutions has been in the hands of missionary organisations who administer their institutions with State aid in some cases without any aid in others. There are also other private institutions, particularly in the urban centres which are nothing better than private coaching centres. As a young State, Meghalaya is concerned with these and other problems and feels the need to overcome them. As a first step it has brought out a comprehensive bill known as the Meghalaya Education Bill 1981. In the following sections are given the main provisions in the Bill which became an Act in November 1981 which was passed to provide for better organization, management and development of school education in the State of Meghalaya and for matters connected therewith or incidental thereto.

Education Bill 1980

The Meghalaya School Education Bill, 1980, introduced by the Government of Meghalaya in the re-assembled Budget

session of the Meghalaya Legislative Assembly in June 1980 and which was referred to the Select committee has been passed during the Budget Session 1981. The passing of the comprehensive legislation on education will cover all the different aspects of the school education in Meghalaya and will replace the executive rule and orders that governs the present system of school education in the State since the time of the composite state of Assam.¹⁵⁰

New Education Policy

To help the young people of the state to adapt themselves to the changing world and the present age of technological advancement, the government of Meghalaya have adopted a new education policy to propagate and popularise the study of Science in the Schools and colleges in the State. This Act may be called the School Education Act 1981. It extends to the whole of the State of Meghalaya.

Establishment, Recognition, Management and Aid to School:

The Government may, subject to the provision of Clause(1) of Article 30 of the Constitution regulate education in all schools in Meghalaya in accordance with the provision of this Act and the rules made thereunder.

Every application for recognition shall be addressed to the appropriate authority in such form and manner as may be prescribed.

¹⁵⁰Meghalaya Marches on 1980-81. Issued by the Directorate of Information and Public Relations, Meghalaya.

The Managing Committee of every recognised school shall make in accordance with the rules made under this Act and with the previous approval of the appropriate authority a scheme of management for such school.

The State Government may, subject to such conditions and in such manner as may be prescribed pay to the Director, for distribution of aids to recognised private schools, such sum of money government may consider necessary.

School Property - On and from the commencement of this Act, the Management of every aided school shall furnish to the appropriate authority annually, a statement containing a list of school property together with such particulars as may be prescribed.

Terms and conditions of service of employees of recognised private schools - The State Government may make rules regulating the minimum qualifications for recruitment and the conditions of service of employees of recognised schools.

Every employee of a recognised school shall be governed by such code of conduct as may be prescribed and on the violation of any provision of such code of conduct, the employee shall be liable to such disciplinary action as may be prescribed.

The scale of pay and allowances and other prescribed benefit of the employees of a recognised private school shall be determined by the State Government by general or special order issued from time to time in this behalf.

Provisions applicable to unaided minority schools
- The Government may make rules regulating minimum qualification of teachers of unaided minority schools.

Every employee of an unaided minority school shall be governed by such code of conduct as may be prescribed.

Admission to School and Fees

A child who has not attained the age of six years, shall not be admitted to Class I, or an equivalent class or any class higher than class I in a recognised school.

No aided school shall levy any fee or collect any other charge or receive any other payment except those as may be prescribed including those listed under section 18 of the Act.

In every aided school there shall be fund to be called the school fund and there shall be credited thereto -

- (a) any aid granted by the government
- (b) income accruing to the school by way of fees charges any other contributions, endowments and he like made to the school.

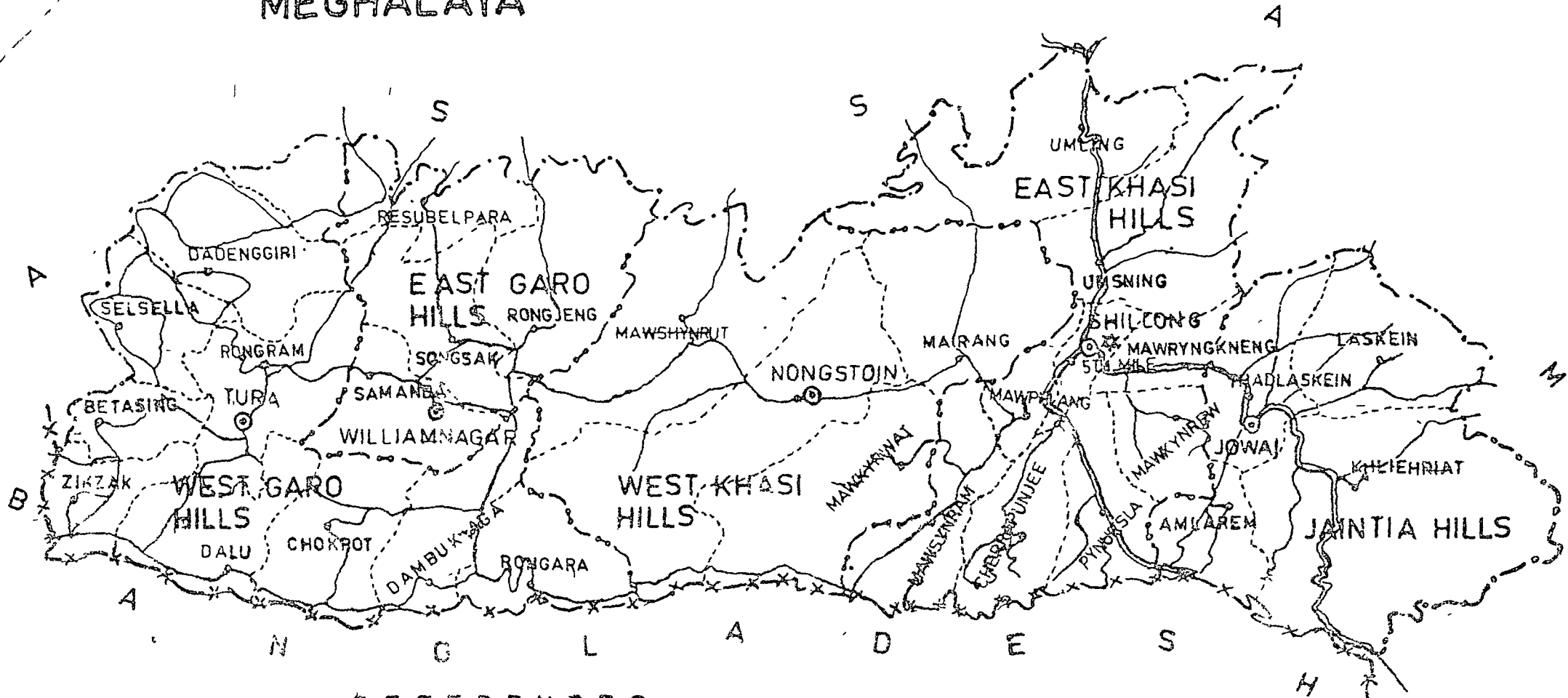
For the purpose of any public examination every recognised high school shall be affiliated to one or more of the Boards of council conducting such examination and shall fulfil the conditions specified by the Board of Council in this behalf.

Taking over the management of schools - Whenever the government is satisfied that the Managing Committee of any school, whether recognised or not has neglected to perform any duties imposed on it by or under this Act or any rule made thereunder it is expedient in the interest of school education to take over the management of such school, the government may after giving the Managing Committee of such school, a reasonable opportunity of showing cause against proposed action, take over the management of such schools for a limited period not exceeding three years.

When the management of school has been taken over under this section, the government shall pay such rent as may be payable for the building of the school to the person entitled to receive it as being paid by the Managing Committee immediately before the management of such school was taken over.¹⁵¹

¹⁵¹Government of Meghalaya, The Meghalaya School Education Act, 1981, Government Press, Shillong, 1981, pp. 4-17.

MEGHALAYA



REFERENCES

INTERNATIONAL BOUNDARY	-x-x-	NATIONAL HIGHWAY	====
STATE	"	OTHER ROADS	=====
DISTRICT	"		
C. D. BLOCK	"		
STATE CAPITAL	★		
DISTRICT HEADQUARTERS	◎		
C. D. BLOCK	"		



**PROBLEMS OF SECONDARY EDUCATION IN MEGHALAYA:
ANALYSIS OF RESPONSES OF SECONDARY SCHOOL TEACHERS**

5.01 Introduction

The present study was undertaken to study the development pattern of secondary education in Meghalaya and to locate the problems associated with the same. As part of the data secondary teachers and headmasters of secondary schools were requested to express their views and opinions regarding problems of secondary education in the State. In this chapter an attempt is made to analyse the responses of teachers to the questionnaires sent to them. The number of teachers who responded to the questionnaire was 84 of whom 35 were males and 49 females. The responses of teachers under different broad areas have been analysed according to male/female teachers, teachers from rural/urban schools and teachers working in schools under different managements. The break of the sample of teachers used in the analysis here is as follows:

TABLE 5.01 The sample of teachers included in the analysis

Types of school management	6			
	Teachers by sex and location of schools			
	Male		Female	
	Urban	Rural	Urban	Rural
Government	6	2	4	3
Private Deficit	20	4	30	10
Private Non-deficit	2	1	1	1

5.02 Age range of the sample of teachers

The sample of teachers who responded to the questionnaires has been grouped under different age group as shown in Table 5.02.

TABLE 5.02 Showing the age range of teachers

Range of age	Mid point	Male	Female
21 - 25	23	5	9
26 - 30	28	9	11
31 - 35	33	5	8
36 - 40	38	7	7
41 - 45	43	2	6
46 - 50	48	3	6
51 - 55	53	7	2

N = 35 N = 49

$$\text{Mean age for male} = \frac{fx}{N} = \frac{1240}{35} = 35.43$$

Mean = 35.43 years.

$$SD = \sqrt{\frac{fx^2}{N}} = \frac{6516.05}{35} = \sqrt{186.18} = 13.65$$

SD for men = 13.65

$$\text{Mean age for female} = \frac{fx}{N} = \frac{1697}{49} = 34.64$$

Mean for female = 34.64

$$SD = \sqrt{\frac{fx^2}{N}} = \frac{4575.54}{49} = \sqrt{93.38} = 9.67$$

SD for female = 9.67

It has been observed that most of the teachers fall within the range of 26 to 30 years. Very few fall within the range 51 to 55.

5.03 Length of service

The length of service of the sample of teachers has been grouped in intervals of 5 years. Table 5.03 shows the grouping of teachers by sex and by length of service category.

TABLE 5.03 Period of Serving

Length of time	Mid points	Male	Female
1 - 5	3	21	19
6 - 10	8	16	10
11 - 15	13	4	4
16 - 20	18	3	2
21 - 25	23	1	4
26 - 30	28	0	1

N = 45 N = 40

$$\text{Mean length of service for Males} = \frac{fx}{N} = \frac{320}{45} = 7.12$$

Mean = 7.12 years

$$SD = \frac{335.70}{45} = \sqrt{7.46} = 2.74$$

SD = 2.74

$$\text{Mean length of service for females} = \frac{fx}{N} = \frac{345}{40} = 8.63$$

Mean = 8.63 years

$$SD = \sqrt{\frac{fx^2}{N}} = \frac{254.48}{40} = \sqrt{6.37} = 2.53$$

SD for female = 2.53

The table shows that majority of the male and female teachers in the sample of the respondent have been serving in their respective schools for period ranging from 1-10 years. There is a small number of teachers who have put in more than 10 years and more of service.

5.04 Subject taught by the sample of teachers

Table 5.04 shows the subjects taught by the sample of teachers grouped by sex by area of residence and by management of schools respectively.

TABLE 5.04:01 Subjects taught by male and female teachers

Teachers	Subjects taught							
	English	M.I.L.	Hist.	Maths.	Sc.	Hygiene	Geo.	C.Geog
Male	8 14.43	4 14.43	5 14.29	10 28.58	10 28.58	3 8.82	7 20.00	3 8.82
Female	27 55.10	17 34.69	20 40.81	7 14.28	7 14.28	15 30.61	5 10.20	10 20.40

In this table the responses are analysed according to sex that is male and female.

From this table can be seen that there are 14.43 male teachers who are taking English , 14.43 are teaching MIL, 14.29 are taking history, 28.58 are taking maths and science, 8.82 are taking hygiene, 20.00 are taking geography and 8.82 are taking Commercial Geography.

There are 52.10 female teachers who are taking English, 34.69 are taking MIL, 40.81 are taking history, 14.28 are taking maths and science, 30.61 are taking hygiene, 10.20 are taking geography and 20.40 are taking Commercial Geography.

The table shows that the highest percentage of male teachers in the sample 28.58 reported that they teach science

and Mathematics. The highest percentage of female teachers teach English followed by a Modern Indian Language. The lowest percentage of Male teachers taught hygiene and commercial geography while the lowest percentage of females taught science Mathematics and geography. This suggests that there is some preference indicated by the two sexes regarding choice of teaching subjects.

TABLE 5.04:02 Subjects taught by teachers in Urban/Rural Schools

Teacher	Subjects taught							
	English	M.I.L.	Hist.	Maths.	Sc.	Hygiene	Geog.	C.Geog
Urban	36 57.14	23 36.50	22 34.92	14 22.22	13 20.63	8 12.69	20 31.74	
Rural	14 66.66	3 14.28	4 19.04	2 9.52	2 9.52	2 9.52		

In the above table the responses of teachers of rural and urban schools are comparable. In the Urban sample 57.14% of teachers reported that they taught English, 36.50% handled MIL, 34.92% reported to be taking history, 22.22% taught maths, 20.63 taught Science, 12.69% taught hygiene and 31.74% handled geography. In the rural places 66.66% reported to be teaching english, 14.28% taught MIL, 19.04% taught history and only 79.5% reported that they teacher maths, science and hygiene.

In both rural and urban areas the highest percentage of teachers in the sample were those teaching English. The lowest percentage of teachers in urban areas were those taking

Hygiene and in rural areas the lowest percentage of teachers handled Maths, Science and Hygiene.

TABLE 5.04:03 Subjects taught by teachers in government, Deficit and non-deficit schools

School by Management	Subjects taught							
	Eng.	Hist.	MIL	Maths	Science	Hygiene	Geo.	C.Geog.
Government	11 73.33	7 46.66	5 33.33	1 6.66	1 6.66	1 6.66	3 20.00	3 20.00
Deficit	33 51.56	13 20.31	11 17.18	17 26.56	17 26.56	10 15.62		
Non-deficit	2 40.00	2 40.00	2 20.00	1 20.00	1 20.00	1 20.00		

In this table the responses of teachers are analysed according to management of school they were working in, that is, Government, Deficit and Non-Deficit.

In the government institutions 73.33% of the teachers taught English, 33.33% taught MIL, 46.66% handled history, 6.66% were taking Maths, Science and Hygiene and 20% were taking Geography and Commercial Geography.

Working load of teachers: The tables under this section show the distribution of the sample of teachers according to their workloads. The workload is shown per week for urban-rural teachers, teachers of Government, deficit and non-deficit schools and for male and female teachers separately.

TABLE 5.05:01 Workload of male and female teachers per week

	20-24	25-30	31-36	36 above
Male	10 33.33%	16 53.33%	2 6.66%	2 6.66%
Female	6 20.00%	17 56.66	5 16.66%	2 6.66%

33.33% of male teachers reported that had females ranging from 20-24, 53.33% said that they had 25-30 periods and 6.66% of them told that they usually had periods from 31 to 36 and the other 6.66% reported that they had more than 36 periods.

20% of female told us that they had periods ranging from 20-24. 56.66% said they had 25 to 30 periods a week. 16.66% reported they had 31 to 36 periods and the other 6.66 said they had more than 36 periods per week. Thus the majority of male and female teachers had periods ranging from 25 to 30 per week. But the workload distribution appears not uniform among male and female teachers.

In deficit schools 51.56% of the teachers reported to be teaching English, 20.31 History, 17.18% were taking MIL, 26.56% Maths and Science and 15.62 taught Hygiene.

In non-deficit institutions 40% of teachers in the sample reported that they were taking English and a similar percentage of teachers were teaching History. Only 20% were taking MIL, Science and Hygiene.

The lowest percentage of both Government and Non-deficit school teachers reported that they were taking Maths, Science & Hygiene while in Deficit Schools the lowest percentage of teachers in the sample were taking Hygiene.

TABLE 5.05:02 Workload per week of teachers in rural and urban schools

Area of residence	Work Periods per week			
	20-24	25-30	31-36	36 above
Urban	25 39.68%	30 47.61%	11 17.46%	2 3.17%
Rural	3 14.28%	4 19.04%	6 28.57%	4 19.04%

In the Urban areas 39.68% of teachers fall in the range of periods from 20-24. 47.61% fall between 25-30. 17.46% fall within 31-35 and 3.17% fall in the range of above 36 periods a week.

In the Urban areas most of the teachers have periods range from 20-30 whereas in the rural areas most of the teachers fall in the range from 31-35. Thus in rural areas 28% teachers have 31-36 periods a week and 19.04% of teachers each handled 25-30 periods. In general it appears that the workload is somewhat more in rural area schools. This may be due to shortage of teachers and/or absence of substitute teachers.

TABLE 5.05:03 Workload of teachers in Government, Deficit and Non-Deficit Schools.

School by Management	Period per week			
	20-24	25-30	31-36	36 above
Govt.	46.66%	2 13.33%	4 26.66%	
Deficit	24 37.50%	33 51.56%	11 17.18%	15 23.75%
Non-Deficit	1 20.00%	-	2 40.00%	

The responses are analysed according to teachers working in the different management schools that is, Government, Deficit and Non-Deficit.

In Government institutions 46.66% of teachers have workload in the range from 20-24, 13.33% fall in the range between 25-30. 26.66% fall within 31-36.

In Deficit institutions 37.50% of the teachers fall between the range from 20-24. 51.56% fall in the range from 25 to 30. 17.18% fall in the range from 31-36 and 23.75% fall in the range above 36. In Non-deficit, 20.00% fall in the range between 20-24. 40 per cent fall within the range 31 to 36. so most of the teachers have to take the periods of not less than thirty each. It would thus appear that the workload of teachers in government high schools is comparatively less than their counterparts in deficit and non-deficit schools.

5.06 Teachers taking private tuition

Here also the responses are analyzed according to male-female teachers, Urban, Rural school teachers and Government, Deficit and non-Deficit teachers who are taking tuition and those who are not taking tuition at all.

TABLE 5.06:01 Male and Female Teachers taking private tuition

	Tuition	
	Yes	No
Male	20 57.14%	14 40.00%
Female	30 61.22	11 22.34

From this table can be seen that 57.14% male teachers are taking tuition whereas 40.00% of them are not taking any tuition at all. In the case of female teachers, 66.22% are taking tuition and 22.34% are not taking any tuition. Others have not said anything at all. Thus the majority of both male and female teachers are taking tuition.

TABLE 5.06:02 Urban and Rural teachers taking Tuition

	Tuition	
	Yes	No
Urban	35 55.55%	27 42.85%
Rural	5 23.80%	8 38.09%

The analysis here shows that in Urban areas 55.55% of teachers are taking tuition and 42.85% are not taking any tuition. In rural areas 23.80% are taking tuition and 38.09% are not taking tuition. Thus the majority of teachers from urban areas are taking tuition whereas the majority from rural areas do not take tuition.

TABLE 5.06:03 Government, Deficit and Non-Deficit teachers taking tuition

School	Private Tuition	
	Yes	No
Government	7 46.66%	8 53.34%
Deficit	45 70.31%	19 29.69%
Non-deficit	3 60.00%	2 40.00%

The responses are analysed according to management of school, that is government, deficit and non-deficit.

In Government institution, 46.66% are taking tuition whereas 53.34% are not taking any tuition.

In deficit institution, 70.31% are taking tuition and 29.69% are not taking tuition.

In non-deficit institution, 60.00% are taking tuition and 40.00% are not taking any tuition at all.

It has been observed that the highest percentage

of teachers taking tuition is from the deficit institutions followed by the teachers in non-deficit schools. The percentage of government school teachers taking tuition is very low.

5.07 Suggestion for rationalising workload of high school teachers

It has been found out from the responses of teachers that the workload of some teachers is heavy and the workload of some of them is not that heavy.

The teachers were requested to suggest some measures for rationalising workload of teachers. After tabulating the questionnaire responses the same have been classified under some broad headings as shown in table 5.07:01.

TABLE 5.07:01 Suggestions of male and female teachers for rationalising workload of teachers compared

Response category	Male	Female
Appointing spare teachers	8 22.85	10 20.40
Take not more than 20 periods	5 14.28	16 32.65
More free periods	12 34.28	15 30.61
Increase number of teachers	10 28.57	7 16.32
Less Number of students in one section	8 22.85	6 12.24
Equal distribution of periods	6 17.14	8 16.32
Should not take more than 2 subjects	8 22.85	2 4.08
More sections should be opened	8 22.85	5 10.20
Specialization of subjects	10 28.57	6 12.24

22.85 per cent of the male teachers suggested the appointment of spare teachers for vocationalisation the workload of teachers. A similar number of male teachers suggested less number of students in one section and to open more section of a class if the number exceeded the permissible limit.

14.28 per cent male teachers thought that it is important not to take more than 20 periods per week.

34.28 per cent of the male teachers believed that it is essential to give more free periods to the teachers. 28.57% per cent of them considered the increase number of teachers and specialization of subjects as important points. 17.14 per cent believed in equal distribution of periods and not to take more than two periods.

Amongst the female teachers 20.40 per cent said to appoint spare teachers. 32.65 per cent thought it is better not to take more than 20 periods. 30.61 per cent considered to have more free periods as important. 14.28 per cent believed having an increase number of teachers. 16.32 per cent thought in having less number of students in one section. 16.32 per cent considered the equal distribution of periods as essential. 4.08 per cent thought it is better not to take more than two subjects. 12.24 per cent believed it important to open more sections in high schools and also to recruit separate teachers for specialised subjects.

From male teachers the highest percentage that is 34.28 per cent considered to have more free periods as important. The next highest is 28.57 in which the increase number of teachers and specialization of subjects were mentioned as significant points.

The highest percentage from women teachers is 32.65 per cent wanted teachers not to take more than 20 periods per week. Their response pattern here appears different from their male counterparts. The next highest category 30.62 per cent of teachers who felt that they should have more free periods. The lowest percentage is 4.08 per cent wanted that no teacher be asked to teach more than 2 subjects.

TABLE 5.07:02 Suggestions for rationalising workload of teachers from Urban and Rural areas.

Response category	Urban	Rural
Appointing spare teachers	-	-
To take not more than 20 periods	10 15.87	-
More free periods	22 34.92	4 19.04
Increase number of teachers	18 28.57	3 14.28
Less number of students in one section	6 9.52	2 9.52
Equal distribution of periods	6 9.52	-
Should not take more than two subjects	-	-
More sections should be opened	5 7.93	2 9.52
Specialization of subjects	5 7.93	-

In urban areas, 15.87 per cent of the teachers thought that it is better not to take more than 20 periods per week. 34.92 per cent considered more free periods as important point. 28.57 per cent said to increase the number of teachers. 9.52 per cent thought that it is good to have less students in one section and also to have equal distribution of periods. 7.93 per cent said that more sections should be opened and there should be specialization of subjects.

In urban areas the highest percentage is 34.92 per cent who said that they should have more free periods. The lowest percentage is 7.93 per cent in which it is said to open more sections and specialization of subjects.

In rural areas, the highest percentage is 19.04 per cent have more free periods. The next highest percentage is 14.28 per cent increase number of teachers and the lowest percentage is 9.52 per cent, less number of students in one section and more sections should be opened.

Thus in both the categories the highest percentage of teachers agreed that they should have more free periods and the lowest percentage suggested that more sections of teachers be opened.

TABLE 5.07:03 Suggestions for rationalizing workload of teachers from Government, Deficit, Non-Deficit Schools.

Responses category	Government	Deficit	Non-Deficit
Appointing spare teachers	1 6.66	12 19.04	-
Take not more than 20 periods	2 13.33	8 12.69	-
More free periods	1 6.66	24 38.09	3 60.00
Increase number of teachers	-	17 26.98	-
Less number of students in the one section	2 13.33	14 22.22	-
Equal distribution of periods	-	12 19.04	-
Should not take more than two subjects	1 6.66	10 15.87	-
More section should be opened	-	8 12.69	-
Specialization of subjects	4 26.66	2 3.17	-

It is seen from the table that 6.66 per cent of government teachers considered appointing spare teachers, taking not more than 20 periods and not taking more than two subjects as important points. 13.33 per cent said they should have more free periods and less number of students in one section. 26.66 per cent of them thought that specialization of subjects as the most important point.

In deficit institution 19.04 per cent of the teachers said that it is important to appoint spare teachers. 12.69 per cent considered not to take more than 20 periods as important point. 38.09 per cent thought that it is important to have

more free periods. 22.22 per cent said that the teachers should not take more students in one section. 19.04 per cent believed in equal distribution of periods. 15.87 per cent thought that the teachers should not take more than 2 subjects. 12.69 per cent said that the schools should open more sections. 3.17 per cent believed in specialization of subjects.

In non-deficit institution, 60 per cent considered to have more free periods as important. Here all the respondents who offered suggestions agreed on the same point.

Thus, the highest single percentage in government institutions is 26.66 per cent who suggested that specialization of subjects should be insisted upon while recruiting teachers. The lowest single per cent is 6.66 who said that appointing spare teachers, not taking more than 20 periods a week and not teaching more than 2 subjects are all important in this regard. In deficit institutions the highest percentage is 38.09 who wanted to have more free periods, 26.98 per cent suggested to increase the number of teachers. The lowest percentage is 3.17 with the suggestion to insist upon specialization of subjects. The responses of teachers from different management of schools are thus not similar.

5.08 The Curriculum in High School

The question was framed in such a way as to give the teachers a chance to express their opinions regarding

its suitability and its defects by providing suggested answers. They were required to take the one they thought was the appropriate one. Analysis of the responses of teachers is made by comparing the answers of teachers grouped according to sex, location and school managements.

TABLE 5.08:01 Curriculum - Its suitability and defects - Male and Female Comparison.

Suitability of curriculum	Male	Female	Suggested defects	Male	Female
Yes	4	16	Not cater to needs of students	18	20
	11.42	32.65		51.00	42.85
No	20	35	Bookish nature	16	14
			57.14	45.71	28.57
			Not related to life	20	18
			57.14	40.42	
			Theoretical in nature	15	12
			42.85	24.48	
			Over crowded	15	16
				42.85	32.65

11.42 per cent of male and 32.65 per cent female said that curriculum was suitable while the majority of male 57.16 and female 68.60 per cent stated it was not suitable at all.

Thus the majority of teachers thought that the present curriculum is not suitable for the present day needs.

Regarding the defects of the curriculum 42.00 per cent of male teachers they said that the curriculum does not cater to the needs of pupils. 45.71 per cent of them thought that it is bookish. 57.14 per cent of them observed

that it is not related to life. 42.85 per cent of them said that it is theoretical and overcrowded.

42.85 per cent of the female teachers they said that the curriculum does not cater to the needs. 28.57 per cent thought that it is bookish. 40.42 per cent they said it is not related to life. 24.48 per cent reported that it is theoretical and 20 per cent said it is overcrowded.

Thus the highest percentage amongst women said that the curriculum does not cater to the needs of the students and the majority male teachers also agreed with this.

TABLE 5.08:02 Curriculum - Its suitability and defects from Urban and Rural areas.

Suitability of the curriculum	Urban	Rural	Suggested defects	Rural	Urban
Yes	3	35	Not cater to needs	-	22
	14.28	55.55			34.92
No	10	27	Bookish	5	20
				23.80	31.74
			Not related to life	2	15
				9.52	23.80
			Theoretical	3	12
				14.28	15.87
			Overcrowded	3	15
				14.25	23.80

14.28 per cent of the respondents from urban and 55.55 per cent from rural agreed that the curriculum was suitable while the other 47.61 from urban and 42.85 per cent said that the curriculum was not suitable at all.

Regarding the defects of the curriculum 23.80 per cent of the rural teachers said that the curriculum is bookish. 9.25 per cent said that it is not related to life. 14.28 per cent thought it is theoretical and overcrowded.

In the rural areas the majority of the teachers said that the curriculum is Bookish and overcrowded.

In urban areas the majority of the students agreed that the curriculum does not cater to the various needs of the students.

TABLE 5.08:03 Curriculum - Its suitability and defects from Government, Deficit and Non-Deficit institutions

Suitability of the curriculum	Govt.	Deficit	Non-Deficit	Suggested Defects	Govt.	Deficit	Non-Deficit
Yes	3 20.00	15 23.43	2 40.00	Not cater to needs	2 13.33	10 15.62	-
No	10 66.66	37 57.81	2 40.00	Bookish	3 20.00	13 31.00	-
				Not related to life	3 20.00	25 39.06	3 60.00
				Theoretical	1 6.66	2 3.12	-
				Overcrowded	4 26.66	12 18.75	-

20.00 per cent of the respondents from Government, 23.43 per cent from deficit and 40.00 from Non-deficit institutions reported that the curriculum was suitable for the students, while the other 66.66 per cent from government 57.81 per cent from deficit and 40 per cent from non-deficit reported that the curriculum was not suitable at all.

The majority of the respondents from deficit, and non-deficit reported that the curriculum was not related to life while from government institutions they said that the curriculum was overcrowded.

5.09 Suggestions for the improvement of the curriculum

Respondents were asked to offer suggestions for the improvement of the curriculum, responses to answers were provided in the form of questionnaire items on this subject and the respondents were asked to tick the ones they thought most appropriate. These responses are analysed in Table 5.09:01.

TABLE 5.09:01 Male and Female respondents showing their opinions on the improvement of the curriculum.

Suggestions	Male	Female
Cater to needs and interests of pupils	8 22.85	10 20.40
Should be more practical	10 28.57	16 32.65
Scope for technical vocation	8 22.85	15 30.61
Related to life	9 25.71	18 36.75
Choice of subjects	8 22.85	12 24.48
Different subjects for boys & girls	5 14.18	6 12.24
Excursion encouraged	3 8.57	4 8.16
Field study included	2 5.71	3 6.12
Base on learning by doing	3 8.57	4 8.16
Consultation with writers of textbooks	3 8.57	3 6.12

22.85 per cent of male teachers said that the curriculum should cater to the needs and interest of students, should provide for technical, vocational training and there should be choice of subjects. 28.57 per cent thought it should be more practical. 25.71 per cent said that it should be related to life. 14.18 per cent said that there must be different subjects for boys and girls. 8.57 per cent observed that excursion should be encouraged, it should be based on learning by doing and there should be consultation with writers of textbooks. 5.71 per cent said that there should be field study.

20.40 per cent of the female teachers said that the curriculum should cater to the needs and interest of the students. 32.65 per cent agreed that it should be more practical. 30.61 per cent said that there should be scope for technical vocational training. 36.73 per cent said that it should be related to life. 24.48 per cent thought that there should be choice of subjects. 12.24 per cent said that there should be different subjects for boys and girls. 8.16 per cent said that excursion should be encouraged, it should be based on learning by doing. 6.12 per cent thought that there should be field study and there should be consultation with writers of textbooks.

The majority of the male teachers said that the curriculum should be more practical.

The majority of female teachers were in favour of a curriculum which is related to life.

TABLE 5.09:02 Suggestion for improvement of curriculum from Rural Urban areas

Suggestions	Rural	Urban
Should cater to needs and interests	- 15.87x	10 15.87
Should be more practical	6 28.57	15 23.80
Scope for technical vocation	4 19.04	5 7.93
Related to Life	3 14.28	20 31.74
Choice of subjects	2 9.52	11 17.46
Different subjects for boys and girls	2 9.52	6 9.52
Excursion encouraged	-	1 1.58
Field study included	-	1 1.58
Base on learning by doing	-	4 6.34
Consultation with writers	-	1 1.58

In the rural schools 28.57 per cent of the teachers said that the curriculum should be more practical. 19.04 per cent agreed that there should be scope for technical vocational choice. 14.28 per cent thought that it should be related to life. 9.52 per cent they said there should be choice of subjects, and different subjects for boys and girls. In the urban areas, 15.87 per cent said that the curriculum should cater to the needs and interest of pupils. 23.80 per cent thought that it should be more practical. 7.93 per cent said that there should be scope for vocational training. 31.74 per cent said that it should be related to life. 17.46 per cent said that there should be choice of subjects. 9.52

per cent said that there should be subjects for boys and girls. 1.58 per cent said that excursion should be encouraged, field study should be included and there should be consultation with writers. 6.34 per cent agreed that it should be based on learning by doing.

The majority of the teachers in rural areas thought that the curriculum should be more practical and the majority of the teachers in urban areas thought that the curriculum should be related to life.

TABLE 5.09:03 Suggestion for improvement of curriculum as expressed by teachers from government, deficit and non-deficit schools

Suggestions	Government	Deficit	Non-Deficit
Should cater to needs and interests ✓	-	18 28.12	-
Should be more practical ✓	10 66.66	26 40.62	3 60.00
Scope for technical and vocational training ✓	2 13.33	20 31.25	-
Related to life ✓	1 6.66	27 42.18	-
Choice of subjects ✓	-	20 31.25	-
Different subjects for boys & girls	-	-	11 17.18
Excursion encouraged	-	7 10.93	-
Field study included	-	5 7.81	-
Must be based on learning by doing ✓	-	7 10.93	-
Consultation with writers	-	6 9.37	-

In government insitution 66.66 per cent of the teachers said that the curriculum should be more practical. 13.33

per cent said that there should be a scope for vocational training. 6.66 per cent were in favour of the curriculum which is related to life.

In deficit institutions, 28.12 per cent agreed that the curriculum should cater to needs and interests of pupils. 40.62 per cent said that it should be more practical. 31.25 per cent thought that there should be scope for vocational training and choice of subjects. 10.93 per cent were in favour of inclusion of excursion and learning by doing. 17.18 per cent agreed that there should be different subjects for boys and girls. 7.81 per cent said that there should be field study. 9.37 per cent agreed that there should be consultation with writers of textbooks. 42.18 per cent said that it should related to life.

The majority of the teachers in the government institutions and non-deficit schools thought that the curriculum should be more practical.

In deficit schools the majority of the teachers agreed that the curriculum should be related to life.

5.10 Suggestions for improvement of textbooks

It is generally believed that the text books prescribed are not suitable to the students and the teachers in the sample were required to give their own views regarding the suggestions for the improvement of textbooks. The different

opinions given by them were classified under the different broad headings as shown in the following table.

TABLE 5.10:01 Suggestions for improvement of textbooks as given (Male and Female) respondents.

Suggestions for improvement	Male	Female
Maths in primary level in mother tongue	2 5.71	-
Development of character and national outlook to be stressed	5 14.28	8 16.32
Workbook for all subjects	1 2.85	-
Related to culture and environment	14 40.00	6 12.24
Local teachers should be encouraged to write textbooks	4 11.42	4 8.16
The setting up of state textbook committee	10 28.57	5 10.20
Textbooks should be attractive	8 22.85	7 14.28
Cater to needs to the user pupils	10 28.57	8 16.32
More reference books needed	2 5.71	4 8.16
Simple language to be used	2 5.71	4 8.16
Scientific advancement included in the context	1 2.85	-
Related to life	11 31.42	6 12.24

5.71 per cent of male teachers suggested that maths should be introduced at the primary level in mother tongue. 14.28 per cent were in favour of development of character and national outlook through content in books. 2.85 per cent said that there should be workbook for all subjects. 40.00 per cent agreed that textbooks should be related to life. 11.42 per cent agreed that local teachers should be encouraged

to write textbooks. 28.57 per cent said that there should be textbook committee and the textbooks should cater to needs. 22.85 per cent said that textbooks should be attractive. 5.71 per cent said that there should be more reference books and the language should be simple. 2.85 per cent said that there should be scientific advancement and 31.42 per cent agreed that textbooks should be related to life.

16.32 per cent of female suggested that the development of character and national outlook should be tried through the content of textbooks and the books should cater to needs of the students. 12.24 per cent agreed that textbooks should be related to culture and environment of pupils and it should be related to life. 8.16 per cent said that local teachers be encouraged to write text books, there should be more reference books and the language used in the books be simple. 14.28 per cent said that the textbooks should be attractive.

The majority of males believed that textbooks should be related to culture and environment.

The majority of females agreed that textbooks should develop character and national outlook and should cater to the different needs of the students. A good number of male respondents said that textbooks should be related to life.

TABLE 5.10:02 Suggestions for improvement of textbooks as suggested by teachers from rural and urban areas

Suggestions	Rural	Urban
Maths in primary level in mother tongue	-	2 3.17
Development of character and national outlook to be stressed	2 9.52	5 7.93
Workbook for all subjects	-	1 1.58
Related to culture & environment	2 9.52	18 28.57
Local teachers encouraged to write	1 4.76	10 15.87
Textbooks should be attractive	2 9.52	12 19.04
The setting up of state textbook committee	4 19.04	14 22.22
Cater to needs of the pupils	5 23.80	5 7.93
Simple language to be used	4 19.04	4 6.34
Scientific advancement included in the content	-	1 18.00
Related to life	5 23.80	6 9.52
More reference books	-	1 1.58

In the rural areas 9.52 per cent of teachers thought that textbooks should develop character and national outlook the content should relate to the culture and environment and the textbooks should be attractive. 4.76 per cent said that total teachers should be encouraged to write textbooks. 19.04 per cent said that there should be committee of text books and the language used should be simple. 23.80 per cent agreed that textbooks should cater to needs and should be related to life.

In urban areas 3.71 per cent said that maths should be introduced right from primary stage through the mother tongue. 7.93 per cent thought that textbooks should develop character and national outlook in pupils and it should cater to the needs of the students. 1.58 per cent said that there should be workbook for all subjects. Scientific advancement should be included in the textbooks and there should be more reference books. 28.57 per cent believed that textbooks should be related to life. 15.87 per cent said that local teachers should be encouraged to write textbooks. 19.04 per cent thought that textbooks should be attractive. 22.22 per cent observed that there should be State textbook committee. 6.34 per cent believed that the language should be simple for the text books. 9.52 per cent were in favour of that textbooks should be related to life.

Thus the majority of teachers from rural areas said that textbooks should be related to life and the language should be simple and teachers from urban areas felt the need of setting up state textbook committee as important.

TABLE 5.10:03 Suggestions for improvement of textbooks as expressed by teachers from Govt., Deficit and Non-deficit institutions

Suggestions	Govt.	Deficit	Non-Deficit
Maths in primary level in mother tongue	-	-	-
Development of character and national outlook	1 6.66	23 35.93	-
Workbook for all subjects	-	2 3.12	-
Related to culture and environment	1 6.66	20 31.25	-
Local teachers encouraged to write textbooks	-	8 12.50	-
Textbooks should be attractive	-	15 23.43	4 20.00
The setting up of state textbook committee	-	8 12.50	-
Cater to needs of the pupils	3 20.00	18 28.12	-
Simple language to be used	-	4 6.25	-
Scientific advancement included in the content	1 6.66	4 6.25	-
More reference books	-	4 6.25	2 40.00
Related to life	3 20.00	14 18.75	-

6.66 per cent of the teachers from the government institutions agreed that textbooks should help develop character and national outlook in pupils and it should be related to the culture and environment and also that it should include content on scientific advancement. 20.00 per cent said that it should cater to the needs of students and should also be related to life.

In deficit institutions, 35.93 per cent thought that textbooks should develop character and national outlook. 3.12 per cent thought that there should be workbook for all subjects and there should be more reference books. 31.25 per cent said that textbooks should be related to culture and environment. 12.50 per cent said that local teachers should be encouraged to write textbooks, there should be state textbook committee. 23.43 per cent thought that textbooks should be attractive. 28.12 per cent believed that it should cater to the needs of pupils. 6.25 per cent said that the language used should be simple and that scientific advancement should be included in the text books. 18.75 per cent observed that textbooks should be related to life.

In non-deficit schools 20.00 per cent thought that textbooks should be attractive. 40.00 per cent said that there should be more reference books.

Thus in government institutions the majority of the teachers thought that textbooks should cater to the needs of the students and should be related to life. In deficit institutions, the majority of the teachers said that textbooks should be related to culture and environment and in non-deficit schools, the majority of the teachers said that there should be more reference books.

5.11 Teaching Method

The respondents were required have to tick the response that though appropriate from the responses provided to them

regarding the teaching method. They were also encouraged to write their own suggestions in this regard.

TABLE 5.11:01 Suggestions regarding method of teachings (Male & Female) respondents compared.

Method of teaching	Male	Female
Lecturing	8 22.85	10 20.40
Lecture - discussion	10 28.57	14 28.57
Field study	2 5.71	6 12.24
Lecturing and demonstrating	10 28.57	12 24.48
Any other	-	-

22.85 per cent of male teachers were in favour of lecturing as the method of teaching. 28.57 per cent of them thought that lecture-discussion as the most appropriate. 5.71 per cent believed in Field study method and 28.57 per cent said that lecturing and demonstrating is the most suitable method of teaching.

20.40 per cent of female teachers thought that lecturing is the most suitable method of teaching. 28.57 per cent of them believed in lecture-discussion. 12.24 per cent observed that field study as the most important and 24.48 per cent were in favour of lecturing and demonstrating.

The majority of male teachers were in favour of lecture-discussion and also lecturing cum demonstration method.

The majority of female teachers believed in Lecture-discussion as the best method of teaching.

TABLE 5.11:02 Suggestions regarding teaching method (Urban & Rural) compared

Method of teaching 666666	Urban	Rural
Lecturing	10 15.87	3 14.28
Lecture-discussion	25 39.68	4 19.04
Field study	4 6.34	2 9.52
Lecturing and Demonstrating	35 55.55	5 23.80

The responses analysed according to urban and rural teachers. In the urban areas 15.87 per cent of the teachers observed that lecturing is the best method of teaching. 39.68 per cent was in favour of lecturing and discussing. 6.34 per cent believed in field study and 55.55 per cent said that lecturing and demonstrating is the best method.

In rural areas, 14.28 per cent were in favour of lecturing. 19.04 per cent believed in lecture-discussion as the best method of teaching. 9.52 per cent said that field study is the important method, and 23.80 per cent thought that lecturing and demonstrating as the best method.

Thus, in urban areas the majority of teachers were in favour of lecturing and demonstrating method of teaching.

In rural areas also the majority of the teachers believed in lecture-discussion as the best method.

TABLE 5.11:03 Suggestions regarding teaching method as expressed from Government, Deficit & Non-deficit schools

Suggestions	Govt.	Deficit	Non-deficit
Lecturing	3 20.00	10 15.62	2 40.00
Lecture-discussion	1 6.66	30 46.87	2 40.00
Field study	9 60.00	4 6.25	-
Lecturing & Demonstrating	-	32 50.00	-
Any other (self study)	1 6.66	8 12.50	-

In government institutions, 20.00 per cent of the teachers were in favour of lecturing method of teaching. 6.66 per cent believed as equally important the lecture-discussion and self study methods. 60.00 per cent thought that field study is the best method of teaching.

In deficit institutions, 15.62 per cent of the teachers thought that lecturing is the best method of teaching. 46.87 per cent believed in lecture-discussion. 6.25 per cent were in favour of field study. 50.00 per cent said that lecturing and demonstrating is the best method of teaching. 12.50 per cent were in favour of self study.

In non deficit schools, 40.00 per cent of the teachers believed in lecture method is the best method of teaching.

50.00 per cent were in favour of Lectuer-discussion and lecturing and demonstrating.

The majority of the teachers in Govt. institutions were in favour of field study.

In deficit schools the majority of teachers thought that lecturing and demonstrating is the best method of teaching. In non-deficit schools, the majority of teachers believed in lecture Method, lecture-discussion and lecturing and demonstrating as appropriate methods of teaching.

5.12 Suggestions for improvement of teaching

The teachers have to give their own views regarding teaching methods and the responses are being analysed into different headings. They are being taken first as male, female.

TABLE 5.12:01 Suggestions for improvement of teaching as shown by (male and female) teachers

Suggestions for improvement of teaching	Male	Female
Inservice training	4 11.42	8 16.32
Job oriented	3 8.57	2 4.08
Use of teaching aids	12 34.28	14 28.57
Audio visual aids	4 11.42	4 8.16
Individual difference taken into consideration	-	3 6.12
Excursion	5 14.28	6 12.24
Well planned lessons	6 17.14	8 16.32

11.42 per cent of male teachers suggested that there should be inservice training and individual difference should be taken into consideration for the improvement of teaching. 8.57 per cent were in favour of job oriented training. 34.28 per cent observed that the use of teaching aids as most important for teaching. 14.28 per cent said that excursion is also important. 17.14 per cent believed in the preparation of a well planned lesson for the improvement of teaching.

16.32 per cent female teachers were in favour of inservice training. 4.08 per cent thought job oriented training as important for the improvement of teaching. 28.57 per cent believed in the use of teaching aids. 6.12 per cent said that individual differences is also important. 12.24 per cent were in favour of excursion. 16.32 per cent thought that well planned lessons is suitable for the improvement of teaching.

Thus both the majority of male and female were in favour of the use of teaching aids for the improvement of teaching and very few of them in both the categories said that job oriented training is important.

TABLE 5.12:02 Suggestions for the improvement of teaching as suggested by teachers from Urban and Rural areas.

Suggestions	Urban	Rural
Inservice training	15 23.80	3 14.28
Job oriented	2 3.17	-
Use of teaching aids	25 39.48	5 23.80
Audio visual aids	10 15.87	-
Individual differences taken into consideration	5 7.93	-
Excursion	8 12.69	1 4.76
Well Planned Lessons	16 25.39	2 1.52

In urban areas 28.80 per cent of the teachers thought that inservice training is important for the improvement of teaching. 3.17 per cent were in favour of job oriented training. 39.68 per cent believed in the use of teaching aids. 15.87 per cent said that audio visual aids should be used in teaching. 7.93 per cent believed in individual differences. 12.69 per cent said that excursion is important .25.39 per cent thought that well planned lessons is essential for the improvement of teaching.

In rural areas, 14.28 per cent were in favour of inservice training for the improvement of teaching. 23.80 per cent thought that the use of teaching aids as important. 4.76 per cent believed in excursion. 9.52 per cent said that lessons should be planned well for the improvement of teaching.

Thus the majority of teachers from both urban and rural areas were in favour of the use of teaching aids for the improvement of teaching.

TABLE 5.12:03 Suggestions for improvement of teaching as expressed by teachers from Govt., deficit and non-deficit schools.

Suggestions	Govt.	Deficit	Non-deficit
Inservice training	-	20	2
		31.25	40.00
Job oriented	-	4	-
		6.25	
Use of teaching aids	6	42	2
	40.00	65.62	40.00
Audio visual aids	2	10	
	13.33	15.62	
Individual differences	-	4	-
		6.25	
Excursion	1	4	-
	6.66	6.25	
Well planned lessons	3	12	-
	20.00	18.75	
Student oriented	1	-	-
	6.66		

In government institutions, 40.00 per cent of the teachers were in favour of the use of teaching aids for the improvement of teaching. 13.33 per cent believed in the use of audio visual aids. 6.66 per cent observed that excursion is important for the improvement of teaching. 20.00 per cent thought that well planned lessons as important and 6.66 per cent said that student oriented training is also important for the improvement of teaching.

In deficit institutions, 31.25 per cent were in favour of inservice training. 6.25 per cent believed in job oriented

individual differences and excursion. 65.62 per cent thought the use of teaching aids as important. 15.62 per cent said that the use of audio visual aids as important. 18.75 per cent said that well planned lessons is essential for the improvement of teaching.

In non-deficit institutions, 40 per cent were in favour of inservice training and 40 per cent believed in the use of teaching aids to improve the teaching method.

In government and deficit institutions, the majority of the teachers were in favour of the use of teaching aid for the improvement of teaching. In non-deficit schools, 40 per cent believed in service training and 46 per cent thought the use of teaching aids as important.

5.13 Subjects found difficult by students according to male/female teachers

The question was asked of the teachers about the subjects which the students found difficult. The respondents were required to mention the difficult subjects of the students.

TABLE 5.13:01 Difficult subjects as reported by male and female teachers

Suggestions	Male	Female
Mathematics	25 71.42	30 61.22
English	6 17.14	12 24.48
Science	25 71.42	30 61.22
History	4 11.42	10 20.40
Grammar	2 5.71	5 10.20

71.42 per cent of the male teachers found out that Mathematics is the most difficult subject. 17.14 per cent said that English is the most difficult subject. 71.42 per cent observed that Science is the most difficult subject. 11.42 per cent reported History as difficult subject. 5.71 per cent informed grammar as the subject which the students found it most difficult.

61.22 per cent of female teachers reported that Mathematics as the difficult subject. 24.48 per cent observed that English is the difficult subject. 61.22 per cent informed that Science is the difficult subject. 20.40 per cent said that History is the difficult subject and 10.20 per cent found that grammar is the difficult subject for the students.

The majority of the Male and female teachers found out that Science and Mathematics as the most difficult subjects.

TABLE 5.13:02 Difficult subjects as expressed by teachers from Urban and Rural areas.

Suggestions	Urban	Rural
Mathematics	30 47.61	5 23.80
English	10 15.87	1 4.76
Science	30 47.16	5 23.80
History	4 6.34	-
Grammar	2 3.17	1 4 . 7 6

47.61 per cent of the teachers from the urban areas thought that mathematics is the most difficult subject. 15.87

per cent reported that English is the most difficult subject. 47.61 per cent observed that Science is the most difficult subject. 6.34 per cent found out that History is the difficult subject for the students. 3.17 per cent said that Grammar is the most difficult subject for the students.

In rural areas, 23.80 per cent of the teachers said that mathematics is the most difficult subjects. 4.76 per cent thought that english is the difficult subject. 23.80 per cent reported that Science is the most difficult subject. 4.76 per cent believed that Grammar as the difficult subject.

The majority of the teachers from both the urban and rural areas found that Mathematics and Science as the difficult subjects for the students.

TABLE 5.13:03 Difficult subjects as said by teachers from (Government, Deficit and Non-deficit) schools.

Suggestions	Govt.	Deficit	Non-deficit
Mathematics	9 60.00	40 62.50	3 60.00
English	1 6.66	12 18.75	-
Science	8 53.33	40 62.50	3 60.00
History	2 13.33	-	-
Grammar	1 6.66	-	-

In Government institutions, 60.00 per cent of the teachers reported that Mathematics as the most difficult subject. 6.66 per cent said that English is the most difficult subject. 53.33 per cent observed that Science is the most

difficult subject. 13.33 per cent said that History is the difficult subject. 6.66 per cent thought that Grammar is the difficult subject.

In Deficit institutions, 62.50 per cent found out that Mathematics and Science are the difficult subjects for the students. 18.75 per cent said that English is the difficult subject.

In non-deficit schools, 60.00 per cent said that Mathematics is the difficult subject and 60.00 per cent found Science is the difficult subject.

Thus the majority of the teachers from government, deficit, and non-deficit schools found out that the science and mathematics as the most difficult subjects.

5.14 Types of school examinations

The respondents were asked about the different kinds of examination held during the whole year. The genral pattern in this regard in Meghalaya schools is to hold one or more term examinations and an annual examination at the end of the academic year. Respondents were asked to say the kind of examinations held in their schools. The responses are analysed as before and are shown in the following tables.

TABLE 5.14:01 Types of Examinations given by male and female samples.

Suggestions	Male	Female
Essay	10 66.66	35 71.42
Objectives	25 71.42	45 91.18
Oral	-	-

66.66 per cent of the male teachers said that they used essay type of examinations and 71.25 per cent said they used the objective type too.

66.66 per cent of the female teachers said that they have essay type of examination and 71.42 per cent said they have objective tests also.

The majority of the male and female teachers informed that they have more of objective types tests and essay type tests are also used in many schools.

TABLE 5.14:02 Types of Examination as expressed by teachers from urban and rural areas

Suggestions	Urban	Rural
Essay	35 55.55	4 19.01
Objective	40 63.34	7 33.33
Oral	12 19.04	1 4.71

In the urban areas 55.55 per cent said that they used essay type of examination. 63.37 said that they have objective test and 19.04 per cent they have oral test.

In rural areas, 19.01 per cent of the teachers they said they have essay type of examination. 33.33 per cent said they have objective test. 4.71 per cent they said they have oral test.

Thus the majority of teachers from urban and rural areas said they have objective tests as the main type of examination.

TABLE 5.14:03 Types of examination as expressed by the respondents from Government, Deficit and non-deficit schools.

Suggestions	Govt.	Deficit	Non-deficit
Essay	8 53.00	33 52.22	2 40.00
Objective	12 80.00	60 93.75	3 60.00
Oral	-	6 19.52	-

In the government institutions, 53.00 per cent of the teachers they said they have essay type of examination. 80.00 per cent they said they have objective type also.

In deficit institutions 52.22 per cent said that they have essay type examination. 93.75 per cent reported they have objective test. 19.52 per cent said they have oral test.

In non-deficit schools, 40 per cent said they they have essay type of examination. 60 per cent said they have objective test.

Thus the majority of the teachers from government, deficit and non-deficit reported that they have objective types of examination in their schools.

5.15 Suggestions for the improvement of examinations

The respondents were asked to express their views regarding the improvement of examinations. The responses are classified under different broad headings as shown below.

TABLE 5.15:01 Suggestions for improvement of examination given by Male and female respondents.

Suggested improvement	Male	Female
Internal Exam. introduced	2 5.71	8 16.32
Monthly type exam. performance counted for promotion	8 22.85	8 16.32
Essay and objective type combination introduced	10 28.75	16 32.65
More stress on monthly exam.	8 22.85	12 24.48
Tutorial classes to be introduced	-	2 4.08
Weekly tests to be held	2 5.71	2 4.08
Changing the present system	2 5.71	2 4.08

5.71 per cent of male teachers were in favour of Internal examination. 22.88 per cent thought monthly test and objective test as important for the improvement of examination. 28.75 per cent believed that both essay and objective test are important. 5.71 per cent laid stress on weekly tests and to change the present system.

16.32 per cent of female teachers thought that internal examination and monthly tests are important to improve the examination system. 32 per cent believed that both essay and objective tests are equally important. 24 per cent said that monthly tests are important. 4 per cent said that tutorial classes and weekly tests must be taken and also felt that change in the present system would contribute to the improvement of examination system.

The majority of teachers both male and female thought that essay type and objective type tests are important for the improvement of examination.

TABLE 5.15:02 Suggestions for improvement of examination as given by teachers from urban and rural areas.

Suggested improvement	Urban	Rural
Internal Exam. introduced	8 3.96	2 9.52
Monthly test exam. performance counted for promotion	20 31.74	4 19.04
Essay & objective type combination introduced	30 47.61	5 23.80
More stress on monthly exam.	15 23.80	3 14.28
Tutorial classes to be introduced	2 3.17	-
Weekly tests to be held	4 6.34	-
Changing the present system	2 3.17	-

3.96 per cent of the teachers from the urban areas thought that internal examination is important for the improvement of examination. 31.74 per cent said that monthly test

should be taken into consideration for promotion. 47.61 per cent believed that essay and objective type test should be introduced. 23.80 per cent laid stress on monthly examination. 3.17 per cent said that tutorial classes and the changing system are important to improve examination. 6.34 per cent said that weekly test is also important for the improvement of examination.

In rural areas, 9.52 per cent were in favour of internal examination. 19.04 per cent thought that the monthly test should be counted for promotion. 23.08 per cent said that essay and objective type in combination be introduced. 14.28 per cent laid stress on monthly examinations for the improvement of examination.

The majority of the teachers from urban and rural areas laid stress on the essay and objective type test for the improvement of examination.

TABLE 5.15:03 Suggestions for improvement of examination suggested by the respondents from Govt., deficit and non-deficit schools.

Suggested improvement	Govt.	Deficit	Non-deficit
Internal exam. introduced	4 26.66	10 15.62	2 40.00
Monthly test exam. performance counted for promotion	5 33.33	25 39.06	2 40.00
Essay & Objective test type combination introduced	25 33.33	35 34.68	-
Stress on monthly examination	-	20 31.25	-
Tutorial classes to be introduced	-	-	-
Weekly test to be held	-	4 26.25	-
Change the present system	-	4 6.25	-

In government institutions, 26.66 per cent of the teachers were in favour of internal examination for the improvement of examination. 33.33 per cent thought that monthly test should be counted for promotion and also essay and objective test be introduced.

In deficit schools 15.62 per cent of the teachers thought that internal examination is important. 39.06 per cent said that monthly test be counted for promotion. 34.68 per cent observed that essay and objective test be introduced. 31.25 per cent laid stress on monthly examination. 6.25 per cent said that changing the existing system, and holding of weekly tests are important to improve examination.

In non-deficit institutions, 40 per cent of the teachers were in favour of internal examination and 40 per cent said that monthly test should be taken into account for promotion.

Thus, in government institutions, the majority of the teachers thought that monthly test should be counted for promotion and essay and objective test also be introduced.

In deficit schools, the majority of the teachers suggested essay and objective test for the improvement of examination.

In non-deficit schools, 40 per cent said that internal examination is important for the improvement of examination and 50 per cent said that monthly test be counted for promotion.

5.16 School Discipline

The respondents were asked to mention the different kinds of disciplinary problems usually found in their schools. Space was given in the questionnaire for this. The responses have been classified under different broad headings as given in the following table.

TABLE 5.16:01 Kinds of disciplinary problem as expressed by male/female respondents.

Disciplinary problem	Male	Female
Talkativeness	5 14.28	10 20.40
Untidiness	4 11.42	4 8.16
Unpunctuality	6 17.14	6 12.24
Lack of respect	5 14.28	5 10.20
Obstinacy	2 5.71	2 4.08
Disobedience	5 14.28	4 8.16
Negligence	2 5.71	8 16.32
Irregularity	6 17.14	10 20.40

14.28 per cent of male teachers reported that the main kinds of indiscipline problems are those related to talkativeness, disobedience and lack of respect. 11.42 per cent said that untidiness was a problem. 17.14 per cent reported that they were unpunctual and irregular. 5.71 per cent said that they were obstinate and neglected their work.

20.40 per cent of female teachers observed that the main kinds of indiscipline were talkativeness and irregularity. 8.16 per cent found that untidiness and disobedience were the main problems. 12.24 per cent said that it was unpunctuality. 10.20 per cent said it was lack of respect. 4.08 per cent reported it as obstinacy and 16.32 per cent said it was negligence of duties.

the majority of male teachers reported that unpunctuality and irregularity were the common kinds of indiscipline among their pupils.

The majority of female teachers said that talkativeness and irregularity were the common kinds of indiscipline.

TABLE 5.16:02 Kind of disciplinary problem as reported by teachers from urban and rural areas.

Disciplinary problem	Urban	Rural
Talkativeness	20 22.47	5 23.80
Untidiness	12 19.09	2 9.52
Unpunctuality	16 25.39	4 19.04
Lack of respect	15 23.80	
Obstinacy	3 4.76	-
Disobedience	10	2 9.52
Negligence	8 15.87	-
Irregularity	5 7.93	2 9.52

In the urban areas 22.47 per cent of the teachers said that the main kind of indiscipline was talkativeness. 19.09 per cent said that it was untidiness. 25.39 per cent reported it was lack of respect. 4.76 per cent said it was obstinacy. 15.87 per cent observed it was disobedience. 15.87 per cent thought it was negligence and 7.93 per cent said it was irregularity.

In rural areas 23.80 per cent of the teachers said talkativeness was the main kind of indiscipline. 9.52 per cent reported it as untidiness, disobedience and irregularly. 19.04 per cent observed it was unpunctuality.

The majority of teachers from both urban and rural areas thus observed that the most common kind of indiscipline in the school was talkativeness during class hours.

TABLE 5.16:03 Kinds of disciplinary problem as informed by the respondents from govt., deficit and non-deficit schools.

Disciplinary problem	Govt.	Deficit	Non-deficit
Talkativeness	4 26.66	25 39.06	2 40.00
Untidiness	-	12 18.75	-
Unpunctuality	3 20.00	20 31.25	2 40.00
Lack of respect	2 13.33	15 23.43	-
Obstinacy	-	2 3.12	-
Disobedience	-	16 25.00	-
Negligence	-	4 6.25	-
Irregularity	2 13.33	20 31.25	-
Lack of interest	2 13.33	8 12.50	-

In government institutions 26.66 per cent of the teachers said that talkativeness was the main kind of indiscipline. 20 per cent reported it was unpunctuality. 13.33 per cent remarked that lack of respect, irregularity and lack of interest in work were the main problems.

In deficit schools 39.06 per cent said it was talkativeness which was the main kind of indiscipline. 18.75 per cent said it was untidiness. 3.12 per cent observed they were unpunctuality and irregularity. 3.12 per cent said it was obstinacy. 25 per cent reported it as disobedience. 6.25 per cent of the respondents said it was negligence. 12.50 per cent reported it was lack of interest.

The non-deficit schools, 40 per cent found out talkativeness as the main kind of indiscipline. 40 per cent said it was as unpunctuality.

The majority of the teachers from the different kinds of management reported that the main kinds of indiscipline were talkativeness, unpunctuality and irregularity.

5.17 Maintaining school discipline

Some suggestions were provided in the questionnaire as to who looked after discipline problems in pupils and the respondents were asked to tick the ones they most appropriate their cases. The responses have been analysed in the following three tables.

TABLE 5.17:01 Responsibility to maintain school discipline as reported by male and female teachers.

Maintaining school discipline	Male	Female
By class teacher	10 28.59	15 27.27
By the teaching staff jointly	12 34.28	25 45.45
By the discipline committee	8 22.85	10 18.18
By the Headmaster & teachers together	5 14.28	5 9.09
Any other	-	-

28.59 per cent of the male teachers reported that discipline was maintained by the class teacher. 34.28 per cent said that the staff jointly did the work. 22.85 per cent reported that the Discipline Committee was responsible for this and 14.28 per cent said it was maintained by the Headmaster and the staff jointly.

27.27 per cent of the female teachers observed that discipline was maintained by the class teacher, 45.45 per cent said that the staff jointly did the work, 18.18 per cent reported this as the work of the Discipline Committee and 9.09 per cent said that the headmaster and staff together handled indiscipline cases.

The majority of male and female teachers gave the information that discipline was maintained by the teaching staff jointly.

TABLE 5.17:02 Maintaining School Discipline as informed by respondents from urban and rural areas.

Maintaining School discipline	Male	Female
By class teacher	20 31.74	8 38.09
By the teaching staff jointly	25 39.68	4 19.04
By the Discipline committee	10 15.87	2 9.52
By the Headmaster	15 23.80	3 14.28
Any Other	-	-

In the urban areas 31.74 per cent of the teachers gave the information that discipline was maintained by the class teacher. 39.68 per cent reported that it was done by the teaching staff jointly. 15.87 per cent said it was maintained by Discipline Committee. 23.80 per cent observed it was maintained by headmaster.

In the rural areas, 39.09 per cent of the teachers reported that discipline was maintained to class teacher. 19.04 per cent said it was maintained by staff jointly. 9.52 per cent observed it was maintained by Discipline Committee. 14.28 per cent said it was maintained by headmaster.

In urban areas, the majority of the teachers said that discipline was maintained by the teaching staff jointly in their schools. In the rural areas the majority of them gave the information that it was maintained by class teachers.

TABLE 5.17:03 Maintaining of school discipline as reported by the respondents from Govt., Deficit and Non-deficit schools.

Maintaining school discipline	Govt.	Deficit	Non-deficit
By class teacher	2 13.33	16 25.00	3 60.00
By the teaching staff jointly	10 66.66	20 31.25	-
By the Discipline Committee	4 26.66	20 31.25	-
By the Headmaster and staff	2 13.33	25 39.06	2 40.00
Any other	-	-	-

In the government institutions, 13.33 per cent of the teachers reported that discipline was maintained by class teacher and the headmaster and the staff. 66.66 per cent said it was maintained by staff jointly. 26.66 per cent observed it was maintained by Discipline Committee.

In deficit schools 25.00 per cent of the teachers gave the information that discipline was maintained by the class teachers. 31.25 per cent said it was maintained by staff jointly and Discipline Committee. 39.06 per cent said it was maintained by Headmaster and staff.

In non-deficit schools, 60.00 per cent of the teachers observed that discipline was maintained by class teachers and the next 40.00 per cent reported that it was maintained by headmaster and the staff.

The majority of the teachers from government institutions stated that discipline was maintained by staff jointly. The

majority of teachers from the deficit schools said that it was maintained by the headmaster and staff.

Thus most of the teachers from the non-deficit schools said that discipline is maintained by class teachers and by the headmaster and the staff jointly.

5.18 Suggestions to improve school discipline

There was an open ended question asking the teacher respondents to give their own suggestions to improve school discipline. The responses of the teachers have been analysed in the following three tables.

TABLE 5.18:01 Suggestions to improve school discipline given by male and female respondents.

Suggestions to improve discipline in schools	Male	Female
Giving moral instruction	10 66.66	25 51.02
Not indulging in politics of any kind	5 33.33	10 20.19
By the impressive personality of headmasters	8 53.33	15 30.61
By maintaining healthy relationship of parents, teachers and pupils	5 33.33	4 8.16
By giving freedom of expression to all Residential schools	5 33.33	4 8.16

66.66 per cent of male teachers suggested to introduce moral instruction to improve discipline. 33.33 per cent said that there should be no politics in the school and there should be healthy relationship of parents, teachers and pupils and also there should be freedom of expression. 53.33 per

cent observed that impressive personality of the headmaster is enough to improve discipline.

51.02 per cent of female teachers said that moral instruction is essential to improve discipline. 20.19 per cent stated that there should be no politics in the school. 30.61 per cent thought that the impressive personality of headmaster is enough to maintain discipline. 8.16 per cent observed that healthy relationship of parents, teachers and pupils and freedom of expression is important to improve discipline.

The majority of male and female respondents said that there should be moral instruction for the improvement of school discipline.

TABLE 5.18:02 Suggestions to improve school discipline (Urban, Rural)compound

Suggestion to improve discipline in school	Urban	Rural
Giving Moral instruction	35	5
	55.55	23.80
Non-indulging in politics	8	-
	12.69	
By the Impressive personality of Headmaster	5	2
	7.99	9.52
By maintaining healthy relationship of parents, teachers and pupils	12	2
	19.09	9.52
By giving freedom of expression	12	-
	19.01	
Residential schools	-	-

55.55 per cent of teachers from urban areas suggested that there should be moral instruction to improve discipline.

12.69 per cent thought that there should be no politics in the school. 7.99 per cent stated that impressive personality of the headmaster is very important. 19.09 per cent said that healthy relationship of parents, teachers and pupils and freedom expression is also essential.

In rural areas, 23.80 per cent of the teachers said that there should be moral instruction. 9.52 per cent stated that personality of headmaster is also important. 9.52 per cent observed the importance of the relationship of parents, teachers and the pupils to improve discipline.

Thus the teachers from both the urban and rural areas stressed the importance of moral instruction to improve school discipline.

TABLE 5.18:03 Suggestions to improve school discipline by respondents from Govt., Deficit and Non-deficit schools.

Suggestions to improve discipline in school	Govt.	Deficit	Non-deficit
Giving moral instruction	6 40.00	40	2 40.00
Not indulging in politics	-	45 70.31	-
By the Impressive personality of Headmaster	2 13.33	15 25.00	-
By maintaining healthy relationship of parents, teachers and pupils	4 26.66	4 6.25	1 20.00
By giving freedom of expression	-	4 6.25	-
Residential schools	2 13.33	6 9.37	-

In government institutions, 40 per cent of the teachers were in favour of moral instruction to improve discipline.

13.33 per cent thought that an impressive personality of the headmaster and having residential schools as important. 26.66 per cent observed that healthy parent-teacher-pupils relationship is also important to improve school discipline.

In deficit institutions, 40 per cent of the teachers stated the importance of moral instruction to improve school discipline. 70.31 per cent said that there should be no politics. 25 per cent observed the importance of the impressive personality of the headmaster. 6.25 per cent said that the healthy relationship of parents, teachers and pupils and freedom of expression are very essential to improve school discipline. 9.37 per cent suggested residential schools for the improvement of discipline.

In non-deficit schools, 40 per cent of the teachers reported the importance of moral instruction. 20 per cent said that relationships of teachers, pupils and parents are needed to improve discipline.

In the government institution the majority of the teachers stressed the importance of moral instruction.

In deficit schools, the majority of the teachers stated the importance of the impressive personality of the headmaster.

In non-deficit schools, the majority of the teaching staff agreed with the importance of moral instruction.

5.19 School Organisation: Teachers representation the governance of schools.

The respondents were asked to answer certain questions on representation of teachers on the governing body of the schools and the satisfaction with the present management of schools.

TABLE 5.19:01 Teachers' representation on governing body as reported by male and female respondents.

Respondents	Teachers' Representation	
	Yes	No
Male	12 37.59	20 62.50
Female	8 16.66	40 83.34 83.84

37.59 per cent of male teachers gave the information that there was teacher representation on their bodies while 62.50 per cent said that there was no representation on their governing bodies.

16.66 per cent of female teachers said that they represented on the governing body and 83.34 per cent did not represent on the governing body.

The majority of the teachers both male and female observed that there was no representation of teachers on the governing body of their school.

TABLE 5.19:02 Teachers representation on governing body as expressed by teachers from urban and rural areas.

Respondents	Teachers Representation	
	Yes	No
Rural	2 28.57	5 71.43
Urban	20 30.77	45 67.23

In the rural areas, 28.57 per cent said that they represented on the governing body. 71.43 per cent did not have such representation.

In urban areas 30.77 per cent of the teachers gave the information that they represented on the governing body. 67.23 per cent did not represent on the governing body.

The majority of the teachers from rural and urban areas did not get representation on the government body.

TABLE 5.19:03 Teachers representation on governing body as informed by the respondents from government, deficit and non-deficit schools.

Respondents	Teachers Representation	
	Yes	No
Govt.	8 66.66	4 33.34
Deficit	20 26.66	55 75.34
Non-deficit	2 40.00	2 40.00

In government institution, 66.66 per cent of the teachers said that they got representation on their governing body. 33.34 per cent said that they did not represent on the governing body.

In deficit institutions, 26.66 per cent of the teachers reported that they represented on the governing body and 75.34 per cent did not represent on their governing bodies.

In non-deficit institution, 40 per cent said that they represented on the governing body and 40 per cent said that they did not represent on the governing body.

Thus the majority of the teachers from the government institutions said that they represented on the governing body.

Most of the teachers from deficit and non-deficit schools said that they did not represent on their governing bodies.

5.20 Satisfaction with the present arrangement of governing bodies.

The respondents has to answer either Yes or No.

TABLE 5.20:01 Satisfaction of the present arrangement as expressed by male and female respondents

	Yes	No
Male	3 9.10	30 90.90
Female	5 5 10.00	45 90.00

9.10 per cent of the male teachers said that they were satisfied with the present arrangement. 90.90 per cent reported that they did not feel satisfied with the present arrangement for governance of schools.

10 per cent of the female teachers gave the information that they were satisfied with the present arrangement and 90.00 per cent of them did not feel satisfied with the present arrangement.

Thus the majority of the teachers, did not find satisfaction with the present arrangement.

TABLE 5.20:02 Satisfaction of present arrangement as reported by respondents from Rural and Urban areas

	Yes	No
Rural	2 16.66	10 93.34
Urban	10 13.34	45 86.66

16.66 per cent of the teachers from rural areas reported that they were satisfied with the present arrangement. 83.34 per cent of them did not feel satisfied with the present arrangement.

In the urban areas, 13.34 per cent of the teachers were satisfied with the present arrangement. 86.66 per cent of them were not satisfied with the present arrangement.

type of school activities other than teaching in which they usually participated. A list of activities was provided and they were required to indicate their responses by tick marking those that applied to them. The responses have been analysed as in the preceding sections and given in the following three tables.

TABLE 5.21:01 Teachers' participation in school activities as expressed by male and female respondents.

Activities in which participated	Male	Female
Planning the work of school (Yearly/half-yearly)	10 28.57	20 40.81
Time table preparation	10 28.57	15 30.61
Examination work, School accounts keeping	9 40.00	-
School library	14 40.00	20 40.81
Extra-curricular activities	10 28.57	8 32.00
Guidance and counselling service	10 28.57	8 16.32
School - parents bodies		
School supervision work		

28.57 per cent of male teachers reported that they participated in planning the work, in time table preparation, and in organising extra curricular activities 25.71 in examination work. 40.00 per cent participated in keeping school accounts and 28.57 per cent in school library.

40.81 per cent of female participated in planning the work yearly and half yearly. 30.61 per cent said that they took part in preparing the time table. 40.81 per cent

participated in preparation of school accounts. 16.32 per cent in school library and 16.32 per cent in extra curricular activities.

The majority of male and female respondents said that they helped in school accounts keeping and took part in planning the work of the School.

TABLE 5.21:02 Teachers' participation in school activities as expressed by the respondents from rural and urban areas.

Activities in which participated	Rural	Urban
Planning the work yearly/half-yearly	5 28.80	20 31.74
Time table preparation	4 19.04	18 28.57
Examination work	3 14.28	10 15.87
School accounts	3 14.28	5 7.33
School library	-	15 23.80
Extra curricular activities	-	16 25.39
Guidance and counselling service		
School-parents bodies		
School supervision work		

28.80 per cent of the teachers from the rural areas participated in time table preparation, 19.04 per cent in examination work and 14.28 per cent in school accounts keeping and school library.

In urban areas 28.57 per cent participated in time table preparation, 31.74 per cent in planning the work yearly

and half yearly, 15.87 per cent in examination work, 7.33 per cent in school accounts, 15.87 per cent in school library and 25.39 per cent in extra curricular activities.

Thus the majority of the teachers from urban and rural areas took part in planning the school works yearly and half-yearly.

TAB:E 5.21:03 Teachers' participation in school activities as reported by the respondents from Govt., Deficit, Non-deficit schools.

Activities in which participated	Govt.	Deficit	Non-deficit
Planning the work yearly/half yearly			
Time table	7 46.66	18 28.12	2 40.00
Examination works	5 33.33	35 54.68	2 40.00
School accounts	8 53.33	12 18.75	-
Extra curricular activities	6 40.00	16 25.00	1 20.00
Guidance and counselling science	-	-	-
School-parents bodies	-	-	-
School supervision work	2 13.33	8 12.50	-

46.66 per cent of the teacher from government institutions said that they participated in preparing the time-table, 33.33 per cent in examination works, 53.33 per cent in keeping school accounts and school supervision works, 40 per cent in school library and 20 per cent in extra curricular activities.

In deficit institutions, 28.12 per cent of the teachers took part in preparing the time table, 54.88 per cent in

examination works, 18.75 per cent participated in keeping school accounts and school library, 25 per cent in extra curricular activities and 12.50 per cent in school supervision.

In non-deficit schools, 40 per cent took part in preparing the time-table, examination works and 20 per cent in organizing extra curricular activities.

In government institutions the majority of the teachers took part in school library work.

In deficit and non-deficit institutions the majority of the teachers participated in examination works.

5.22 Service matters and problems

The teachers were required to answer certain questions regarding their service matters and the problems faced by them. The matters covered included the following: pay, leave facilities, pensionary benefits, provident fund facilities, quarters, medical benefits and the like. The respondents were required to answer questions on the above methods in Yes / No form. The responses have been analysed as before and the results are shown in the following series of tables.

Regularity in giving pay to teachers according to male - female teachers: The respondents were asked to state if they were paid their salary in time. The responses are tabulated in the following three tables.

TABLE 5.22:01 Regularity of receiving pay by teachers as expressed by male and female respondents.

Receipt of pay regularly	Yes	No
Male	32 91.42	4 8.58
Female	48 97.95	2 21.05

91.42 per cent of male said that they got their pay regularly. 97.95 per cent of female said that they got their pay regularly. But 2.05 per cent said that they did not get regular salary. The majority of teachers both male and female said that they got their pay regularly.

TABLE 5.22:02 Regularity of receiving pay by teachers as reported by the teachers from urban and rural areas.

	Regular of pay	
	Yes	No
Male	62 98.41	2 1.59
Rural	4 33.34	8 66.66

In urban areas 98.41 per cent of teachers said that they got their pay regularly while 1.59 per cent said that they did not get their pay regularly.

In rural areas 33.34 per cent of the teachers said that they got their pay regularly and 66.66 per cent did not get their pay regularly.

The majority of teachers from urban areas got their pay regularly while the majority of teachers from rural areas said that they did not get their pay regularly.

TABLE 5.22:03 Regularity of receiving pay by teachers as expressed by respondents from Govt., Deficit and Non-deficit schools.

	Regular pay	
	Yes	No
Government	12 80.00	-
Deficit	63 98.43	-
Non-deficit	-	2 40.00

80 per cent of the teachers from government institutions said that they got their pay regularly.

98.43 per cent of teachers from deficit school said that they got their pay regularly.

40 per cent of the teachers from non-deficit schools said that they did not get their pay regularly.

Thus most of the teachers from government and deficit institutions said that they got their pay regularly.

In non-deficit schools most of the teachers did not get their pay regularly.

5.23 Leave facilities and provision for pension

The respondents were asked to indicate if they got the usual leave facilities and also to indicate if they enjoyed the pension benefits. The responses have been tabulated in the following three tables.

TABLE 5.23:01 Provision for leave facilities and pension scheme available as expressed by male and female respondents.

	Leave facilities		Pension scheme	
	No	Yes	No	Yes
Male	3 10.71	25 89.29	24 71.42	8 28.58
Female	5 10.20	45 91.83	44 89.79	6 12.24

10.71 per cent of male teachers said that they did not have leave facilities. 89.29 per cent of them said that they got the leave facilities.

Regarding pension scheme, 71.42 per cent of male teachers said that they did not have pension facility and 28.58 per cent said that they had pension scheme.

10.20 per cent of female teachers said that they did not have leave facilities. 91.83 per cent of them reported that they had leave facilities.

89.79 per cent of female teachers said that they did not get pension and 12.24 per cent of them said that they had provision for pension.

Most of the male teachers said that they had leave facilities. The majority of female teachers also enjoy leave facilities.

The majority of both male and female teachers did not enjoy the pension benefits.

The respondents were asked to indicate if they got usual leave facilities and also to indicate if they enjoyed the pension benefits.

TABLE 5.23:02 Leave facilities as reported by teachers from urban/rural areas

	Leave facilities		Pension Scheme	
	Yes	No	Yes	No
Urban ³ Urban	44 69.84	3 4.76	8 12.69	44 69.81
Rural	12 85.71	2 14.28	2 9.52	14 66.66

In urban areas, 69.84 per cent of the teachers said that they had leave facilities. 4.76 per cent of them said that they did not have leave facilities. 12.69 per cent of the urban teachers said they enjoyed the pension scheme while 69.84 per cent did not get any pension benefit.

In rural areas 86.71 per cent of the teachers reported they had leave facilities, 14.28 per cent did not get any leave at all. 9.52 per cent of the teachers from rural places gave the information that they got pension benefit and 66.66 per cent stated that they did not have any provision for pension.

Both the teachers from urban and rural areas gave the information that they enjoyed some kind of leave.

Regarding pension scheme, most of the teachers from urban and rural places did not have the provision for pension.

The respondents were asked to indicate if they got the usual leave facilities and also to indicate if they enjoyed the pension benefits.

TABLE 5.23:03 Leave facilities and pension scheme as reported by the respondents from government, deficit and non-deficit schools

	Leave facilities		Pension scheme	
	Yes	No	Yes	No
Govt.	12 80.00	-	12 80.00	-
Deficit	45 91.83	20 31.25	-	38 60.31
Non-deficit	-	2 40.00	-	3 60.00

80 per cent of the teachers from government institutions said that they had leave facilities and pension scheme.

91.83 per cent of the teachers from deficit schools enjoyed some leave. 31.25 per cent did not enjoy any leave at all. 60.31 per cent they did not enjoy the pension benefit.

In non-deficit school, 40 per cent said that they never have leave facilities. 60 per cent stated that they have no provision for pension.

Thus the teachers from government schools enjoyed the leave facilities and pension scheme benefits.

In deficit schools, leave facilities are there but there is no provision for pension scheme.

In non-deficit schools there is no provision for leave and no provision for pension scheme.

5.24 Provision for Provident Fund, Staff quarter and Medical benefits.

The respondents were asked if they contribute to the provident fund, whether they are provided staff quarters and whether any medical benefits are provided to them. The answers of the respondents have been analysed in the following three tables.

TABLE 5.24:01 Provision for provident fund, staff quarter, medical benefits as given by male and female respondents.

Respondents	Facilities provided to teachers						
	Provident Fund		Staff quarters		Medical benefit		
	Yes	No	Yes	No	Yes	No	
Male		35		32		3	30
		100.00		91.42		5.71	85.71
Female		48		40		8	42
		97.95		81.63		16.32	85.71

100 per cent of male teachers said that they have no provident fund facilities, 91.42 per cent reported that they have no quarters provided by the schools and 83.71 per cent stated that they did not get any medical benefit from the employee.

97.95 per cent female teachers did not get facilities to contribute to provident fund, 81.63 per cent did not have quarters and 85.71 per cent did not get any medical benefit.

Only very few female teachers had provided fund facilities. The majority of the respondents did not have quarters and did not enjoy any medical benefit provided by the school authorities.

TABLE 5.24:02 Provision for provident fund, staff quarter and medical benefit as expressed by the respondents from urban/rural areas.

Respondents	Facilities provided to teachers					
	Provident fund		Quarter		Medical benefit	
	Yes	No	Yes	No	Yes	No
Urban	35 55.55	50 44.45	3 14.28	16 85.72	-	16 85.39
Rural		10 47.61	15 21.42	5 78.58	-	12 57.14

In urban areas, 44.45 per cent of the teachers reported that they have no provision for provident fund, 14.28 per cent have quarters and 85.72 per cent have no quarter at all. 85.39 per cent of respondents enjoyed no medical benefit.

In rural areas, 47.61 per cent of the teachers have no provision for provident fund, 21.42 per cent enjoyed some quarter facility. 57.14 per cent enjoyed no medical benefit.

Very few teachers had provided fund in urban areas. The majority of them had no quarters and no medical benefit.

In rural areas none of the teacher respondents had provident fund facilities. Very few had quarters and they had no medical benefit.

TABLE 5.24:03 Provision for G.P.F., Quarter and Medical benefit as reported by teachers from Government, Deficit and Non-deficit schools.

Respondents	G.P. Fund		Quarter		Medical benefit	
	Yes	No	Yes	No	Yes	No
Govt.	12 100.00	-	12 100.00	-	12 100.00	-
Deficit	35 55.00	25 41.66	45 64.28			
Non-Deficit	-	5 100.00	-	-	-	5 100.00

In government institutions all the teachers enjoyed provident fund, staff quarter and medical benefit.

In deficit institution, 91.83 per cent of the teachers had no provision for PF, 64.28 per cent of them had no quarters and there was no medical benefit.

In non-deficit schools all the teachers had no provision for PF and enjoyed no medical benefit.

Thus only in government institutions the teachers had PF, quarters and medical benefit.

In deficit and non-deficit schools most respondents

reported that they had no Provident fund facilities, no quarters and very few got any medical benefit.

5.25 Interference in work in-service training facilities

The respondents were required to indicate if they faced any interference by headmaster in their work and also to say if any in-service training facilities were provided to them. The results are shown in the following three tables.

TABLE 5.25:01 Interference in work and in-service training facilities expressed by male and female respondents.

Respondents	Headmasters' interference		Inservice training	
	Yes	No	Yes	No
Male	2 6.25	30 93.75	5 16.66	25 83.34
Female	5 10.20	44 90.10	8 16.00	42 84.00

6.25 per cent of male teachers reported that they had interference of Headmasters in their works. 16.66 per cent stated that they had inservice training facilities. 83.34 per cent had no such training facilities provided.

10.20 per cent of female teachers faced interference of the headmasters in their work. 90.10 per cent had no such interference. 16.00 per cent had inservice training facilities and 84 per cent had no such training.

Very few teachers both male and female reported to have felt any interference of the headmasters in their work.

Very few got inservice training facilities.

TABLE 5.25:02 Interference in work and inservice training facilities reported by the teachers of urban and rural areas.

Respondents	Headmasters' interference		Inservice training		Recruitment satisfaction	
	Yes	No	Yes	No	Yes	No
Urban	-	50 79.36	40 63.49	35 55.55	11 17.46	62 85.53
Rural	8 38.09	-	3 14.28	10 47.61	5 50.00	5 50.00

In urban areas 79.36 per cent of the teachers had no interference from the headmaster. 63.49 per cent had inservice training as 55.55 per cent had no such training.

In rural areas 38.09 per cent had the interference from the headmaster. 23.09 per cent had inservice training and 76.93 per cent have reported that they had no such training.

TABLE 5.25:03 Interference in work and inservice training as reported by teachers from government, deficit and Non-deficit schools.

Respondents	Headmasters' interference		Inservice training	
	Yes	No	Yes	No
Govt.	6 50.00	6 50.00	5 33.33	7 46.66
Deficit	45 81.85	10 18.15	30 40.00	45 60.00
Non-deficit	3 60.00	-	-	-

50.00 per cent of the teachers from government institutions said that they felt interference from the headmasters

in their work and the other 50 per cent had no interference from the head of the institutions. 41.66 per cent had inservice training. 46.66 per cent had no such training.

In deficit institutions, 81.85 per cent had experienced some form of interference of the headmasters. 18.15 per cent stated that there was no such interference. 40 per cent reported that they had inservice training while 60.00 per cent had no training.

In non-deficit schools 60 per cent had the interference of the headmasters.

Thus the respondents from all kinds of three managements reported some interference from headmasters in their work. Very few schools had inservice training facilities.

5.26 Recruitment satisfaction of the teachers

Whether they are satisfied with the present job or not as expressed by male, female and the teachers from urban and rural government, Deficit and Non-deficit schools.

TABLE 5.26:01 Recruitment satisfaction of teachers

Respondents	Yes	No
Male	5.72	94.28
Female	10.20	89.90
Urban	14.47	85.53
Rural	33.34	66.66
Govt.	50.00	50.00
Deficit	21.23	78.57
Non-deficit	-	-

5.72 per cent of male respondents reported that they were satisfied with their present job while 94.28 per cent were not satisfied at all.

10.20 per cent of female respondents liked the present job while 89.90 per cent did not satisfy with their job.

14.47 per cent of the respondents from urban areas were satisfied with their job and 85.53 per cent did not get job satisfaction and 33.34 per cent of the teachers from rural areas stated that they were in favour of the present job and 66.66 per cent did not get any satisfaction.

In government institutions 50 per cent of the respondents said that they got job satisfaction while 50 per cent did not get any job satisfaction.

In deficit schools 21.23 per cent of their respondents expressed their views that they were happy in their present job while 78.57 per cent were not in favour of their present job.

Thus the majority of both male and female and also most of the respondents from the different categories did not get job satisfaction.

5.27 Reasons for dissatisfaction with the method of recruitment

The respondents have their own reasons as answers to the questions as to why they were dissatisfied with the

existing methods of recruitment. Their views were classified into different broad headings and are analysed in the following three tables.

TABLE 5.27:01 Reasons for dissatisfaction with the methods of recruitment as expressed by male and female respondents.

Reasons for dissatisfaction with methods of recruitment	Respondents	
	Male	Female
Written and Viva Voce tests not fair	-	4 6.06
Merit not considered	12 34.28	20 30.30
Presence of political involvement	5 14.29	8 12.12
Selection Committee not fair	10 28.57	20 30.30
Teaching capacity not considered	3 8.57	4 6.06
Love for profession not taken into consideration	5 14.29	10 15.15

34.28 per cent of male teachers said that the appointment should be in order to merit. 14.29 per cent stated that there should be no political involvement. 28.57 per cent reported that the Selection Committee should be fair. 8.57 per cent said that the teachers' capacity to teach should be tested. 14.29 per cent observed that love for the profession is not considered. 6.06 per cent of female teachers said that there should be written and viva voce during the recruitment. 30.30 per cent stated that the appointment should be in order to merit and the Selection Committee should be fair. 6.06 per cent said that teachers should have teaching capacity. 15.15 per cent said that most of the teachers did not have love for their profession.

The majority of both male and female teachers said that the appointment should be in order of merit and the selection committee should be fair.

TABLE 5.27:02 Reasons for dissatisfaction of recruitment as expressed by teachers from urban and rural areas.

Reasons for dissatisfaction of recruitment	Urban	Rural
Written and viva voce	4 6.34	-
Appointment in order of merit	20 31.74	5 23.80
No political involvement	15 23.80	4 19.04
Selection Committee be fair	18 28.57	4 19.04
No teaching capacity	12 13.04	3 14.28
No love for the profession	15 23.80	2 9.52

In urban areas 6.34 per cent of the teachers were in favour of written and viva voce tests. 31.74 per cent observed that it was essential to appoint teachers in order of merit. 23.80 per cent stated that there should be no political involvement. 28.57 per cent said that the selection committee should be fair. 13.04 per cent said that teachers should have teaching capacity. 23.80 per cent reported that most of the teachers did not have love for the profession.

23.80 per cent of the teachers from rural areas were in favour of appointment in order of merit. 19.04 per cent wanted that there should be no political involvement, and the selection committee should be fair. 14.28 per cent stated

that teachers should have teaching capacity. 9.52 per cent observed that teachers should have love for their profession and this should be tested. Thus the majority of the teachers both from urban and rural areas were strongly in favour of appointment teachers in order of merit.

TABLE 5.27:03 Reasons for dissatisfaction of recruitment as reported by the respondents from Govt., Deficit and non-deficit institutions.

	Govt.	Deficit	Non-Deficit
Written & viva voce			
Appointment in order of merit	2 13.33	25 39.06	2 40.00
No political involvement	2 13.33	15 23.43	-
Selection committee be fair	6 40.00	14 21.87	2 40.00
No teaching capacity	-	13 20.31	-
No love for the profession	2 13.33	11 17.18	-

13.33 per cent of the teachers from government schools were in favour of appointment in order of merit; there should be no political involvement and the candidates should have love for profession. 40.00 per cent said that the selection committee should be fair.

In deficit institutions, 39.06 per cent believed in the appointment in order of merit as essential. 23.43 per cent thought that there should be no political involvement. 21.87 per cent observed the importance of teaching capacity. 17.18 per cent stressed the importance of love for the profession.

In non-deficit schools 40 per cent observed that the appointment should be made according to merit and the selection committee should also be fair.

The majority of the teachers from government and deficit schools expressed their views that appointment should be made according to merit and there should be no political involvement.

In non-deficit schools the majority of the teachers said that the appointment should be made in order of merit and the selection committee should be fair to select the right persons for the teaching job.

5.28 Suggestions for improving and recruiting service conditions of teachers, the respondents has to ~~take~~ tick right answer.

TABLE 5.28.01: Suggestions for improving recruitment methods and to improve service conditions of the teachers as expressed by male and female respondents.

Suggestions	Respondents	
	Male	Female
Love for profession	5 14.28	13 26.53
Qualified and trained teachers	10 28.57	17 34.69
Individual ability	2 5.71	8 8.16
Specialization of subjects	2 5.71	8 8.16
Proper status given to teachers	8 22.55	10 20.40
Confirmation	2 5.71	10 20.40
Promotion facilities	10 28.57	17 34.69
Pension	12 34.28	20 40.81
Medical benefit	8 22.85	20 40.81

These respondents were required to give their own suggestions for improving recruitment and service conditions of the teachers after which the suggestions were grouped into different broad headings.

22.85 per cent of male teachers suggested that proper status should be given to the teachers, and also medical benefit should be given to all teachers. 14.28 per cent gave their opinion that love for profession should be considered while recruiting teachers. 28.57 per cent stressed the importance of trained teachers and pleaded for promotion facilities. 5.71 per cent said that all teachers should be confirmed after a certain period, and individual ability should be taken into consideration. 34.28 per cent were in favour of pension. 22.85 per cent laid down the importance of medical benefit.

20.40 per cent of female teachers said that proper status and confirmation be given to teachers. 26.53 per cent stressed the importance of love for the profession. 30.61 per cent expressed the need of qualified teachers. 34.69 per cent said that there should be promotion facilities. 8.16 per cent felt that individual ability be taken into consideration. 8.16 per cent felt the importance of specialization of subjects. 40.81 per cent said that pension and medical benefit be given to the teachers.

The majority of both male and female teachers realized

the importance of getting pension and medical benefits for their service.

TABLE 5.28:02 Suggestions for improving recruitment method to improve service conditions of teachers as suggested by teachers from urban and rural areas.

Suggestions	Urban	Rural
Love for profession	17 26.98	5 23.80
Qualified and trained teachers	5 7.93	5 23.80
Individual ability	4 6.34	-
Specialization of subjects	8 12.69	4 19.04
Proper status be given to teachers	12 19.04	3 14.28
Confirmation	16 25.39	-
Promotion facilities	18 28.57	4 19.04
Pension	10 15.87	5 23.80
Medical benefit	15 22.22	5 23.80

In the urban areas, 19.04 per cent said the proper status should be given to the teachers to improve their conditions, 26.98 per cent felt that teachers should love their profession. 7.93 per cent said that teachers should be qualified and trained. 28.57 per cent stressed the importance of promotion. 25.39 per cent said that teachers should be confirmed after certain period. 6.34 per cent said that individual ability should be counted. 12.69 per cent were in favour of specialization of subjects. 15.69 per cent stated that pension is essential to improve the service conditions

of teachers. 22.22 per cent observed the importance of medical benefit.

14.28 per cent of the teachers from the rural areas observed that proper status should be given to the teachers to improve their conditions. 23.80 per cent expressed that teachers should love their profession and the teachers should be qualified and should be trained. 19.04 per cent said that there should be promotion facilities and specialization of subjects to improve the recruitment and service conditions of teachers. 23.80 per cent felt that teachers should be given pension and medical benefits.

The majority of teachers from urban areas stressed the importance of facilities for promotion to improve the service condition of teachers.

The majority of teachers from rural areas felt the importance of qualified teachers, love for profession, pension and medical benefit to improve the service conditions of teachers.

TABLE 5.28:03 Suggestions for improving recruitment method and to improve service condition of teachers as suggested by teachers from Govt., Deficit and Non-Deficit schools.

Suggestions	Respondents		
	Govt.	Deficit	Non-deficit
Love for the profession	4 26.66	15 23.43	2 40.00
Qualified and trained teachers	-	12 18.75	2 40.00
Individual ability	-	-	-
Specialization of the subject	3 20.00	12 18.75	-
Proper status be given to teachers	-	10 15.62	-
Confirmation	2 13.33	11 17.18	-
Promotion facilities	4 26.66	16 25.00	1 20.00
Pension	-	16 15.68	-
Medical benefit	6 40.00	10 15.62	-

26.66 per cent of the teachers from government institutions stressed the importance of love for the profession while considering people for the teaching profession and promotion facilities for the improvement of service conditions of teachers. 13.33 per cent expressed that promotion facilities are essential for the improvement of service conditions of teachers. 20.00 per cent observed that there should be specialization of subjects. 40 per cent said that teachers should get medical benefit.

15.62 per cent of teachers from deficit institutions stated that proper status be given to the teachers and they should also get medical benefit to improve the service conditions of teachers. 23.43 per cent said that teachers should love their profession. 18.75 per cent reported that they should be qualified and trained teachers, and there should be specialization of subjects. 25 per cent observed the importance of introducing promotion facilities and pension facilities to improve the service conditions of teachers.

In non-deficit schools 40 per cent of teachers reported the importance of trained teachers, promotion facilities and love for the profession.

Thus, the majority of teachers from the government institution stressed the importance of medical benefit.

Most of the teachers from deficit schools expressed the importance of pension and promotion facilities.

The majority of the teachers from non-deficit said that the teachers should be trained, they should love the profession and there should be given promotion facilities to improve the service conditions of teachers.

5.29 Steps contributed to the well being of teachers

Some steps were suggested to the teachers which were thought to be contributing to success in teaching and they were asked to say if these steps would contribute to the

well being of teachers. The responses are analysed in the following three tables.

TABLE 5.29:01 Steps which contributed to the well being of teachers as expressed by male and female respondents.

Steps which contributed to well being of teachers	Respondents	
	Male	Female
Giving higher pay	20 57.14	28 57.14
Financial help for higher studies	15 42.85	20 40.81
Treat them at par with govt. employees as regards service conditions	12 34.28	20 40.81
Giving pension	18 51.42	22 44.89

57.14 per cent of male teachers thought that by giving higher pay it would contribute to the well being of the teachers. 42.85 per cent observed that it was important to give financial help to teachers for higher studies. 34.28 per cent said that the teachers should be treated at par with the government employees with regard to service conditions. 51.42 per cent observed the importance of giving pension benefits to teachers.

57.14 per cent of female teachers were in favour of giving higher pay to the teachers which could contribute to their well being. 40.81 per cent stressed the importance of financial help for higher studies and that teachers should be treated at par with the government employees. 44.89 per cent considered pension as very important for the well being of the teachers.

The majority of teachers both male and female stressed the importance of giving higher pay to the teachers which in turn will contribute to the welfare of the teachers.

TABLE 5.29:02 Steps which contributed to the well being of teachers as reported by the teachers from urban and rural areas.

Steps which contributed to well being of teachers	Respondents	
	Rural	Urban
By giving higher pay	8 38.09	22 34.92
Giving financial help for higher studies	6 28.57	18 28.57
Treat them at par with government employees	4 19.04	24 38.09
By giving pension	7 23.80	30 47.61

In rural areas 38.09 per cent stated the importance of giving higher pay. 28.57 per cent said that teachers should be given financial help to teachers for higher studies. 19.04 per cent thought that they should be treated at par with government employees. 23.80 per cent observed that pension should be given to all teachers.

In urban areas 34.92 per cent stressed the importance of giving higher pay to the teachers. 28.57 per cent stated that teachers should be given financial help for higher studies. 38.09 per cent reported that it is essential that teachers should be treated at par with government employees. 47.61 per cent were in favour of giving pension.

The majority of teachers from rural places stressed

the importance of giving higher pay to the students.

The majority of teachers from urban areas thought that it is very important to give pension to all the teachers for the improvement of the well being of the teachers.

TABLE 5.29:03 Steps which contributed to the well being as expressed by respondents from govt., deficit an non-deficit institutions.

Steps which contributed to well being of teachers	Respondents		
	Govt.	Deficit	Non-deficit
By giving higher pay	6 40.00	20 31.25	2 40.00
Giving financial help for higher studies	2 13.33	15 23.43	-
Treat them at par with Govt. employees	-	25 39.06	1 20.00
Giving pension	-	25 39.06	1 20.00

In government institutions, 40 per cent of the teachers observed that it is important for teachers to get higher pay. 13.33 per cent were in favour of financial assistance for higher studies.

31.25 per cent of the teachers from deficit institutions stressed the importance of giving higher pay to teachers. 23.43 per cent considered giving financial assistance for higher studies as important. 39.06 per cent stated that teachers should be treated at par with government employees and should be given pension.

In non-deficit institutions, 40 per cent stressed

the importance of giving higher pay. 20 per cent observed the importance to treat the teachers at par with government employees and should also be given pension.

Thus in government and non-deficit institutions the majority of the teachers considered the importance of giving higher pay to the teachers.

In deficit institutions, the majority of the teachers stressed the importance of giving pension to teachers and to treat them at par with other government employees in service matters.

5.30 Teachers' Union and Its Working

The respondents were asked whether they have any association or not in their schools and also the work of such association where they existed. The responses are analysed in the following three tables:

TABLE 5.30:01 Teachers' Union and its working as reported by male and female respondents.

	Teachers' Union		Items discussed in the meetings of the association				Follow-up action taken	
	Yes	No	Academic	Service matters =	Recruitment	Educational problems	Yes	No
Male	30 85.71	-	25 71.42	10 28.57	12 34.28	15 42.85	15 42.85	-
Female	45 91.83	-	30 61.22	24 48.97	20 40.81	10 20.40	8 16.32	

85.71 per cent of the male teachers said that they have a teachers union in the school. 71.42 per cent of the

of the respondents reported that they discussed academic matters in its meetings, 28.57 per cent said that they discussed service matters. 34.28 per cent reported that matters ~~were~~ recruitment were discussed and 42.85 per cent said that educational problem were discussed, 42.85 per cent they said that follow up action is taken in their schools on the suggestions of the Unions.

TABLE 5.30:02 Teachers Union as informed by teachers from urban and rural areas.

	Teachers' Union		Items discussed in the meetings of the association				Follow-up action taken	
	Yes	No	Academic	Service matters	Recruitment	Educational problems	Yes	No
Urban	40	7	35	20	21			
Urban	40 63.39	7 24.90		35 55.55	20 31.74	21 33.33	35 55.55	
Rural	20 88.33	4 11.77	28.00	8 38.09	6 28.57	2 9.52	5 23.80	

In urban areas 63.39 per cent of the teachers said that they have teachers' union and 24.90 per cent said that they do not have any union. 55.55 per cent of the teachers reported that they discussed service matters in the meetings, 31.74 per cent said that recruitment matters were discussed and 33.33 per cent reported that educational problems were also discussed. 55.55 per cent of the teachers said that the unions followed-up the decisions taken in the meetings.

In rural areas, 88.23 per cent of the teachers reported that they have teachers' union. 11.77 per cent of them did not have any union at all.

38.09 per cent of the teachers from rural areas said that they discussed about the service matters in the meeting. 28.57 per cent reported discussion about recruitment, 9.52 per cent about discussions on educational problems. 23.80 per cent of the teachers said that their unions followed up matters decided by the unions in their schools.

The majority of the teachers both from urban and rural areas mentioned that they had teachers' union, and the majority of them reported that they discussed service matters in the meetings.

TABLE 5.30:03 Teachers' Union and Association as reported by the respondents from Govt., Deficit and Non-deficit Institutions.

	Teachers' Union		Item discussed in the meeting				Follow-up	
	Yes	No	Academic	Service matter	Recruitment	Educational problem	Yes	No
Govt.	7 58.34	5 41.67	6 40.00	4 26.66	4 26.66	4 26.66	6 40.00	
Deficit	20 44.46	25 55.00	24 37.50	22 34.37	20 31.25	14 21.87	15 23.43	
Non-Deficit	-	2 40.00	-	2 40.00	2 40.00	2 40.00		

58.33 per cent of the teachers from government institutions said that they had teachers' union. 41.67 per cent reported that they had no union. 33.34 per cent they reported that they discussed academic matters in the meetings. 26.66 per cent reported that discussion on recruitment aspects and educational problems. 40 per cent said that the union's decision will follow up in their schools.

Among the respondents from deficit institutions, 44.44 per cent said that they had teachers union. 45.46 per cent reported that they had no union. 37.50 per cent informed that academic matters were discussed, 34.37 per cent said that service matters were discussed. 31.25 per cent mentioned recruitment and 21.87 per cent educational problem as subjects of discussion. 23.43 per cent said that their unions followed up the discussions in their schools.

In non-deficit schools, 40 per cent said that they had no teachers' union. 40 per cent reported that they discussed service matters, recruitment and educational problems in the meetings of the union.

5.31 Suggestions for the improvement of the union or associatipno

The respondents were asked to give their own suggestions regarding steps to be taken to improve the working of the association. The responses have been classified into different broad headings and analysed in the following three tables.

TABLE 5.31:01 Suggestions for improvement of the union/association as given by male and female respondents.

Suggestions for improvement	Male	Female
Members should be active	10 28.57	20 40.81
Members should be coperative	10 28.57	18 36.73
Free to express their difficulties	8 22.85	20 40.81
Should raise funds	4 11.42	10 20.40
Provision for representation to State Education Department	6 17.14	10 20.40

28.57 per cent of the male teachers said that members should be active, and should be cooperative. 22.85 per cent reported that they should be free to express their difficulties. 11.42 per cent to raise enough funds for the union. 17.14 per cent suggested that the union should get chance to represent to Education Department.

40.81 per cent of female teachers reported that members should be active. 36.73 per cent stated that they should be cooperative. 40.81 per cent suggested that members should be free to express their difficulties. 20.46 per cent suggested that they should raise funds and should take their problems to the State Education Department.

The majority of teachers both male and female suggested that teachers should be active and cooperative and should be free to express their difficulties.

TABLE 5.31:02 Suggestion for improving the union/association as reported by the respondents from urban and rural areas.

Suggestions for improvement	Urban	Rural
Members should be active	15 23.80	15 23.80
Members should be cooperative	12 19.04	4 11.04
Freedom to express their difficulties	12 19.04	4 19.04
Should raise funds	8 12.69	2 9.52
Taking representation to Education Department	10 15.87	2 9.52

23.80 per cent of the teachers from urban areas said that members of the association should be active. 19.04 per cent reported that the members should be cooperative and should be free to express their difficulties. 12.69 per cent said that funds should be raised for the association. 15.87 per cent said that the association should take important matters to the State Education Department.

In rural areas 23.80 per cent of the teachers expressed their views that the members should be active. 19.04 per cent suggested it should be cooperative and there should be freedom to express their difficulties. 19.25 per cent observed that the association should raise funds and should make representation of problems to the State Education Department.

The majority of the teachers from urban and rural areas suggested that members of the association should be active.

TABLE 5.31:03 Suggestions for the improvement of the Association as expressed by respondents from Govt., Deficit and Non-deficit schools.

Suggestions for improvement of association	Govt.	Deficit	Non-deficit
Members should be active	4 26.66	20 31.25	2 40.00
Members should be cooperative	2 13.33	20 31.25	-
Freedom to express their difficulties	2 13.33	16 25.00	-
Should raise funds	4 26.66	18 28.12	-
Taking representation to Education Department	2 13.33	15 23.43	-

26.66 per cent of the teachers from government institutions said that members should be active and the union should raise funds. 13.33 per cent said that members should be cooperative and free to express their difficulties and should take matters of important to the State Education Department.

31.25 per cent of the teachers from deficit schools reported that the members should be active and cooperative. 25 per cent said that there should be freedom to express their problems. 28.12 per cent expressed the importance to raise funds for the Union. 23.43 per cent stated that the members should take important matters to the State Education Department.

In non-deficit schools, 50 per cent observed that the members should be active and should be free to express their difficulties in the meeting.

Thus the majority of the teachers from the Government, deficit and non-deficit institutions said that the members of the union should be active and cooperative.

5.32 Satisfaction with present job and reasons for dissatisfaction

The respondents were asked to state that if they were satisfied in their work and also to indicate reasons for dissatisfaction, if they were dissatisfied. Suggested reasons for dissatisfaction were given and they were asked to tick the ones they thought most appropriate. The responses of

the teachers are analysed in the following tables.

TABLE 5.32:01 Teachers' satisfaction in their work and the reasons for dissatisfaction in the present job as expressed by male and female respondents

Respon- dents	Satisfied in work		Reasons for dissatisfaction	Male	Female
	Yes	No			
Male	5 14.28	30 85.72	Poor salary	10 28.57	20 40.81
Female	5 10.20	44 89.80	Low social status	5 14.28	12 24.48
			Inadequate facilities	5 14.28	6 12.24
			Absence of promotion policy	8 22.85	10 20.40
			Work not challenging	5 14.28	6 12.24
			Lack of competency	4 11.42	4 8.16
			Intereference in work	5 14.28	6 12.24

The majority of the male 85.72 per cent and female 89.80 per cent respondents stated that they were not satisfied with their work.

28.57 per cent of male teachers said that the main reason for dissatisfaction in the present job was poor salary. 14.28 per cent observed they were feeling low in social status, this had adequate facilities, their work was not challenging and there was interference in work. 22.85 per cent thought it was due to absence of proper promotion policy. 11.42 per cent observed that it was the feeling of lack of competence.

40.81 per cent of the female teachers reported that the main reason for dissatisfaction in the present job

was poor salary. 24.48 per cent thought that it was low social status. 12.24 per cent believed that there were inadequate facilities, interference in work and that the work was not challenging. 20.40 per cent thought that absence of a promotion policy was an important reason. 12.24 per cent thought that the main cause of dissatisfaction among the teachers in the present job was due to interference in their work.

The majority of teachers, both male and female said that the main reason for dissatisfaction in the present job was poor salary given to teachers.

TABLE 5.32:02 Reasons for dissatisfaction of the present job as reported by the teachers from urban and rural areas.

Respon- dents	Satisfied in work		Reasons for dissatisfaction	Urban	Rural
	Yes	No			
Urban	10	53	Poor salary	25	5
	15.87	84.13		39.68	23.80
Rural	3	18	Low social status	10	-
	14.28	85.72		15.87	
			Inadequate facilities	20	6
				31.74	28.57
			Absence of promotion policy	10	4
				15.87	19.04
			Work not challenging	8	-
				12.69	
			Lack of competency	2	-
				3.17	
			Intereference in work	2	-
				3.17	

The majority of the respondents 84.13 per cent from urban and 85.72 per cent from rural areas reported that they were not satisfied with their work.

38.68 per cent of teacher respondents from urban areas expressed that poor salary was the main cause of dissatisfaction in the present job. 15.87 per cent observed that low social status given to teaching profession and absence of a promotion policy were important causes of dissatisfaction in the job. 31.74 per cent said that inadequate facilities as one of the causes of dissatisfaction. 12.69 per cent felt that the work was not challenging. 3.17 per cent said that dissatisfaction the present job might be due to lack of competency and also due to interference in work by the authorities.1

In rural areas 23.80 per cent stated that poor salary was the main cause of dissatisfaction of the teachers. 28.57 per cent felt it was due to inadequate facilities, 40 per cent said it was inadequate facilities and 19.04 per cent said itw as due to the absence of a proper promotion policy.

Thus the majority of the teachers from both urban and rural areas felt that the main cause of dissatisfaction in the present job was poor salary.

TABLE 5.32:03 Reasons for dissatisfaction of the present job as informed by respondents from Govt., Deficit and Non-deficit schools.

Respon- dents	Satisfied in work		Reasons for dissatisfaction	Govt.	Deficit	Non- Deficit
Govt.	2	13	Poor salary	4	25	2
	13.33	86.67		26.66	39.06	40%
Deficit	4	60	Low social status	2	10	-
	16.25	93.75		13.33	15.62	
Non- Deficit	1	4	Inadequate facilities	4	16	1
	20.00	80.00		26.66	25.00	20.0%
			Absence of promotion policy	2	18	-
				13.33	28.12	
			Work not challenging	-	8	-
					15.50	
			Lack of competency	-	10	
					15.62	
			Intereference in work	-	6	-

The majority of the respondents from government 86.67 per cent, deficit 93.75 per cent and non-deficit 80 per cent expressed themselves that they were not satisfied at all with their teaching job.

In government institutions 26.66 per cent of the teachers said that the poor salary and inadequate facilities were the main cause of dissatisfaction in the present job. 13.13 per cent observed that they were given low social status and there is no proper promotion policy which also contributed to dissatisfaction in teachers.

In deficit schools 39.06 per cent of the teachers stated that poor salary was the main cause of their dissatisfaction. 15.62 per cent expressed they were low social status and lack of competency as the root cause of dissatisfaction in their jobs. 25 per cent said that it was inadequate facilities, 28.12 per cent it was absence of a promotion policy. 15.50 per cent said it was that work was not challenging and 9.37 per cent said it was interference in work by the authorities.

In non-deficit schools, 40 per cent stated that poor salary was the main cause of dissatisfaction and 20 per cent said that it was due to inadequate facilities.

Thus the majority of the teachers from government, deficit, and non-deficit schools expressed their opinion that poor salary was the main cause of dissatisfaction in the present job.

5.33 Views of teachers on the general problems of secondary Education

A number of questions were put to the teachers to elicit responses about their perception of the general problems of secondary education. The first question was on the poor enrolment of the students. Some reasons were suggested in the questionnaire and the respondents were asked to tick the ones they thought were the most suitable.

TABLE 5.33:01 Satisfaction of teachers regarding enrolment and reasons for poor enrolment as reported by male and female respondents

Respon- dents	Satisfaction about enrolment		Reasons for poor enrolment of pupils	Male	Female
	Yes	No			
Male	5	30	Poverty of parents	15	20
	14.28	85.72		42.85	40.81
Female	9	40	Lack of interest	10	15
	18.36	81.64	Lack of facilities	15	20
				42.85	40.81
			Indifferent attitude of parents	4	10
				11.42	20.40
			Present school performance not satisfactory	6	15
				17.14	30.61

14.28 per cent of male respondents were satisfied with the present enrolment while 85.72 per cent were not satisfied at all.

18.36 per cent of female respondents were satisfied with the present enrolment, while 81.64 per cent were not satisfied at all.

42.85 per cent of the male teachers said that the main reasons for poor enrolment was poverty of parents and

and lack of facilities. 28.57 per cent stated it to be due to lack of interest. 42.85 per cent observed that indifferent attitudes of parents as the main cause. 17.14 per cent felt that the present school programme was not satisfactory as the main reasons for poor enrolment.

40.81 per cent of female teachers said that the main reason for poor enrolment is poverty of the parents and lack of facilities. 30.61 per cent observed that lack of interest and present programme was not satisfactory as responsible for poor enrolment of the students. 20.40 per cent gave the information that indifferent attitude of the parents was the main reason for poor enrolment of the students.

Thus the majority of the teachers both male and female gave their reasons that poverty of the parents and lack of facilities were the main reasons for poor enrolment of the students in the school.

TABLE 5.33:02 Reasons for poor enrolment as reported by the respondents from urban and rural areas.

Respon- dents	Satisfaction about enrolment		Reasons for poor enrolment of pupils	Urban	Rural
	Yes	No			
Urban	3 4.76	60 95.24	Poverty of parents	20 31.74	8 38.09
Rural	4 19.04	17 80.96	Lack of interest	20 31.74	5 23.80
			Lack of facilities	15 23.80	5 23.80
			Indifferent attitudes of parents	5 7.93	2 9.52
			Present school programme not satisfactory	3 4.77	1 4.77

4.76 per cent of respondents from urban areas and 19.04 per cent of them from the rural areas were satisfied with the enrolment and the majority of them 92.25 per cent from urban areas and 80.96 per cent from rural areas were not at all satisfied with the present enrolment.

31.74 per cent of the respondents from urban areas thought that poverty of the parents and lack of interest were the main reasons for poor enrolment of pupils. 23.80 per cent said that it was lack of facilities. 7.93 per cent said it was indifferent attitudes of parents and 4.77 per cent stated it was the school programme was not satisfactory.

38.09 per cent of the respondents from rural areas reported that poverty of the parents as the cause of poor enrolment, 23.80 per cent thought that it was lack of interest and lack of facilities as the cause for poor enrolment, 9.52 per cent said it was indifferent attitudes of parents and 4.77 per cent thought it was school programme which was not satisfactory.

Thus the majority of the respondents from urban and rural areas were not satisfied with the enrolment and most of them stated that poverty of parents and lack of interest were the common cause of poor enrolment of the students.

TABLE 5.33:03 Reasons for poor enrolment as reported by the respondents from government, deficit and non-deficit schools.

Respondents	Satisfaction about enrolment		Reasons for poor enrolment	Govt.	Deficit	Non-deficit
	Yes	No				
Govt.	3 20.00	12 80.00	Poverty of parents	4 26.66	20 31.25	2 40.00
Deficit	10 15.62	54 84.38	Lack of interest	2 13.33	18 28.12	2 40.00
Non-deficit	1 25.00	4 75.00	Lack of facilities	5 33.33	25 39.06	-
			Indifferent attitudes of parents	3 20.00	10 15.62	-
			Present school programme not satisfactory	2 13.33	15 23.43	-

20.00 per cent of the respondents from government, 15.62 per cent from deficit, and 25.00 per cent from non-deficit were in favour of the present enrolment while the majority 80.00 per cent from the government, 84.38 per cent from deficit and 75.00 per cent from non-deficit were not in favour of the present enrolment of the students.

26.66 per cent of the teachers from government institutions said that poverty was the main cause of poor enrolment. 13.33 per cent observed that lack of interest and present enrolment as the cause of poor enrolment. 33.33 per cent thought the lack of facilities as the cause of poor enrolment. 20.00 per cent stated that present enrolment as the cause of poor enrolment.

In deficit institutions 31.25 per cent said that poverty of parents as the cause of poor enrolment. 28.12 per cent

stated that lack of interest as the cause of poor enrolment. 39.06 per cent said that lack of facilities as the main cause of poor enrolment. 15.62 per cent said that indifferent attitude of parents contributed to poor enrolment. 23.43 per cent said that dissatisfaction with the present school programme as the main cause of poor enrolment.

In non-deficit school 40.00 per cent said that the main reason for poor enrolment was poverty of the parents and lack of interest.

The majority of the teachers from government and deficit institutions said that the main cause of poor enrolment was lack of facilities.

In non-deficit institutions, 50 per cent of the teachers said that the main cause of poor enrolment was poverty of parents and lack of interest.

5.32/ Rate of dropout and reasons for higher dropout

There are number of answers given in the questionnaires and the respondents have to tick the one which they thought to be most appropriate.

TABLE 5.34:01 Opinions about rate of school dropouts and reasons for high dropouts as reported by male and female respondents.

Respon- dents	Opinion about dropouts		Reasons for dropout	Male	Female
	High	Low			
Male	25	10	Lack of better school	10	15
	71.42	28.58		28.57	30.61
Female	32	17	Lack of incentive	12	12
	65.30	34.70		34.28	24.48
			Unfavourable condition at home	10	10
				28.57	20.40
			Adverse economic condition	8	10
				22.85	20.40
			Lack of hostel facilities	8	10
				22.85	20.40
			Poor quality of teaching	6	5
				17.14	10.20
			High rates of failure	3	4
				8.57	8.16

71.42 per cent of male and 65.30 per cent of female reported that the percentage of drop out is very high while 28.58 per cent of male and 34.70 per cent of female said that the percentage of dropout is low.

But the majority of male and female respondents stated that the percentage of drop out is very high.

28.57 per cent of male teachers thought that the main reason for high drop out was lack of better schools and unfavourable conditions at home. 34.28 per cent said was lack of incentives. 22.85 per cent observed that adverse economic condition and lack of hostel facilities as the main causes. 17.14 per cent reported it as due to poor quality of teaching and 8.57 per cent thought that it was due to the high rate

of failure. 30.61 per cent of female teachers said that lack of better schools as the main reasons for drop out. 24.48 per cent observed it was lack of incentives and lack of hostel facilities as the main reasons. 20.40 per cent thought that it was unfavourable condition at home. 20.40 per cent thought adverse economic conditions as one of the reasons for high drop out. 10.20 per cent said it was poor quality of teaching as the main reason and 8.16 per cent felt that the high rates of failure is the main reason for drop outs.

Thus, the majority of teachers both male and female thought that lack of better schools and unfavourable conditions at home as the main causes of high drop out of students from the schools.

TABLE 5.34:02 Rates of dropouts and reasons for high dropouts as informed by teachers from urban and rural areas.

Respon- dents	Opinion about dropouts		Reasons for dropout	Urban	Rural
	High	Low			
Urban	53	10	Lack of better school	18	6
	84.12	15.88		28.57	28.57
Rural	17	7	Lack of incentive	6	4
	66.66	33.34		9.52	19.04
			Unfavourable conditions at home	8	5
				12.69	23.80
			Adverse economic condition	8	5
				12.69	23.80
			Lack of hostel facilities	6	2
				11.32	9.52
			Poor quality of teaching	10	-
				15.87	
			High rates of failure	5	-
				7.93%	

84.12 per cent of urban respondents and 66.66 per cent of rural respondents said that the percentage of dropouts is high while 15.88 per cent of urban and 33.34 per cent

of rural respondents said that the percentage of drop out is low. Thus the majority of the respondents from urban and rural areas reported that the percentage of dropout is high.

28.57 per cent of the teachers from urban areas thought that lack of better schools as the main reason for high drop out. 9.52 per cent observed that lack of incentives and lack of hostel facilities as the main causes of high rate of drop out. 12.69 per cent reported unfavourable conditions at home and adverse economic conditions as reasons for the high rate of drop outs. 15.87 per cent said that quality of teaching as the root cause of high rate of drop out. 7.93 per cent gave the information that high rate of failure as the main cause of drop out.

28.57 per cent of the teachers from rural areas reported lack of better schools as the main cause of high drop out. 19.04 per cent stated that lack of incentive as the main reason for high drop out. 23.80 per cent observed their unfavourable conditions at home and adverse economic conditions as the main cause of high drop out. 9.52 per cent said that lack of facilities as the main cause of high rate of drop out.

Thus most of the teachers from urban and rural areas said that lack of better schools, poor quality of teaching, unfavourable conditions at home and adverse economic conditions as the main cause of high rate of drop out.

TABLE 5.34:03 Rates and reasons for high drop out as reported by the respondents from Govt., Deficit and non-deficit schools.

Respondents	Opinion about dropouts		Reasons for dropout	Govt.	Deficit	Non-deficit
	High	Low				
Govt.	12	3	Lack of better school	3	20	1
	80.00	20.00		20.00	31.25	20.00
Deficit	50	14	Lack of incentive	3	15	-
	78.13	21.87		20.00	23.43	
Non-Deficit	5	-	Unfavourable conditions at home	6	18	2
	100.00			40.00	28.12	40.00
			Lack of hostel facilities	4	12	-
				26.66	18.75	
			Poor quality of teaching	-	2	-
					3.12	
			High rates of failure	-	2	
					3.12	

80.00 per cent of the respondents from government, 78.13 per cent from deficit and 100.00 per cent from non-deficit institutions stated that the rate of drop out is high while 20 per cent from the government, 21.87 per cent from deficit said that the rate of drop out is low.

The majority of the respondents from government, deficit and non-deficit schools reported that the rate of drop out is very high.

20.00 per cent of the teachers from government institutions reported that lack of better school and lack of incentive as the main cause of high rate of drop out. 40 per cent observed unfavourable conditions at home as the main cause of high drop out. 26.66 per cent stated lack of hostel facilities as the main cause of high rate of drop out.

In deficit schools, 31.25 per cent thought that lack of better schools as the main cause of high rate of drop out. 23.43 per cent observed lack of incentive as the main cause of high rate drop out. 28.12 per cent said that unfavourable conditions at home as one of the reasons for high rate of drop out. 18.75 per cent ereported lack o hostel facilities as the main cause for high rate of drop out. 3.12 per cent said that the main reasons for high rate of drop out were poor quality of teaching and high rates of failure.

In non-deficit schools, 25 per cent of the teachers thought lack of better school as the main cause for high rate of drop out, 75 per cent reported unfavourable conditions at home as one of the main cause of high rate of drop out.

Thus the majority of the teachers from government, deficit and non-deficit institutions thought lack of better schools and unfavourable conditions at home as the main causes of high rate of drop outs.

5.35 Standard of secondary education in Meghalaya

The respondents were aksed to give their opinion on the standard of secondary education. Some opinion choices were given in the questionnaire and the teachers were asked to tick the ones they thought as most appropriate.

TABLE 5.35:01 Opinion about standard of secondary education in Meghalaya as reported by male/female respondents.

Opinion about standard of education	Male	Female
In has improved	15 42.85	18 36.73
It is the same	10 28.57	5 10.20
It has gone down	10 28.57	15 30.61
It cannot say	8 22.85	10 20.40

42.85 per cent of male teachers stated that the standard of secondary education has improved. 28.57 per cent observed that it was the same and a similar percentage of respondents thought that it has gone down. 22.85 per cent reported that they are not sure about standard of present day secondary education. 36.73 per cent of female teachers stated that the standard of secondary education has improved. 10.20 per cent observed that it was the same as before. 30.61 per cent said that it has gone down and 20.40 per cent reported that they were not sure about the standard of present day secondary education.

TABLE 5.35:02 Opinion about standard of secondary education in Meghalaya as expressed by teachers from urban and rural areas.

Opinion about standard of education	Urban	Rural
It has improved	20 31.74	2 9.52
It is the same	40 63.49	10 47.61
It has gone down	15 23.80	2 9.52
It cannot say	18 28.57	4 19.04

31.74 per cent of the teachers from urban places reported that the standard of secondary education has improved. 63.49 per cent observed it was the same. 28.57 per cent said it has gone down and 28.57 per cent stated they cannot say anything about standards.

In rural areas, 9.52 per cent observed that the standard of secondary education has improved and a similar percentage thought that it has gone down. 47.61 percent said it was the same. 19.04 per cent stated that they cannot say anything.

The majority of the teachers from urban and rural areas said that the standard of secondary education was the same.

TABLE 5.35:03 Opinion about standard of secondary education in Meghalaya as expressed by the respondents from Govt., Deficit Non-deficit schools.

Opinion about standard of education	Govt.	Deficit	Non-deficit
It has improved	2 13.33	15 23.43	-
It is the same	6 40.00	45 70.31	2 40.00
It has gone down	2 13.33	20 31.25	1 20.00
It cannot say	2 13.33	20 31.25	-

13.33 per cent of the teachers from government institutions stated that the standard of secondary education has improved. 40 per cent said it was the same. 13.33 per cent reported it has gone down and the same percentage said they cannot say anything.

In non-deficit institutions, 23.43 per cent said that the standard of secondary education has improved. 70.31 per cent reported that it was the same. 31.25 per cent reported they cannot say anything and the same percentage stated the standard has gone down.

In non-deficit institutions, 40 per cent observed that the standard of secondary education was the same and 20 per cent reported that it has gone down.

Thus the majority of the teachers from government, deficit and non-deficit schools observed that the standard of secondary education was the same.

5.36 Problems of secondary Education as perceived by teachers

A list of eight problems was given to the teacher respondents and they are asked to tick the ones which they thought as the most important. Provision was also made to add any other problem to the list if they so felt.

TABLE 5.36:01 Problems of secondary education as reported by male and female respondents.

Problems of secondary education	Male	Female
High enrolment and overcrowded classes	15 42.85	18 36.73
Insufficient number of schools	1 2.85	15 30.61
Insufficient number of teachers	-	-
Unqualified teachers	6 17.14	15 30.61
Unsatisfactory service condition	5 14.28	10 20.40
Lack of funds	8 22.85	5 10.20
Apathy of parents	10 28.57	8 16.32
Low motivation of students	8 22.85	10 20.40

42.85 per cent of male teachers thought that high enrolment and overcrowded classes as problems of secondary education. 2.85 per cent observed that insufficient number of schools and apathy of parents as problems of secondary education. 17.14 per cent said it was unqualified teachers as one of the problem. 22.85 per cent stated unsatisfactory service condition as the problem of secondary education. 22.85 per cent observed lack of funds and low motivation of students as problems of secondary education.

42.85 per cent of female teachers stated high enrolment and overcrowded classes as the main problems of secondary education. 30.61 per cent thought that the insufficient number of schools and unqualified teachers as problems of secondary education.

20.40 per cent stated unsatisfactory service condition and low motivation of students as problems of secondary education. 10.20 per cent thought that lack of funds as problem of secondary education.

Thus the majority of teachers both male and female reported that high enrolment and overcrowded classes as the common problems of secondary education.

TABLE 5.36:02 Problems of secondary education given by the teachers from urban and rural areas.

Problems of secondary education	Urban	Rural
High enrolment and overcrowded classes	25 39.68	4 19.04
Insufficient number of schools	15 23.80	3 14.28
Unqualified teachers	28 44.44	5 23.80
Unsatisfactory service condition	18 28.57	3 14.28
Lack of funds	16 25.39	6 28.57
Apathy of parents	5 7.93	-
Low motivation of students	10 15.87	2 9.52

39.68 per cent of the teachers from urban areas stated that high enrolment and overcrowded classes as the main problems of secondary education. 23.80 per cent thought insufficient number of schools as one of the problems of secondary education. 44.44 per cent said unqualified teachers as problems of secondary education. 28.57 per cent observed unsatisfactory service condition as one of the problems. 25.39 per cent said that lack of funds as the problem of secondary education. 7.93 per cent thought apathy of the parents as the main problems and 15.87 per cent stated low motivation of students as the problems of secondary education.

TABLE 5.36:03 Problems of secondary education given by teachers from Govt., Deficit and Non-deficit schools.

Problems of secondary education	Govt.	Deficit	Non-deficit
High enrolment and overcrowded classes	-	22 34.37	-
Insufficient number of schools	4 13.33	20 31.25	-
Unqualified teachers	13 86.66	20 31.25	2 40.00
Unsatisfactory service condition	4 26.66	15 23.43	2 40.00
Lack of funds	5 33.33	15 21.87	
Apathy of parents	2 13.33	7 10.93	-
Low motivation of students	2 13.33	8 12.50	-

In government institutions, 13.33 per cent of the teachers said that insufficient number of teachers and unsatisfactory service condition as problems of secondary education. 86.66 per cent reported it was unqualified teachers. 26.66 per cent stated it was lack of funds. 13.33 per cent observed apathy of parents and low motivation of students as problems of secondary education.

In deficit institutions, 34.37 per cent of the teachers reported high enrolment and overcrowded classes as the main problems of secondary education. 31.25 per cent stated insufficient number of schools and unqualified teachers as the problem of secondary education. 23.43 per cent observed it was unsatisfactory service condition as the main problem. 21.87 per cent said it was lack of funds, 10.93 per cent stated it was apathy of parents and 12.50 per cent observed low motivation

of students as the main problems of secondary education.

In non-deficit institutions, 40 per cent reported unqualified teachers and the other 40 per cent stated unsatisfactory service condition as the main problems of secondary education.

Thus, the majority of the teachers from government, deficit and non-deficit schools observed that lack of funds, high enrolment and overcrowded classes, unqualified teachers and unsatisfactory service conditions as the main problem of secondary education.

5.37 Opinion regarding English as the medium of instruction

The respondents were asked to answer whether they were in favour of English as the medium of instruction or not.

TABLE 5.37:01 English as the medium of instruction as expressed by male and female from rural and urban population.

Respon- dents	Favourable to English as medium	
	Yes	No
Male	30 85.71	5 14.29
Female	48 90.56	5 9.44
Urban	60 86.66	10 13.14
Rural	10 76.92	3 23.08

85.71 per cent of male teachers were in favour of English as the medium of instruction. 14.29 per cent were not in favour of English as the medium of instruction. 90.56 per cent of female teachers were in favour of English as the medium of instruction and 9.44 per cent were against English as the medium of instruction. 86.66 per cent of teachers from urban areas were in favour of English as the medium of instruction. 13.14 per cent were not in favour of English as the medium of instruction. 76.92 per cent of teachers from rural areas were in favour of English and 23.08 per cent were not in favour of English as the medium of instruction. Many of the rural respondents did not answer the question.

The majority of the teachers both male and female and from urban and rural areas were in favour of continuance of English as the medium of instruction.

TABLE 5.37:02 English as the medium of instruction as expressed by teachers from Govt., Deficit and Non-deficit schools.

Respondents	Favourable to English as medium	
	Yes	No
Government	8 66.66	4 33.34
Deficit	60 80.00	15 20.00
Non-deficit	3 60.00	-

66.66 per cent of teachers from government schools were in favour of English as the medium of instruction. 33.34 per cent were against English as the medium of instruction.

80 per cent of the teachers from Deficit institutions were in favour of English as the medium of instruction. 20 per cent were not in favour of English as the medium of instruction.

In non-deficit institutions, 60 per cent of the teachers were in favour of English as the medium of instruction.

Thus the majority of the teachers were in favour of English as the medium of instruction.

5.38 Reasons in favour of English as the medium of instruction

The respondents were asked to take the reasons in favour of or against English as the medium of instruction. No respondent who opposed English as medium of instruction gave the reason(s) for the same. In the following three tables are analyzed the reasons given by teacher respondents who favoured English as the medium of instruction.

TABLE 5.38:01 Reasons in favour of or against English as the medium of instruction as expressed by male and female respondents

Reasons in favour of English as medium of instruction	Male	Female
English is linked with higher education	15 42.85	18 36.73
International language	15 42.85	25 51.02
Official language	10 28.57	20 40.81
Offered more job facilities	6 17.14	6 12.24

42.85 per cent of male stated that English is linked with higher education and it is also an international language. 28.57 per cent said that it is one of the official languages. 17.14 per cent reported that it offered more job facilities.

36.73 per cent female teachers observed that English is linked with higher education. 51.02 per cent said that it is an international language. 48.81 per cent reported it is an official language and 12.24 per cent stated it offered more job facilities.

The majority of teachers both male and female believed that English is an international language and it is linked with higher education.

TABLE 5.38:02 Reasons in favour of English medium of instruction as expressed by teachers from urban and rural areas.

Reasons in favour of English as medium of instruction	Urban	Rural
English is linked with higher education	18 28.57	5 23.80
International language	45 71.42	8 38.09
Official language	28 44.44	8 38.09
Create job facilities	14 22.22	3 14.28

28.57 per cent of the teachers from urban areas stated that English is linked with higher education. 71.42 per cent said it is an international language. 44.44 per cent reported it is an official language. 22.22 per cent stated that it created job facilities.

In rural areas 23.80 per cent observed that English is linked with higher education. 38.09 per cent stated that English is an international language and is also an official language. 14.28 per cent stated that English educated people got more job facilities.

Thus the majority of the teachers both from urban and rural areas observed that English is an international language and it is important to retain it as medium of instruction.

TABLE 5.38:03 Reasons in favour of English as expressed by the respondents from Government, deficit and non-deficit schools.

Reasons in favour of English as medium of instruction	Govt.	Deficit	Non-deficit
English is linked with higher education	2 13.33	20 31.25	-
International language	6 40.00	42 65.62	2 40.00
Official language	6 40.00	26 40.62	1 20.00
Create job facilities	-	10 15.62	-

13.03 per cent of the teachers from government institution believed that English is linked with higher education. 40 per cent stated it is an international language and also one of the official language.

In deficit institutions, 31.25 per cent reported that English is linked with higher education. 65.62 per cent stated that it is an international language. 40.62 per cent said that it is an official language. 15.42 per cent stated that it created job facilities.

In non-deficit schools, 40 per cent of the teachers reported that it is an international language. 20 per cent stated that it is an official language.

Thus the majority of the teachers thought that English as an international language should be continued as the medium of instruction.

5.39 Trying of innovative ideas by teachers

The respondents were required to say if they tried any innovative ideas in their schools. The responses of teachers are analysed in the following three tables.

TABLE 5.39:01 Trying of innovative ideas as reported by male, female from urban and rural population.

Trying innovative ideas	Responses	
	Yes	No
Male	4 12.50	28 87.50
Female	5 10.20	45 90.00
Urban	20 30.75	45 69.25
Rural	4 66.66	2 33.34

12.50 per cent of male teachers said that they tried innovative ideas. 87.50 per cent said that they never tried any innovative ideas.

10.20 per cent of female teachers reported that they used to try innovative ideas. 90.00 per cent stated that they did not try any innovative ideas.

19.04 per cent of teachers from rural areas said that they try innovative ideas. 9.52 per cent said that they

did not try any.

31.74 per cent of teachers from urban areas stated they try innovative ideas. 71.42 per cent reported that they never try any innovative ideas.

TABLE 5.39:02 Trying innovative ideas as reported by the respondents from Govt., Deficit and Non-deficit institution.

Trying innovative ideas	Responses	
	Yes	No
Government	2 20.00	8 80.00
Deficit	15 25.00	45 75.00
Non-deficit	-	2 40.00

In government institutions, 20 per cent of the teachers stated that they tried innovative ideas while 80 per cent did not do so.

25 per cent of the teachers from deficit institutions reported that they tried innovative ideas. 75 per cent never try any innovative ideas.

In non-deficit institutions 40 per cent of the teachers reported that they never tried any innovative ideas. Others did not respond to the question.

Thus the majority of the teachers stated that they never tried any innovative ideas in their schools.

5.40 Description of innovative ideas

The respondents were asked to describe the innovative ideas which they tried. They have been grouped in the categories shown in the analyses of the same as indicated in the following three tables:

TABLE 5.40:01 Description of innovative ideas as expressed by male and female respondents.

Innovative tried	Male	Female
Micro teaching	-	1 2.04
Visual aids in teaching	20 57.14	30 61.22
Radio as aid in teaching	15 42.85	10 20.40
Charts, Maps in class teaching	10 28.57	15 30.61
Use of models in teaching	-	-

57.14 per cent of male teachers reported that they used visual aids in teaching. 42.85 per cent said that they used radio. 28.57 per cent stated that they used charts while teaching.

2.04 per cent of female teachers gave the information that they tried their training in micro-teaching. 61.22 per cent stated that they used visual aids. 20.40 per cent reported that they had radio. 30.61 per cent said that they had charts and maps and these were used in their classes.

Thus the majority of the teachers both male and female reported that they used visual aids in their teaching.

TABLE 5.40:02 Description of innovative ideas as reported by the respondents from urban and rural areas.

Innovation tried	Urban	Rural
Micro teaching	-	-
Visual aids	35 55.55	20 95.23
Radio as aid in teaching	15 23.80	15 23.80
Charts, Maps in class teaching	28 44.44	18 85.71
Use of models in teaching	-	-

55.55 per cent of the teachers from urban areas reported that they used visual aids. 23.80 per cent stated they had radio. 44.44 per cent stated that they had charts and maps which were used in their teaching.

95.23 per cent of the teachers from rural areas reported they had visual aids. 23.80 per cent they had radio. 85.71 per cent said that they had charts and maps for making teaching more interesting and meaningful.

Thus the majority of the teachers both from urban and rural areas had visual aids to assist in their classroom teaching.

TABLE 5.40:03 Description of innovative ideas as informed by the respondents from Govt., Deficit and Non-deficit institutions.

Innovation tried	Govt.	Deficit	Non-deficit
Micro teaching	-	-	-
Visual aids	4 26.66	30 46.87	2 40.00
Radio as aid in teaching	2 13.33	10 15.62	-
Charts, Maps in class teaching	2 26.66	25 39.06	-
Use of models in teaching	-	-	-

In government institutions, 26.66 per cent of the teachers reported that they used visual aids, charts and maps. 13.33 per cent stated they had radio to aid in their teaching.

In deficit institutions, 46.87 per cent of the teachers stated they had visual aids. 15.62 per cent they had radio. 39.06 per cent stated they used charts and maps in trying to teaching ideas and concepts.

In non-deficit institutions, 40 per cent said that they used visual aids while teaching.

Thus the major of the techers from government, deficit and non-deficit institutions had visual aids.

5.41 Opinion regarding teaching of Science and Mathematics as compulsory for girls

The respondents were asked to say if they favoured the teaching of Science and Mathematics on a compulsory basis to girls at the secondary state. The responses are analyzed below:

TABLE 5.41:01 The opinion of male and female teachers about the teaching of Science and Mathematics as compulsory subjects for girls.

Respondents	Science & Mathematics teaching compulsory for girls	
	Yes	No
Male	5 14.28	30 85.72
Female	6 10.34	42 85.71

14.28 per cent of male teachers stated that Science and Mathematics should be compulsory for girls. 85.72 per cent thought that it should not be compulsory.

10.34 per cent of female teachers were in favour of Science and Mathematics to be compulsory for girls. 83.71 per cent reported that they should not be compulsory.

Thus the majority of the teachers, both male and female, felt that Science and Mathematics should not be made compulsory for girls. The majority of them said that the standard is low.

TABLE 5.41:02 Opinion of the respondents from urban and rural areas about the teaching of Science & Mathematics as compulsory for girls.

Respondents	Science & Mathematics teaching compulsory for girls	
	Yes	No
Urban	12 19.04	58 92.06
Rural	3 14.28	10 47.61

19.04 per cent of the teachers from urban areas felt that Science and Mathematics should be made compulsory for girls. 92.06 per cent were not in favour of science and mathematics to be made compulsory for girls.

14.28 per cent of the teachers from rural areas expressed their views that Science and Mathematics should be compulsory for girls while 17.61 per cent stated that they should not be made compulsory for girls.

The majority of the teachers from both urban and rural areas said that Science and Mathematics should not be made compulsory for girls.

TABLE 5.41:03 Science and Mathematics compulsory for girls can be seen from the inference of teachers from Govt., Deficit, and Non-deficit schools.

Respondents	Science & Mathematics teaching compulsory for girls	
	Yes	No
Govt.	4 33.33	8 66.37
Deficit	10 16.12	52 82.88
Non-deficit	2 40.00	2 40.00

33.33 per cent of the teachers from government institutions felt that Science and Mathematics should be made compulsory for girls. 66.37 per cent said these should not be made compulsory.

In deficit schools, 16.12 per cent stated that Science and Mathematics be made compulsory for girls. 83.88 per cent said that they should not be made compulsory.

In non-deficit schools, an equal per cent each favoured and expressed against the teaching of science and maths as compulsory subjects for girls.

5.42 Whether the Standard is low in Science and Mathematics

The respondents were asked whether the standard in Mathematics and science is low or not they were either to take Yes or No.

TABLE 5.42:01 Respondents of male and female teachers and also teachers from urban / rural areas and also from Govt., Deficit and non-deficit institutions. were to give their opinions regarding the standard of Science & Mathematics.

Respondents	Standard is low or not	
	Yes	No
Male	32 91.42	-
Female	38 77.55	-
Urban	50 79.36	13 20.64
Rural	8 38.09	13 14.28
Govt.	10 83.33	-
Deficit	52 81.25	-
Non-deficit	2 40.00	-

91.42 per cent of male stated that the standard is low. 77.55 per cent of female also said that the standard is low. 79.36 per cent of the respondents from urban areas and 38.09 reported that the standard is low.

83.00 per cent of the respondent from the Govt. institutions. 81.25 per cent from deficit and 40 per cent from non-deficit said that the standard is low.

Only 20.64 per cent of the respondents from urban and 14.28 per cent from rural areas said that the standard was not low.

Thus the majority of the respondents reported that the standard of Science and Mathematics is low.

5.43 Reasons for low performance in Science and Mathematics

The respondents were asked to state the main reasons for low performance of pupils in Science and Mathematics and their answers are grouped and analysed in the following three tables.

TABLE 5.43:01 Reason for low performance in Science and Maths as reported by Male and Female respondents.

Reasons for low performance in Science and Mathematics	Male	Female
No strong foundation in the subjects	15 42.85	18 36.73
Lack of qualified teachers	10 28.57	15 30.61
Non-availability of textbooks	6 17.14	15 30.61
Fear of the subjects	5 14.28	10 20.40
Low pay to teachers %	8 22.85	5 10.20
Lack of laboratory facilities	10 28.57	8 16.32
No proper and regular teaching of the subjects from the primary stage	8 22.85	10 20.40

42.85 per cent of male teachers thought that the main reason for low performance in Science and mathematics was that no strong foundation was laid in these subjects. 28.57 per cent observed there was lack of qualified teachers and lack of laboratory facilities. 17.14 per cent said it was non-availability of text books. 22.85 per cent reported it was fear of the subjects. 22.85 per cent stated that it was low pay and no proper teaching of the subjects from primary stage.

36.73 per cent of female teachers reported no strong foundation of subjects as one of the reasons for low performance in Science and Mathematics. 30.61 per cent thought there was lack of qualified teachers and non-availability of text books. 20.40 per cent said the reasons were fear of the subjects and no proper teaching of the subjects from the primary stage. 10.20 per cent stated it was low pay of teachers as one of the reasons for low performance in Science and Mathematics.

Thus the majority of the teachers both male and female thought that the main reason for low performance in Science and Mathematics was the lack of strong foundation in the subject.

TABLE 5.43:02 Showing the reasons for low performances in Science and Mathematics from Urban and Rural areas.

Reasons for low performance in Science and Mathematics	Rural Urban	Rural
No strong foundation of subjects	18 28.57	8 38.09
Lack of qualified teachers	20 31.74	5 23.80
Lack of equipment	26 41.26	5 23.80
Non-availability of textbooks	20 31.74	4 19.04
Fear of the subjects	18 28.57	6 28.57
Low pay to teachers	25 39.68	2 9.52
Lack of laboratory	25 39.68	3 14.28
No proper and regular teaching the subjects from the primary stage	35 55.55	3 14.28

28.57 per cent of teachers from urban areas reported that no strong foundation and fear of the subjects as the

main reasons for low performance in Science and mathematics and also fear of the subjects. 31.74 per cent stated lack of qualified teachers and non-availability of textbooks as the main reasons. 41.26 per cent said that lack of equipment as one of the main reasons. 39.68 per cent said that low pay and lack of laboratory facilities as the main reasons. 55.55 per cent believed that there was no proper teaching right from primary stages in science and mathematics.

In rural areas 39.09 per cent stated that no strong foundation in Science and Mathematics as the main reason for low performance. 23.80 per cent observed that there was lack of qualified teachers and lack of equipments as the main reasons. 19.04 per cent believed that it was non-availability of textbooks as one of the reasons. 28.57 per cent thought fear of the subjects as one of the main reasons. 9.52 per cent said it was low pay. 14.28 per cent reported there was lack of laboratory facilities and no proper teaching of the subjects from primary stage as the main reasons for low performance of the students in Science and Mathematics.

The majority of the teachers from urban areas reported that foundation in Science and Mathematics was very weak.

In rural areas the majority of the teachers believed in the absence of strong foundation of the subjects as the main reason for low performance of the students in Science and Mathematics.

TABLE 5.43:03 Reasons for low performance in Science and Mathematics as reported by a sample of respondents from govt., deficit and non-deficit institutions.

Reasons for low performance in Science and Mathematics	Govt.	Deficit	Non-deficit
No strong foundation of subjects	8 53.33	10 31.25	-
Lack of qualified teachers	4 26.66	28 44.44	2 40.00
Lack of equipment	2 13.33	21 33.33	2 40.00
Non-availability of textbooks	2 13.33	18 28.57	-
Fear of the subject	6 40.00	15 23.80	-
Low pay to teachers	-	20 31.25	-
Lack of laboratory	-	18 28.57	-
No proper and regular teaching the subjects from the primary stage	-	30 47.61	-

53.33 per cent of the teachers from government institutions reported that there was no strong foundation of the subjects. 26.66 per cent stated that the main reason for low performance was lack of qualified teachers. 13.33 per cent said there was lack of equipments and non-availability of textbooks as the main reasons. 40.00 per cent reported fear of the subject as one of the main reasons for low performance.

31.25 per cent of the teachers from deficit schools stated that there was no strong foundation of subjects. 44.44 per cent said it was lack of teachers as one of the main

reasons. 33.33 per cent observed lack of equipment as one of the main reasons. 28.57 per cent reported that they were non-availability of textbooks and lack of laboratory facilities as the main reason for low performance. 23.80 per cent thought fear of the subjects as the main reason. 31.25 per cent said it was low pay, and 47.61 per cent reported that there was no strong foundation in Science and Mathematics right from primary stage.

In non-deficit schools, 40.00 per cent stated lack of teachers as the main reason for low performance and 40 per cent thought it was lack of equipments as the main reason.

5.44 Suggestions for the improvement of secondary education

The respondents were to give their own views regarding measures for the improvement of secondary education in the State of Meghalaya. In the process of analysis the different views were classified into different headings and these have been analysed in the following tables.

TABLE 5.44:01 Suggestions for improvement of secondary education in Meghalaya as informed by male and female respondents.

Measures for improvement of secondary education	Male	Female
1	2	3
Improvement from primary stage	7 20.00	3 6.12
Training of teachers is needed	5 14.28	6 12.24
Good Science and Mathematics teachers with extra allowance	10 28.57	20 40.81

Table contd..

Table 5:44:01 contd..

1	2	3
Medium of instruction to be both English and mother tongue	8 22.85	10 20.40
Text books must be revised upto-date	7 20.00	15 30.61
Qualified and trained teachers must be recruited	8 22.85	12 24.48
Teaching materials supplied to the school	5 14.28	8 16.32
Correlation of subjects to be tried	-	-
Textbooks must lead students to scientific thinking and reasoning	-	-
IAS officers should not be appointed as DPI	12 34.28	18 36.73
Co-curricular activities to be made compulsory	9 25.71	12 24.48
Improvement of school library	4 11.42	6 12.24
Teachers be treated at par with government employees	10 28.57	20 40.81
Residential schools in rural areas	8 22.85	14 28.57
Secondary education should be free	4 11.42	6 12.24
Service conditions of teachers should be improved	6 5.04	8 16.32

20 per cent of male teachers suggested improvement from primary stage and that textbooks must be made up to date for the improvement of secondary education. 14.28 per cent stated training of teachers, teaching materials must be supplied to the school and that secondary education must be free. 28.57 per cent reported that science and maths. teachers should be given extra allowances and that teachers should be treated at par with government employees.

22.85 per cent of male respondents observed that medium of instruction should be both English and mother tongue and that residential schools should be set up in rural areas and also qualified and trained teachers should be recruited. 34.28 per cent expressed their opinion that IAS officers should not be appointed as DPI as they do not understand the educational problems. 25.71 per cent said that co-curricular activities should be made compulsory. 11.42 per cent reported that the improvement of library is important. 11.42 per cent stated that service conditions of the teachers should be improved for the improvement of secondary education in Meghalaya.

6.12 per cent of female respondents said that improvement should be right from primary stage. 12.24 per cent stated that training of teachers was needed, there should be improvement of school library and that secondary education should be free. 40.81 per cent said that there should be good science and mathematics teachers with extra allowance. Teachers should be treated at par with government employees. 20.40 per cent gave the opinion that English and mother tongue should be the medium of instruction. 30.61 per cent reported that textbooks must be revised upto-date. 24.48 per cent stressed the importance of qualified and training teachers and also said that co-curricular activities should be made compulsory. 36.73 per cent said that IAS should not be appointed as DPI. 28.57 per cent expressed the importance of residential schools in rural areas and 16.32 per cent said that service conditions of teachers should be improved.

Thus the majority of male stated that IAS officers should not be appointed as D.P.I. as they do not know most of the problems connected with the institutions and the majority of female teachers said that good science and mathematics teachers should be given extra allowance and also that the teachers should be treated at par with other government employees.

TABLE 5.44:02 Suggestions for improvement of secondary education in Meghalaya as suggested by the respondents from urban and rural areas.

Mesures for improvement of secondary education	Urban	Rural
1	2	3
Improvement from primary stage	15 23.80	5 23.80
Training of techers is needed	12 19.04	6 28.57
Maths and Science teachers with extra allowance	10 15.87	4 19.04
Medium of instruction both English and mother tongue	8 12.69	3 14.28
Textbooks must be revised and upto date	6 9.52	5 23.80
Qualified and trained teachers must be recruited	8 12.69	6 28.57
Teching materials supplied to the school	8 12.69	-
Correlation of subjects	4 6.34	-
Textbooks must lead students to scientific thinking and reasoning	2 3.17	-
IAS officers should not be appointed as D.P.I.	3 4.76	-
Co-curricular activities compulsory	5 14.28	-
Improvement of school library	5 14.28	-
Teachers treated at par with govt. employees	6 17.14	6 12.24
Residential schools in rural areas	4 11.42	-
Secondary education should be free	4 11.42	3 6.12
Service condition should be improvedq	5 14.28	4 8.16

20.80 per cent of the teachers from urban areas suggested improvement from primary stage to improve secondary education in Meghalaya. 19.04 per cent were in favour of teachers' training. 15.57 per cent observed that mathematics and science teachers should be given extra allowances. 12.69 per cent said that medium of instruction should be both English and mother tongue, qualified and trained teachers should be recruited and teaching materials should be supplied to the school. 6.34 per cent stated that there should be correlation of subjects and that secondary education should be free. 6.34 per cent said that textbooks should lead students to scientific thinking and reasoning. 4.76 per cent reported that IAS officers should not be appointed as DPI. 14.28 per cent expressed their opinion that co-curricular activities should be compulsory and that school library and service condition should be improved. 5.21 per cent observed that textbooks should be revised and made upto date and the teachers should be treated at par with government employees. 11.42 per cent stressed the need of residential schools in rural areas to improve secondary education in Meghalaya.

23.80 per cent of the teachers from rural areas thought that the improvement should be from primary stage and text books should be revised and made upto date. 28.57 per cent observed that training of teachers is essential and the teachers should be treated at par with government employees. 19.04 per cent said that science and mathematics teachers should be given extra allowance, and service conditions should be

improvement. 14.28 per cent observed that the medium of instruction should be both English and mother tongue and that secondary education should be free in order to improve the secondary education in the state of Meghalaya.

The majority of the teachers both from urban and rural areas stated that improvement should be right from primary stage and they stressed the importance of teachers training as measures to improve the quality of secondary education in Meghalaya. They felt that the teachers should be treated at par with government employees.

TABLE 5.44:03 Suggestions for improvement of secondary education in Meghalaya as reported by the respondents from Government, Deficit and Non-deficit schools.

Measures for improvement of secondary education	Govt.	Deficit	Non-deficit
1	2	3	4
Improvement from primary stage ✓	8 53.33	20 31.25	4 80.00
Training of teachers is needed	5 33.33	10 15.62	3 60.00
Maths & Science teachers be given extra allowance	7 46.66	10 15.62	4 80.00
Medium of instruction both English and mother tongue ✓	7 46.66	10 15.62	4 80.00
Textbooks must be revised and upto date ✓	6 40.00	8 12.50	3 60.00
Qualified and trained teachers be recruited ✓	6 40.00	8 12.50	2 40.00
Teaching materials be supplied to the school ✓	5 33.33	9 14.06	-
Correlation of subjects	4 26.66	4 6.25	-
Textbooks must lead students to scientific thinking and reasoning	-	4 6.25	-
IAs officers should not be appointed as DPI	-	5 7.81	-

Table contd..

1	2	3	4
Co-curricular activities compulsory ✓	-	6 9.37	-
Improvement of school library	-	6 9.37	-
Teachers treated at par with govt. employees	2 13.33	10 15.62	-
Residential schools in rural areas	-	12 18.75	-
Secondary education be free	2 13.33	6 9.35	-
Service conditions should be improved	4 26.66	5 7.81	-

53.33 per cent of teachers from government institution observed that improvement should be started right from the primary stage and that mathematics and science teachers should be given extra allowances. 33.33 per cent said that teachers should be trained and teaching materials should be supplied to the schools. 12.72 per cent expressed their opinion that the medium of instruction should be both English and mother tongue. 40.00 per cent reported that qualified and trained teachers should be recruited and the textbooks should be revised and made upto date. 26.66 per cent said that there should be correlation of subjects and the service conditions should be improved. 13.33 per cent stated that teachers should be treated at par with government employees and that secondary education should be free.

In deficit institutions, 31.25 per cent were in favour of improvement from primary stage for the improvement of secondary education. 15.62 per cent stated that the importance

of teachers training, and that the teachers should be treated at par with govt. employees and that the medium of instruction should be both English and mother tongue. 15.62 per cent observed that maths and science teachers should be given extra allowances and residential schools should be established in the rural areas. 12.50 per cent said that textbooks should be revised and made upto date and qualified and trained teachers should be recruited. 14.06 per cent stated that teaching materials should be supplied to the school. 6.25 per cent felt that textbooks should lead the students to scientific thinking and reasoning and there should be correlation of subjects. 7.81 per cent were strongly against the appointment of IAS officers as DPI. The service conditions of the teachers should be improved. 3.80 per cent said that co-curricular activities should be compulsory and the library should be improved and also secondary education should be free to improve secondary education in Meghalaya.

In non-deficit schools, 60 per cent of the teachers observed that secondary education should be improved right from primary stage, that science and maths teachers be given extra allowance that the medium of instruction should be both English and mothertongue and that qualified and trained teachers should be recruited. 40 per cent stated that the importance of training of teachers, that teaching materials should be supplied to the school for the improvement of secondary education in Meghalaya.

Thus the majority of the respondents from the government institutions gave their opinion that the improvement in secondary education should be right from primary stage. Most of the respondents from deficit and non-deficit institutions also agreed with those respondents from government institutions who appointed that the improvement should be right from primary stage.

**PROBLEMS OF SECONDARY EDUCATION IN MEGHALAYA : ANALYSIS
OF RESPONSES OF SECONDARY SCHOOL HEADMASTERS**

6.01 Introduction

This study among other things attempted to identify the various problems affecting secondary schools in Meghalaya. Information regarding this was collected from both the headmasters and teachers of a selected sample of secondary schools in the State.

The information was sought in the form of questionnaires. They were sent to the headmasters and teachers of the secondary schools in Meghalaya located in urban and rural areas functioning under different managements namely, the government, private under deficit scheme and private under non-deficit scheme. The information sought from the headmasters covered the following areas:

- A. Objectives of secondary education.
- B. Curriculum.
- C. Method of teaching and evaluation.
- D. Students enrolment and performance.
- E. Facilities.
- F. School supervision.
- G. School management.
- H. Finance and auditing.
- I. Innovative practices.
- J. Public relations and tribal welfare.

The questionnaires were sent by mail in some cases with the help of some friends. Very few questionnaires were returned by mail while most of them were collected by the investigator herself through personal contact.

In this chapter are analysed the responses of headmasters to the questionnaire items put to them. Under each section are first analysed the responses of all the headmasters in the sample. Further analyses of responses have been made by comparing the answers of headmasters grouped according to sex, location of school, and also according to school management. In all 60 headmasters responded to the questionnaires.

The detailed break up of the sample of headmasters who returned the filled in questionnaire is shown in Table-6.01.

TABLE 6.01 The sample of headmasters included in the Analysis by sex, location of school and type of management.

Type of School management	Headmasters by sex and by location of school			
	Male		Female	
	Urban	Rural	Urban	Rural
Government	5	2	5	3
Private deficit	15	5	14	6
Private Non-deficit	2	1	1	1

M = 60

From the table it can be seen that there were 15 headmasters from government school of which 5 were male from

urban and 2 from rural areas. 5 were females from urban and 3 were from rural areas. There were 40 headmasters of which 15 were male from urban and 5 were male from rural areas. 14 were female from urban and 6 from rural areas. There were 5 headmasters from non-deficit schools in which 2 were male from urban and 1 from rural areas. 1 female headmaster from urban and 1 from rural areas.

6.02 Objectives of secondary education

Some suggestions were given in the questionnaires regarding objectives of secondary education and the respondents required to tick the ones they thought to be suitable.

Responses of the headmasters are shown in the following table.

TABLE 6.02:1 The objectives of secondary education as expressed by male and female headmasters.

Objectives of secondary education	Respondents	
	Male	Female
Development of personality	10	8
	33.33	26.66
Development of democratic citizenship	5	8
	16.66	26.66
Development of qualities of leadership	6	8
	20.00	26.66
Improvement of vocational efficiency	4	6
	13.33	20.00
Preparation for higher general and professional education	3	3
	10.00	10.00
Preparation to face special problems of tribal areas	3	3
	10.00	10.00
All round development of the students	3	3
	10.00	10.00

In this table the responses were analysed according to sex that is male and female. There are 33.33 per cent of male headmasters who thought that the objectives of secondary education is the development of personality of the pupils, 16.66 per cent opined that the development of democratic citizenship was the main aim and a similar percentage of respondents believed that the development of qualities of leadership as the objective. 13.33 per cent mentioned the improvement of vocational efficiency as the important aim. 10 per cent stated that preparation for higher general and professional education, preparation to face special problems of tribal areas and all round development of the students as the main objective of secondary education.

On the other hand 26.66 per cent of female headmasters were in favour of development of personality as the aim of secondary education. 26.66 per cent of the respondents considered development of democratic citizenship and development of qualities of leadership as also important objectives. 20 per cent thought that improvement of vocational efficiency as one of the important objectives, 10 per cent of the respondents stated that preparation for higher general and professional education, preparation to face special problems of tribal areas and all round development of the students were the important objectives of secondary education.

The majority of the headmasters both male and female reported that the main objective of secondary education is

the development of personality followed by the aim development of democratic citizenship taking the second place. Only a small percentage of male and female headmasters considered preparation for higher general and professional education, preparation to face special problems of tribal areas, all round development of the students as important. There appears to be not very great differences of opinion between male and female headmasters regarding the aim of secondary education.

TABLE 6.02:02 Objectives of secondary education as expressed by headmasters from Urban and Rural areas.

Objectives of secondary education	Respondents	
	Urban	Rural
Development of personality	25 59.52	4 22.22
Development of democratic citizenship	10 23.80	3 16.66
Development of qualities of leadership	-	2 22.22
Improvement of vocational efficiency	5 11.90	2 22.22
Preparation for higher general and professional education	5 11.90	2 22.22
Preparation to face special problems of tribal areas	-	-
all round development of the students	-	-

The responses of headmasters are analysed according to location of the school that is urban and rural.

From the above table it can be seen that 59.52 per cent of the headmasters from urban places said that development of pesonality and development of democratic citizenship were

the two important objectives of secondary education. 23.80 per cent of the respondents considered development of qualities of leadership as an important objective while 11.90 per cent thought that improvement of vocational efficiency and preparation for higher general and professional education was also important.

Analysis of responses of headmasters from the rural areas showed that 22.22 per cent of them considered development of personality as the important objective of secondary education. 16.66 per cent of the respondents believed in development of democratic citizenship as one of the important objectives. 22.22 per cent of thought that development of qualities of leadership. Improvement of vocational efficiency and preparation for higher general and professional education as relevant objectives of secondary education.

Both rural and urban sample of headmasters considered development of personality as one of the most important objectives of secondary education as regards the objectives of vocational efficiency and preparation for higher general education. The two samples showed considerable differences of opinion (the urban percentage being 59.52 per cent and the rural percentage 22.22).

TABLE 6.02:03 Objectives of secondary education as expressed by headmasters from govt., deficit and non-deficit schools.

Objectives of secondary education	Respondents		
	Govt.	Deficit	Non-Deficit
Development of personality	8 53.33	20 50.00	4 80.00
Development of democratic citizenship	5 33.33	10 25.00	3 60.00
Development of qualities of leadership	3 20.00	10 25.00	3 60.00
Development of vocational efficiency	6 40.00	20 50.00	3 60.00
Preparation for higher general and professional education	4 26.66	-	2 40.00
Preparation o face special problems of tribal areas	-	-	2 40.00
all round development of the students	3 20.00	5 12.50	2 40.00

In the above table the responses of the headmasters from different management schools are analysed.

In government institutions, 53.33 per cent of the headmasters from government schools were in favour of development of personality as the major objective of secondary education. 33.33 per cent of them considered the development of democratic citizenship and all round development of the students the main objectives of secondary education. 20.00 per cent said that development of qualities of leadership as the main objective. 20.68 per cent stated improvement of vocational efficiency as the important objective and 26.66 per cent believed that preparation for higher general and professional

education as the relevant aim of secondary education.

50.00 per cent of the respondents from deficit schools thought that the development of personality and improvement of vocational efficiency as the major objectives of secondary education. 25.00 per cent were in favour of development of democratic citizenship and development of qualities of leadership as the main objectives. 12.50 per cent considered all round development of the students as the important aim.

among the headmasters from the non-deficit institutions, 80 per cent thought that the development of personality and development of democratic citizenship as the objectives. Another 60 per cent of the respondents were in favour of improvement of vocational efficiency is the objective. 40 per cent stated that preparation for higher general and professional education, preparation to face special problems of tribal areas, and all round development of the students as also the important objectives.

Thus the majority of the headmaster respondents from government, deficit and non-deficit institutions believed that the main objective of secondary education was the development of personality and improvement of vocational efficiency.

§.03 Framing the curriculum

Regarding the framing of curriculum some suggestions were given in the questionnaire like the curriculum is framed

by the headmasters themselves or by the government and the Board of Schools, managing committee, or teachers in the school. The headmasters had to indicate the method most commonly followed in their schools. The responses of the headmasters are shown in the following three tables.

TABLE 6.03:01 Framing the curriculum according to the sample of headmaster included in the study shown by sex.

Framing the curriculum	Respondents	
	Male	Female
By the headmaster himself	2 6.66	3 10.00
By the Government/Board of School Education	23 76.66	25 83.33
By the Managing Committee	5 16.66	5 16.66
By the teachers in the school	2 6.66	2 6.66
By the Headmasters and Teachers together	2 6.66	2 6.66

6.66 per cent of male headmasters stated that the curriculum was framed by themselves, by teachers in the school and by the headmasters and teachers together. 76.66 per cent said that the framing was done by the government or the Board of Schol education. 16.66 per cent reported that the managing committee framed the curriculum.

From the female headmistresses, 10 per cent of them prepared the curriculum themselves. 83.33 per cent stated that the framing of curriculum was done by the Board. 16.66 per cent said that it was done the managing committee. 6.66 per cent stated that it was to be done by the teachers in the school, and by the headmasters and teachers together.

The majority of both male and female headmasters reported that the curriculum is framed by the Board of School education.

TABLE 6.03:02 The information given by the headmasters from urban and rural areas regarding the framing of curriculum.

Framing the curriculum	Respondents	
	Urban	Rural
By the Headmasters himself	3 7.14	2 11.11
By the Government/Board of School	40 95.23	6 33.33
By the Managing Committee	10 23.80	2 11.11
By the Teachers in the school	5 11.90	2 11.11
By the Headmaster and teachers	5 11.90	2 11.11

In the urban areas the framing of curriculum was done by the headmaster themselves as stated by 7.14 per cent of respondents. It was framed by the Board of School Education according to 95.23 per cent of them. 23.80 per cent said that it was framed by the managing committee. 11.90 per cent reported that the curriculum was framed by teachers in the school and by the headmasters and teachers together.

In the rural areas 11.11 per cent stated that the curriculum was prepared by the headmasters themselves or by the managing committee or by the teachers in the school and by the headmaster and teachers together. 33.33 per cent of the respondents gave the information that the curriculum was prepared by the Board of School Education.

Thus the majority of the respondents both from urban and rural areas said that the curriculum was framed by the

Board of School Education.

TABLE 6.03:03 The framing of the curriculum as expressed by the headmasters from government, deficit and non-deficit schools.

Framing the curriculum	Respondents		
	Govt.	Deficit	Non-deficit
By the Headmaster himself	-	-	-
By the Govt./Board of School	15 100.00	30 30.75	-
By the Managing Committee	-	5 12.50	-
By the Teachers in the School	-	-	2 40.00
By the Headmasters and teachers	-	-	3 60.00

In all the government institutions the headmasters stated that the Board of School Education is prescribing the curriculum.

In deficit schools, 30.75 per cent stated that the curriculum prescribed by the Board was followed while 12.50 per cent said that the Managing Committee had a hand in curriculum preparation.

In non-deficit schools, 40 per cent of the respondents followed the curriculum of the managing committee and 60 per cent followed the curriculum constructed by the headmasters together with the teachers.

The responses of headmasters from different managements showed variations regarding the body which is responsible for

curriculum preparation. The variations showed the amount of flexibility in this regard that is granted by the state department of education and the Meghalaya Board of School Education to the schools. It is probable that in the lower levels in the high schools the individual schools have some freedom regarding choice of detailed curriculum which is exercised by some while others exercise it in a limited way or do not exercise it at all.

6.04 Whether the curriculum showed uniformity in urban and rural areas.

Here the respondents had to answer Yes/No as to whether in the curriculum in the rural and urban areas showed any differences or if it was uniform. The following three tables analyse this.

TABLE 6.04:01 The opinion of the headmasters from government, deficit and non-deficit schools, from urban and rural schools and from male and female headmaster regarding whether same type of curriculum is followed in urban and rural areas.

Respondent groups	Yes	No
Government	2 13.34	13 86.66
Deficit	20 50.00	20 50.00
Non-deficit	4 80.00	1 20.00
Urban	4 4.27	40 95.23
Rural	2 16.17	10 83.83
Male	7 18.92	20 81.08
Female	3 10.00	27 90.00

In some institutions a certain number of headmasters feel that the curriculum should be the same in urban and rural areas. From government institution 13.33 per cent, from deficit 50.00 per cent and from non-deficit 80.00 per cent, from urban 9.52 per cent, from rural schools 11.11 per cent agreed that the curriculum should be the same in urban and rural areas. 10 per cent of female and 23.33 per cent males also felt that the curriculum should be uniform both in urban and rural areas.

On the other hand those who think that the curriculum should be different in urban and rural areas are 86.66 per cent from government. 50 per cent from deficit, 20 per cent from non-deficit, 95.23 per cent from urban areas, 55.55 per cent from rural areas. 66.66 per cent male headmasters were not in favour of uniform curriculum and 90 per cent of female were not in favour of the same curriculum for rural and urban areas.

6.05 Defects of the present curriculum

Certain suggestions were given in the questionnaire about the defects of the curriculum and the respondents were asked to tick the ones they thought to be the main defects. The responses appear in the following three tables.

TABLE 6.05:01 The defects of the curriculum as expressed by male and female headmasters.

Respondents of the curriculum	Respondents	
	Male	Female
It does not cater to the needs of the students	20 66.66	15 50.00
It is overcrowded	25 83.33	30 100.00
It is bookish	5 16.66	5 12.50
It is theoretical	5 16.66	5 12.50

66.66 per cent of male respondents apprehended that the curriculum does not cater to the needs of the students. 83.33 per cent thought it is overcrowded. 16.66 per cent said it is bookish and theoretical.

50.00 per cent of female responsible stated that the curriculum does not cater to the needs of the students. 100.00 per cent thought it is overcrowded, 12.50 per cent believed it is bookish and theoretical.

Thus the majority of male and female headmasters stated that the curriculum does not cater to the needs of the students.

TABLE 6.05:02 The defects of the curriculum as expressed by Headmasters in rural and urban areas.

Defects of the curriculum	Respondents	
	Urban	Rural
It does not cater to the needs of the students	20 47.61	4 22.22
It is overcrowded	20 47.61	3 16.66
It is bookish	25 59.52	2 11.11
It is theoretical	5 11.90	2 11.11

According to the headmasters in urban areas 47.61 per cent of them, they think that the curriculum does not cater to the needs of the pupils. According to 47.61 per cent it is overcrowded. 59.00 per cent of them they think it is bookish and 11.90 per cent they believe it is theoretical.

The majority of the headmasters from urban areas felt that the curriculum is bookish and the majority of them from rural areas said that it does not cater to the needs of the students.

TABLE 6.05:03 The defects of the curriculum as expressed by headmasters from Government, Deficit and Non-deficit schools.

Defects of the curriculum	Respondents		
	Govt.	Deficit	Non-deficit
It does not cater to the needs of the students	10 66.66	30 75.00	2 40.00
It is overcrowded	7 46.66	20 50.00	2 40.00
It is bookish	5 27.77	10 25.00	-
It is theoretical	6 33.33	5 10.00	-

The responses here are analysed according to different management - Government, deficit and non-deficit. In government institutions, 66.66 per cent of the headmasters believed that the curriculum does not cater to the needs. 46.66 per cent of them say it is overcrowded. According to 27.77 per cent of them it is bookish and 33.33 per cent they said it is theoretical.

In deficit institutions, 75 per cent of the headmasters think that the curriculum does not cater to the needs. According to 50 per cent it is overcrowded. According to 25 per cent it is bookish and according to 10 per cent it is theoretical.

In non-deficit institutions, 40 per cent of the headmasters say that the curriculum does not cater to the needs and 40 per cent of them believed that the curriculum is overcrowded.

The majority of the headmasters from Govt., Deficit and Non-deficit schools reported that the curriculum did not cater to the needs of the students and it was bookish and overcrowded.

6.06 Selection of text-books.

In the selection of textbooks the headmasters respondents were asked to say whether they are prevented by the government or by the Board of School education or by the headmaster or by the teachers and headmaster together.

TABLE 6.06:01 Selection of textbooks as reported by male and female respondents

Selection of textbooks	Respondents	
	Male	Female
Prescribed by the Government	2 6.66	5 16.66
Prescribed by the Board of school education	23 76.66	25 83.33
By the Headmaster	5 16.66	2 6.66
By the Teachers and headmasters together	5 16.66	5 16.66

For selection of textbooks 6.66 per cent of male respondents said that the textbooks were prescribed by the government. 76.66 per cent of them say that textbooks are prescribed by the Board of School Education. According to 16.66 per cent of them they are prescribed by the headmaster and 16.66 per cent of them said that was prescribed by the teachers and headmasters together.

According to female headmaster 16.66 per cent of them say that the textbooks are prescribed by the Government. 83.33 per cent of them by the Board of School Education. 6.66 per cent of them by the headmaster and to 6.66 per cent of them the books are prescribed by the teachers and headmasters together.

The majority of male and female headmasters stated that the textbooks were prescribed by the Board of School Education.

TABLE 6.06:02 The prescription of textbooks as expressed by the Headmasters from urban and rural areas.

Selection of textbooks	Respondents	
	Urban	Rural
Prescribed by the Government	20 50.00	4 22.22
Prescribed by the Board of Secondary Education	20 50.00	6 33.33
By the Headmaster	10 25.00	2 11.11
By the Headmaster and teachers together	10 25.00	2 11.11

In the urban areas 50 per cent of the headmaster said that the textbooks were prescribed by the government, and by the Board of school education. 25.00 per cent of them told that they are prescribed by the teachers and headmasters and by the headmaster himself.

In rural areas 22.22 percent of them told, that the textbooks are presented by the Government, 33.33 per cent by the Board. 11.11 per cent said that they are presented by the headmaster and the same percentage said that they are presented by the headmaster and teachers together.

Most of the headmasters from urban and rural areas reported that textbooks were prescribed by the Board of School Education and by the Government.

TABLE 6.06:03 The prescription of textbooks as expressed by the Headmasters from govt., deficit and non-deficit schools.

Selection of textbooks	Respondents		
	Govt.	Deficit	Non-deficit
Prescribe by the government	14 93.33	5 12.50	2 40.00
Prescribed by the Board of Secondary	-	35 87.50	2 40.00
By the Headmaster	-	-	-
By the Headmaster and Teachers together	1 6.67	-	-

93.33 per cent of the headmasters from the government institutions told us that the textbooks had been prescribed by the government while 6.67 per cent from the same type institutions said that they had been prescribed by the headmaster and teachers together.

In deficit schools, 12.50 per cent of the headmasters said that selection of textbooks had been made by the government, while 87.50 per cent they said the selection is done by the Board of School Education.

In non-deficit school 40 per cent of the headmaster informed us that the textbooks had been presented by the government and the other 40 per cent said they had been prescribed by the Board of School Education.

Thus it can be observed that the selection of textbooks in government schools is being done mostly by the government

itself. In deficit institutions the selection is done mostly by the Board of school Education whereas in non-deficit schools it is done by the government and the Board.

6.07 Facilities for vocational education

Along with the selection of textbooks a question was framed to get some information on vocational education facilities in schools. The responses of headmasters are analysed in the following tables.

TABLE 6.07:01 Facilities for vocational education as reported by the headmasters from urban, rural, government deficit, non-deficit and by male and female headmasters.

Respondent group	Yes	No
Male	3 9.09	20 90.91
Female	7 21.87	25 78.13
Urban schools	15 30.00	35 70.00
Rural schools	2 16.67	10 83.33
Govt. school	4 26.66	11 73.34
Deficit school	10 19.99	20 80.00
Non-deficit school	-	4 80.00

9.10 per cent of male headmasters said that there is a provision for vocational training while 90.91 per cent said that they had no facilities for vocational training.

21.87 per cent of female said that a provision vocational training 78.13 per cent they said that they have no provision at all for vocational training.

35.71 per cent in urban areas they said they there is a provision for vocational training and 83.52 per cent said they had none at all of such facilities.

In rural areas 30.00 per cent of them said they have provision for vocational training and 70.00 per cent of them said they have no provision at all.

16.67 per cent in government institutions said that they had some facilities on vocational training and 83.34 per cent of them said that they have no such provision.

In deficit institutions, 19.99 per cent of the headmasters said that they have some facilities regarding vocational training and 80 per cent said they had none at all.

In non-deficit, 80.00 per cent reported they have no such provision for vocational training.

It has been observed that there is a provision of vocational training in very few schools. Most of the schools in Meghalaya have no facilities for vocational training.

6.08 Methods of teaching and Evaluation

The question is framed in such a way, to get the information on different methods of teaching and evaluation adopted

by the different type of schools. The following three tables have been prepared to analyse the responses.

TABLE 6.08:01 Methods of teaching and evaluation as expressed by male and female headmasters.

	Own method		Discuss with faculty about methods of teaching		Talk by educational	
	Yes	No	Yes	No	Yes	No
Male	10 28.58	25 75.75	25 75.75	8 24.25	20 62.50	12 31.50
Female	10 33.33	20 66.66	20 66.66	10 33.33	18 64.28	10 33.33

28.58 per cent of male adopted their own methods of teaching while ~~75.75~~ 28.58 per cent they used different methods. 75.75 per cent of them they had a discussion among the faculty matters about the methods of teaching and 24.25 per cent said that they never had any discussion on methods of teaching. 62.50 per cent of the headmasters said that they had a talk from educationists and 31.50 per cent said that they had no talk from the educationist.

33.33 per cent of female adopted their own method in teaching and 66.66 per cent adopted the different methods of teaching. 66.66 per cent of female headmaster had a discussion with the faculty members regarding the methods of teaching and 33.33 per cent had no discussion at all regarding the methods of teaching. 64.28 per cent of female headmasters had a talk from educationists and 35.00 per cent of them had no lecture from educationists.

TABLE 6.08:02 The methods of teaching and evaluation of the the headmasters from urban and rural areas.

	Own method		Discuss with faculty members		Talk from educationists	
	Yes	No	Yes	No	Yes	No
Urban	20 47.61	10 33.34	40 83.33	10 16.67	20 47.61	10 47.61 23.80
Rural	6 50.00	6 50.00	4 40.00	6 60.00		

In the urban areas (47.61) per cent adopted their own method in teaching. 33.34 per cent had different methods of teaching 83.33 per cent had a discussion with faculty members regarding the methods of teaching whereas 16.67 per cent had no discussion at all. 40 per cent had a talk from educationists and 60 per cent they never had any talk from educationists. 50 per cent from rural areas adopted their own method. 40 per cent of them had discussion with faculty members while 60 per cent did not have any discussion at all.

Table 6.08:3 The method of teaching and evaluation of the headmasters from govt. deficit and non-deficit schools.

Respondents	Own method		Discussion with faculty members	Talk from educationists
	Yes	No		
Government	10 66.66	5 33.34	10 66.66	2 13.33
Deficit	30 75.00	10 25.00	25 62.50	3 7.50
Non-deficit	2 40.00	2 40.00	1 20.00	-

66.66 per cent of the respondents from government, 75.00 per cent from deficit and 40.00 per cent from non-deficit said that they used their own method.

66.66 per cent of the headmaster respondents from government, 62.50 per cent from deficit reported that they had discussion with faculty members.

13.33 per cent of the respondents from government institutions said that they had talk from educationists and 7.50 per cent from deficit schools stated they had discussion from the educationlists.

It has been observed that the majority of the respondents from government and deficit schools had discussion with the faculty members and most of them used their own method of teaching.

6.9 Provision for bright and deficient pupils.

The respondents have to answer whether they have such provision and if they say Yes they have to describe it.

TABLE 6.09:01 Provision for special programme from the headmaster sample of male, female, urban, rural, govt., deficit and non-deficit schools.

Respondent Group	Provision for bright and deficient pupils	
	Yes	No
Male	20	66.66
Female	22	73.33
Urban	27	64.28
Rural	10	55.55
Government	10	66.6
Deficit	15	37.50
Non-deficit	4	80.00

The majority of the respondents from the different categories reported that they have no provision for bright and deficient pupils.

6.10 Student facilities provided in their schools

The respondents have to tick the facilities they have in their own schools for the benefit of students. Some common facilities were listed in the questionnaire. The following three tables analysed their responses.

TABLE 6.10:01 The facilities in the schools as expressed by male and female headmasters.

Facilities available	Male	Female
Mid-day meal	-	-
Medical check-up	30	25
	66.66	83.33
Free uniform	-	-
Merit scholarship	-	-
Free studentship	-	-
Stipends to students	-	-
Book grant	10	10
	33.33	33.33
Stipends for Science and meth students	-	-

66.66 per cent of male headmasters informed us that they have medical check-up in their schools. 33.33 per cent said that they have provision for book grant.

83.33 per cent of female headmasters said that they have medical check up and 33.33 per cent that they have provision for book grant.

Thus both male and female headmasters said they have provision for medical check up and for book grant.

TABLE 6.10:02 Facilities provided in the schools as expressed by headmasters of urban and rural areas.

Facilities provided	Urban	Rural
Mid-day meal	-	-
Medical check up	40	12
	95.23	66.66
Free uniform	-	-
Merit Scholarship	10	-
	23.80	
Free studentship	-	2
		11.11
Stipends to students	-	-
Book grant	20	10
	47.61	55.55
Stipend for Science and Math students	-	-

In urban areas 95.23 per cent of the headmasters stated that they have medical check up. 23.80 per cent mentioned that they have merit scholarship. 47.61 per cent reported that they have book grant provision in their schools.

In rural areas 66.66 per cent mentioned they have medical check up. 11.11 per cent said they have free studentship. 55.55

per cent stated that they have book grant.

The majority of the headmasters from urban and rural areas said they have provision for medical, book grant and merit scholarship in urban areas only.

TABLE 6.10:03 Schemes provided in the schools as stated by headmasters from govt. deficit and non-deficit schools.

Facilities provided	Govt.	Deficit	Non-deficit
Mid-day meal	-	-	-
Medical check up	8 53.33	35 87.50	4 80.00
Merit scholarship	8 53.33	10 25.00	-
Free studentship	2 13.33	-	-
Stipends to students	4 26.66	-	-
Book grants	10 66.66	20 50.00	2 40.00
Stipend for science and maths students	2 13.33	-	-

53.33 per cent of the headmasters from government institutions stated that they have medical check up and merit scholarship provided for students. 13.33 per cent mentioned they have free studentships and stipend is given to science and mathematics students. 66.66 per cent said that they have book grant.

In deficit schools 87.50 per cent of the headmasters have medical check up. 25 per cent stated they have provision for book grant.

In non-deficit schools 80.00 per cent of the respondents

mentioned they have medical check up. 40.00 per cent said they have provision for book grant.

Most of the respondents have provision for medical check up, merit scholarship and book grant.

6.11 Building Facilities in secondary schools

The respondents have to tick the building facilities they have in their schools. The analysis of the responses is made by comparing the answers of headmasters grouped according to sex, location of school and also according to the school management. These have been shown in the following three tables.

TABLE 6.11:01 The building facilities as reported by male and female headmasters.

Building facilities	Male	Female
Own building	20 66.66	20 66.66
Rented building	15 50.00	10 33.33
Leased school building	-	-
Permanent building	8 26.66	2 6.66
Pucca building	-	-
Temporary building	-	-

66.66 per cent of male headmasters mentioned that they have their own buildings. 50.00 per cent reported that they have rented building. 26.66 per cent stated they have permanent building.

66.66 per cent of female headmasters said they have their own building. 33.33 per cent gave the information they

have rented building. 6.66 per cent stated they have permanent building.

Thus the majority of the headmasters gave the information they have their own building.

TABLE 6.11:02 Building facilities as expressed by the headmaster respondents from urban and rural areas.

Building facilities	Urban	Rural
Own building	25 59.52	3 16.66
Rented building	15 35.71	3 16.66
Leased school building	-	-
Permanent building	20 47.61	4 22.22
Pucca building	10 23.80	2 11.11
Temporary building	-	-

59.52 per cent of the headmasters from urban areas stated they have their own building. 35.71 per cent said they have rented building. 47.61 per cent reported they have permanent building. 23.80 per cent mentioned they have pucca building.

16.66 per cent of the headmasters from rural areas reported they have their own building, and the same percentage stated they have rented building. 22.22 per cent said they have permanent school building. 11.11 per cent gave the information they have pucca building.

TABLE 6.11:03 The building facilities as stated by the headmasters from government, deficit and non-deficit schools.

Building Facilities	Govt.	Deficit	Non-deficit
Own building	13 86.66	20 50.00	-
Rented building	2 13.33	30 75.00	80.00
Leased building	-	-	-
Permanent building	13 86.66	20 50.00	-
Pucca building	13 86.66	-	-
Temporary building	-	-	-

86.66 per cent of the respondents from government institutions stated they have their own building and the same percentage they said they have permanent and pucca buildings. 13.33 per cent stated they have rented building.

In deficit schools, 50 per cent of the respondents reported that they have own building and the same percentage said that they have permanent building. 75 per cent stated they have rented building.

80.00 per cent of the respondents from non-defiict institutions mentioned they have rented building.

The majority of the respondents from government, deficit and non-deficit institution said that they have their own permanent building.

6.12 Provision for separate room for staff and for academic purposes

The respondents have to tick the facilities they have in their schools. These are shown in the following three tables.

TABLE 6.12:01 Room facilities in the schools as reported by male and female headmasters.

Room facilities	Male	Female	
Headmasters' room	25 83.33	25 83.33	
Teachers' room	20 66.66	15 50.00	
Pupils' common room	8 26.66	16 53.33	
Science laboratory	4 13.33	-	
Auditorium	-	-	-
Toilet	-	-	-
Office room	20 66.66	-	-
Room for indoor game	-	-	-
Gymnasium	-	-	-

83.33 per cent of male respondents stated that they have headmasters' room. 66.66 per cent said they have teacher common room. 26.66 per cent reported they have separate common room for pupils. 13.33 per cent said they have science laboratory. 66.66 per cent mentioned they have office room.

83.33 per cent of female respondents reported they have headmasters' room. 50 per cent gave the information that they have teachers' common room. 53.33 per cent mentioned they have pupils common room.

The majority of male and female respondents gave the information that they have headmaster's room, Teachers' and pupils' common rooms.

TABLE 6.12:02 Room facilities enjoyed by the schools as expressed by the headmasters from urban and rural areas.

Facilities	Urban	Rural
Headmaster's room	30 71.42	10 55.55
Teachers' common room	25 59.52	10 55.55
Pupils common room	25 59.52	8 44.44
Science laboratory	5 11.90	2 11.11
Auditorium	-	-
Toilet	30 71.42	12 66.66
Office room	-	-
Gymnasium	-	-

71.42 per cent of the respondents from urban areas reported they have headmasters' room. 59.52 per cent said they have teachers common room and pupils common room. 11.90 per cent mentioned they have science laboratory. 71.42 per cent stated they have toilet.

55.55 per cent of the respondents from rural areas said they have headmasters' room, and teachers common room. 44.44 per cent stated they have pupils common room. 4.76 per cent said they have Science laboratory. 66.66 per cent mentioned they have toilet.

The majority of the respondents said they have headmasters room and toilet.

TABLE 6.12:03 Room facilities enjoyed by schools as reported by the headmasters from government, deficit and non-deficit schools.

Facilities	Government	Deficit	Non-deficit
Headmaster's room	14 93.33	30 75.00	2 40.00
Teachers' common room	12 80.00	30 75.00	2 40.00
Pupils common room	-	5 12.50	-
Science laboratory	-	8 20.00	-
Auditorium	-	-	-
Toilet	10 66.66	30 75.00	-
Office room	14 93.33	30 75.00	-
Gymnasium	-	-	-

93.33 per cent of the respondents from government institutions stated that they have headmasters' room. The same percentage mentioned they have teachers' common room, toilet and office room.

In deficit schools, 75.00 per cent of the respondents gave the information that they have headmasters' room, teachers common room, toilet and office room. 12.50 per cent said they have pupils common room. 20.00 per cent stated they have science laboratory.

In non-deficit institutions, 40 per cent mentioned they have headmasters' room and teachers common room.

Thus the majority of the respondents from government, deficit and non-deficit institutions stated that they have

33.33 per cent of the respondents from urban areas stated they have a library. 66.67 per cent they said they do not have it.

16.66 per cent of the respondents from rural areas said they have a library. 83.34 per cent stated they do not have a library.

Thus most of the schools both urban and rural do not have a library in the school.

TABLE 6.13:03 The information on library as given by the headmasters from government, deficit and non-deficit schools.

	Library		Incharge of library		Reading room		Book bank		Well lighted room	
	Yes	No	Libra- rian	Tea- cher	Yes	No	Yes	No	Yes	No
Govt.	11 73.33	14 26.64	-	11 73.33	5 45.45	6 54.55	30 60.00	20 40.00	20 40.00	30 60.00
Deficit	30 70.00	20 30.00								
Non- deficit	1 10.00	4 90.00								

73.33 per cent of the respondents from government institutions stated they have a library. 26.64 per cent said they do not have a library. 73.33 per cent reported that the teachers were incharge of the library. 45.45 per cent mentioned they have reading rooms. 54.55 per cent said that they do not have reading rooms. 60 per cent stated they have book bank. 40 per cent did not have book bank. 40 per cent of the respondents said that the rooms were well lighted. 60 per cent gave the

information that the rooms were not well lighted.

In deficit schools, 70 per cent reported they have library. 30 per cent they said they have no library.

In non-deficit schools 10 per cent of the respondents mentioned they have a library. 90 per cent stated they do not have library.

It is seen that the government institutions have more facilities than private management schools. Besides library there were reading room which were more lighted and also provision for a book bank.

Most of the deficit schools also have a library with no other facilities like reading room and book bank.

Most of the non-deficit schools have no library.

6.14 Stocks of the library

The respondents have to answer whether they have the different kinds of books in the library. Some suggestions were offered in the questionnaire. The responses are analysed in the following three tables.

TABLE 6.14:01 The stock in the library as given by male and female headmasters.

Types of books in the library	Male	Female
Textbooks	25 83.33	15 50.00
Reference books	-	-
Journals	-	-
Periodicals	-	-
Newspapers	10 33.33	10 33.33

83.33 per cent of male respondents said they have textbooks. 33.33 per cent mentioned they have newspapers.

50.00 per cent of female stated they have textbooks. 40 per cent said they have newspapers.

The majority of the respondents reported they have textbooks and newspapers in the library.

TABLE 6.14:02 The stock in the library as given by the headmasters from urban and rural areas.

Types of books in the library	Urban	Rural
Textbooks	20 47.61	5 27.77
Reference books	-	-
Journals	-	-
Periodicals	2 4.76	-
Newspapers	20 47.61	4 22.22

In the urban areas 47.61 per cent of the respondents stated they have textbooks, and newspapers. 4.76 per cent said they have periodicals in their library.

In rural areas 27.77 per cent of the respondents mentioned they have textbooks. 22.22 per cent reported they have newspapers in the library.

Thus the majority of the respondents gave the information that they have textbooks and newspapers in the library.

TABLE 6.14:03 The stock in the library as reported by the headmasters from govt., deficit and non-deficit schools.

Types of books in the library 66666666666666	Govt.	Deficit	Non-deficit
Textbooks	11 73.33	30 75.00	-
Reference books	11 73.33	-	-
Periodicals	1 6.66	-	-
Newspapers	6 40.00	5 12.50	-

73.33 per cent of the respondents from government institutions said they have textbooks and reference books in the library. 6.66 per cent mentioned they have journals and periodicals. 40 per cent stated they have newspapers. 75.00 per cent from deficit schools stated they have textbooks and 12.50 per cent said they have newspapers.

In non-deficit schools there was no stock of books at all in the library.

The majority of the respondents from government and deficit institutions give the information that they have textbooks and reference books in the library.

6.15 Playground and kinds of games

The respondents have to answer whether they have a play ground and the kinds of games provided. Regarding kinds of games they were to tick the ones they have in their schools. The following three tables show the results.

TABLE 6.15:01 The kinds of games as stated by male and female headmasters

	Playgrounds		Kinds of games	Male	Female
	Yes	No			
Male	25 83.33	10 33.33	Foot ball	15 50.00	
Female	10 33.33	25 83.33	Badminton	15 50.00	8 26.66
			Basket ball	10 33.33	15 50.00
			Hockey	-	-
			Cricket	2 6.66	-
			Carom	5 16.66	10 33.33
			Chinese checker	-	-
			Table tennis	8 26.66	8 26.66
			Chess	-	-

83.33 per cent of male respondents they reported they have a playground while the other 33.33 per cent said they have no playground at all.

33.33 per cent of female said they have playground while the other 83.33 per cent stated they have no playground.

Regarding kinds of games, 50.00 per cent of male respondents mentioned they have football and badminton. 33.33 per cent stated they have basket ball. 6.66 per cent said they

have cricket. 16.66 per cent said they have carom board and 26.66 per cent mentioned they have table tennis.

26.66 per cent of female respondents stated they they have badminton and table tennis. 50 per cent said that they have basket ball. 33.33 per cent reported they have carom board.

The majority of male and female respondents said that they have facilities for basket ball, badminton and football in their schools.

TABLE 6.15:02 Kinds of games as reported by the headmasters from urban and rural areas.

	Playground		kinds of games	Urban	Rural
	Yes	No			
Urban	x	x	Football	15 35.71	4 22.22
			Volley ball	5 11.90	3 16.66
			Badminton	10 35.71	4 22.22
			Basket ball	15 35.71	-
			Hockey	-	-
			Cricket	-	-
			Carom	10 35.71	2 11.11
			Chinese checker	-	-
			Table tennis	10 35.71	6 33.33
			Chess	-	-

35.71 per cent of the respondents from urban areas stated that they have football and basket ball. 11.90 per cent said that they have volley ball. 35.71 per cent mentioned that they have badminton, carom and table tennis.

22.22 per cent from rural areas said that they have football and badminton. 16.66 per cent mentioned that they have volley ball. 11.11 per cent said that they have carom. 31.47 per cent reported that they have table tennis.

The majority of the respondents both from urban and rural areas stated that they have facilities for football, basket ball, badminton, carom and table tennis in their school.

TABLE 6.15:03 Kinds games as stated by the headmasters from government, deficit and non-deficit schools.

	Playground		kinds of games	Govt.	Deficit	Non-deficit
	Yes	No				
Govt.	11	4	Football	10	20	1
	73.33	26.67		66.66	50.00	20.00
Deficit	30	8	Volley ball	6	-	-
	75.00	20.00		40.00		
			Basket ball	8	20	-
				53.33	50.00	
			Hockey	-	-	-
			Cricket	-	-	-
			Carom	8	10	2
				53.33	25.00	40.00
			Chinese checker	-	10	-
					25.00	
			Table tennis	8	-	-
				53.33		
			Chess	-	-	-

73.33 per cent of the respondents from government institutions said they have playgrounds. 26.67 per cent reported that they have no playground.

In deficit institutions, 75.00 per cent said that they have playground while 20.00 per cent did not have playground.

Thus the majority of the respondents both from government and deficit institutions stated they have playgrounds.

66.66 per cent of the respondents from government institutions mentioned they have football, 11.50 per cent said they have volley ball, 15.39 per cent stated they have badminton, basket ball, carom and table tennis.

50.00 per cent of the respondents from deficit schools mentioned they have football, and basket ball. 25.00 per cent said they have badminton, carom and chinese checker.

In non-deficit institutions, 20.00 per cent said that they have football. 40.00 per cent reported they have carom.

The majority of the respondents from government, deficit and non-deficit schools stated that they have football, badminton, carom, basket ball and table tennis.

6.16 Physical training facilities

The respondents have to answer whether the students took part in different kinds of physical training and games. The responses are analysed in the following three tables.

TABLE 6.16:01 The different kinds of games as expressed by headmasters from urban and rural areas.

	Full time	Part time	Students participation		N.C.C.		Guides & Scouts	
			Yes	No	Yes	No	Yes	No
Urban		20 59.52						
Rural		7 16.66						

59.52 per cent of the respondents stated that there was part time physical training institutions in urban areas.

16.66 per cent of the respondents from rural areas reported that teachers were engaged in part time job for physical training.

Thus the majority of teachers for games were part time teachers.

TABLE 6.16:02 The different kinds of games participated in schools as stated by the headmasters from the govt, deficit and non-deficit schools.

	Full time	Part time	Students participation		N.C.C.		Guides & Scouts	
			Yes	No	Yes	No	Yes	No
Govt.	2 13.33	6 40.00	12 80.00	3 20.00	4 26.67	11 79.58	3 20.00	12 80.00
Deficit	10 25.00	40 95.23	40 95.23	20 50.00	15 37.50		10 25.00	15 37.50
Non-deficit	-	3 60.00	-	-	-	-	-	-

13.33 per cent of the respondents from government institutions mentioned they have full time teachers for games. 40 per cent stated they have part time teachers. 80 per cent of the respondents said that their schools participated in different kinds of games.

TABLE 6.16:03 The different kinds of games as expressed by male and female respondents.

	Full time	Part time	Students participation	N.C.C.		Guides & Scouts	
				Yes	No	Yes	No
Male	4 13.33	26 86.66	20 66.66	15 50.00	15 50.00	-	-
Female	3 10.00	27 90.00	18 60.00	10 33.33	12 40.00	5 16.66	

13.33 per cent of male and 10.00 per cent of female respondents stated that they have full time teachers for physical training. 86.66 per cent of male respondents and 90.00 per cent of female respondents said that they have part time teachers.

50.00 per cent of male respondents and 33.00 per cent of female respondents said that they had provision for N.C.C. and 16.66 per cent of female respondents said that there was provision for girl guide.

The majority of the respondents reported that they there was students particular in physical training and most of the teachers were part time teachers.

While 20 per cent of them reported that their schools did not participate in games. 26.67 per cent stated there is NCC programme in their schools. 79.58 per cent of the respondents reported that there was no such participation. 20.00 per cent mentioned that they have scouts and guides. 80.00 per cent reported that there was no such provision.

In deficit school 25.00 per cent mentioned that there was full time teachers for P.T. 95.23 per cent said that they had part time teachers for physical training. 95.23 per cent of the respondents reported there was students participation in sports. 50 per cent said that there was no students participation in sports. 37.50 per cent of the respondents said they have NCC. 25.00 per cent stated they have Scouts and Guides.

13.33 per cent reported they have no provision for Scouts and Guides.

In non-deficit schools, 60 per cent of the respondents stated that there was part time job for physical training teachers.

Thus it was known from the respondents from government, deficit and non-deficit schools that most of the teachers for physical training were part time teachers and only very few schools had the provision for NCC and Scouts and Guides.

6.17 Teachers and their Problems.

The respondents were asked or number of questions about teachers problem of the teachers. The first of these items was on staff meeting in the schools. The findings are shown in the following tables.

TABLE 6.17:01 Staff meeting as reported by male and female headmasters and those from urban and rural places.

Respon- dents	Meeting held regularly	Convener of meetings Headmaster	Items discussed	Follow up action taken or not
Male	28 93.33		Academic	
Female	25 83.33		Academic	
Urban	25 59.52			
Rual	12 66.66			

93.33 per cent of male respondents said that they had regular meeting. The convener was the headmaster and the item discussed was academic matters.

83.33 per cent female respondents stated that the meeting was held regularly where they discussed about the academic matters. The convener was the head of the institution.

Thus the majority of the respondents mentioned that the school meeting was held regularly where academic matters were discussed and the convener was the head of the institution.

59.52 per cent of the urban respondents stated that the meeting was held regularly and 66.66 per cent from rural areas reported that the faculty meeting was held regularly, where academic matters were discussed and the convener was the headmaster or headmistress.

TABLE 6.17:02 The faculty meeting as expressed by the headmasters from govt., deficit and non-deficit schools.

Respon- dents	Meeting held in regul,arity	Convener	Item	Follow-up action
Govt.	15 100.00	Head of the institution	Academic	
Deficit	30 75.00	Head of the institution	Academic	
Non-deficit	4 80.00			

100.00 per cent of the respondents from government institutions stated that the faculty meeting was held regularly where academic matters were discussed and the convener was the head of the institutions.

In deficit schools, 75.00 per cent mentioned that they the meeting was held regularly where academic matters were

discussed and the convener was the head of the institutions.

In non-deficit schools, 80.00 per cent of the respondents stated that the meeting was held regularly where academic matters were discussed and the convener was the head of the institutions.

Thus the majority of the respondents reported that the meeting was held regularly where academic matters were discussed and the convener was the head of the institution.

6.18 Recruitment of teachers

The respondents were asked to mention the method of recruitment of teachers in their institutions. The following tables give the findings:

TABLE 6.18:01 The method of recruiting teachers as stated by male and female headmasters.

Respon- dents	Who recruits teachers?					
	Yourself	M.C.	Inspector	DPI	DSC	M.P.S.C.
Male	20 66.66	20 66.66	15 50.00	5 33.33	5 33.33	
Female	15 50.00	12 40.00	10 33.33	10 33.33	5 33.33	

66.66 per cent of male respondents stated that the Managing Committee and Inspector of Schools recruited the teachers. 50.00 per cent said that the DPI recruited the teachers. 33.33 per cent mentioned that the Meghalaya Public Service Commission and District Selection Committee appointed the teachers.

50.00 per cent of female respondents said that the Managing Committee recruited the teachers. 40.00 per cent stated that Inspector of Schools appointed the teachers. 33.33 per cent reported that the DPI and D.S.C. were responsible for the appointment of teachers. 33.33 per cent mentioned that Meghalaya Public Service Commission recruited the teachers.

The majority of the respondents both male and female stated that Managing Committee and the Inspector of Schools were responsible for the appointment of teachers.

TABLE 6.18:02 The method of recruiting teachers as reported by the headmaster from urban and rural areas.

Respon- dents	Who recruits teachers?					
	Yourself	M.C.	Inspector	D.P.I.	M.P.S.C.	D.S.C.
Urban	25	25	20	15	15	
		59.52	47.61	35.71		
Rural	5	5	5	2		
		27.77	27.77	11.11		

59.52 per cent of the respondents from urban areas said that Managing Committee recruited the teachers. 47.61 per cent stated the Inspector of Schools was responsible for the appointment of teachers. 35.71 per cent reported that D.P.I. recruited the teachers.

27.77 per cent of the respondents from rural areas mentioned that the Managing Committee and the Inspector of Schools recruited the teachers. 11.11 per cent reported that the D.P.I. was responsible for the appointment of teachers.

The majority of the respondents both from urban and rural areas stated that the Managing Committee and the Inspector of Schools were responsible for the appointment of teachers.

TABLE 6.18:03 Recruitment of teachers as informed by the headmasters from Govt., Deficit and Non-deficit schools.

Respon- dents	Who recruits teachers					
	Yourself	M.C.	Inspector	D.P.I.	M.P.S.C.	D.S.C.
Govt.		6 40.00	4 26.66	2 33.33	8 53.33	5 33.33
Deficit		20 50.00	25 62.50	25 62.50		
Non-deficit		1 20.00	4 80.00			

40.00 per cent of the respondents from government institutions said that the Managing Committee recruited the teachers.

26.66 per cent stated that the Inspector of Schools was responsible for the appointment of teachers. 33.33 per cent mentioned that the DPI and DSC recruited the teachers. 53.33 per cent reported that the appointment of teachers was done by MPSC.

In deficit institution 50.00 per cent of the respondents mentioned that the Inspector of Schools recruited the teachers. 62.50 per cent stated that Inspector of Schools and DPI were responsible for recruitment of teachers.

In non-deficit schools, 20 per cent of the respondents said that the teachers were appointed by the Managing Committee. 80 per cent stated that appointment was done by the Inspector of School.

6.19 The knowledge of the number of teachers

The respondents were asked to give information regarding the numbers of teachers in their schools. Some of them did not give the information regarding the number of teachers. The results are shown in the following table.

TABLE 6.19:01 Total number of teachers

	Undergraduate	Graduate	Postgraduate
Urban	242	337	57
Rural	54	38	8
Govt.	57	66	30
Deficit	219	282	46
Non-deficit	20	50	

In urban areas schools covered there were 242 undergraduate teachers, 337 graduate teachers, 57 postgraduates.

In rural areas there were 54 undergraduate teachers, 38 graduates, 8 postgraduate teachers.

In urban areas most of the teachers were graduates. In rural areas most of the teachers were undergraduates.

In government institutions there were 57 undergraduates teachers, 66 graduate and 8 post graduate teachers.

In deficit schools, there were 219 undergraduates teachers. 282 graduates, 46 post-graduates.

In non-deficit schools, there were 20 undergraduate teachers, 50 graduates teachers.

Thus the majority of teachers were graduates from government, deficit and non-deficit institutions.

6.20 Facilities enjoyed by teachers

The respondents have to tick the facilities they have their teachers in their schools. The results appear in the following tables.

TABLE 6.20:01 The facilities enjoyed by the staff as expressed by male and female headmasters.

Respondents	Facilities						
	Salary Govt. approved rates	Leave facilities	Pension	G.P.F.	Medical facilities	Housing facilities	Security of Service
Male		15 50.00	12 40.00	12 40.00			2 6.66
Female		12 40.00	10 33.33	10 33.33			2 6.66

50.00 per cent of male respondents stated that they have leave facilities. 40.00 per cent mentioned that they have pension and G.P.F., 6.66 per cent pointed out that they have security of service.

40.00 per cent of female respondents reported that they have leave facilities. 33.33 per cent mentioned that they have pension and G.P.F. 6.66 per cent gave the information that they have security of service.

TABLE 6.20:02 The staff facilities as expressed by the headmasters from urban and rural areas.

Respon- dents	Facilities						
	Salary Govt. approved rates	Leave facili- ties	Pension	G.P.F.	Medical facili- ties	Housing facili- ties	Security of service
Urban		30 71.42	10 23.80	10 23.80			
Rural		8 44.44					

71.42 per cent of the respondents from urban areas mentioned that they have leave facilities. 23.80 per cent stated that they have pensions and G.P.F.

44.44 per cent of the respondents from rural areas said that they have leave facilities.

The majority of the respondents both from urban and rural areas stated that they have leave facilities.

TABLE 6.20:03 The facilities enjoyed by the staff as reported by headmasters from govt., deficit and non-deficit schools.

Respon- dents	Facilities						
	Salary Govt. Approved rates	Leave facili- ties	Pension	G.P.F.	Medical facili- ties	Housing facili- ties	Security of service
Govt.		15 100.00	15 100.00	15 100.00			
Deficit		10 25.00					
Non-deficit		2 40.00					

In government institutions, 100.00 per cent mentioned that they have leave facilities, pension and G.P.F.

In deficit institutions, 25.00 per cent stated that they have leave facilities.

In non-deficit schools, 40.00 per cent said that they have leave facilities.

The majority of the respondents from government, deficit and non-deficit institutions stated that they have leave facilities.

6.21 Teachers' Union

The respondents were asked to give information regarding teachers' union in their schools. The results appear in the following sections.

TABLE 6.21:01 Teachers' Union and its function as expressed by male and female headmaster.

Respon- dents	Is the teachers' Union recognised		Function of the Union
	Yes	No	
Male	25 83.33	5 16.67	Academic
Female	20 74.07	7 25.93	Academic

83.33 per cent of male respondents said that they have teachers' union. 16.67 per cent stated that they have no such union and the function of the union was to discuss academic matters.

74.07 per cent of female respondents stated that they have union. 25.93 per cent mentioned that they have no union and the function was to discuss the academic matters.

Thus the majority of the respondents said that they have teachers' union which was recognized and the item discussed in the meeting was academic.

TABLE 6.21:02 Teachers' Union and Its Function as expressed by the Headmasters from government, deficit and non-deficit schools.

Respon- dents	Is the teachers' Union recognised		Function of the Union
	Yes	No	
Government	73.33	26.67	
Deficit	80.00	20.00	
Non-deficit	-	80.00	

73.33 per cent of the respondents from government institutions stated that they have teachers' union. 26.67 per cent said that the union was not recognised and the item discussed in the meeting was academic.

80.00 per cent from deficit institutions mentioned that they have union while 20.00 per cent said that the union was not recognised.

80.00 per cent from non-deficit institutions stated that the union was not a recognised one.

Thus, the majority of the respondents from governments, deficit institutions mentioned that they have a recognised teachers' union.

6.22 Deputation of teachers

The respondents have to give information regarding deputation of teachers to undergo training.

TABLE 6.22:01 Information on teachers' deputation from training as reported by male and female headmasters.

	Teachers' Deputation		Inservice training		Where training held	
	Yes	No	Yes	No	Inside the school	Outside the school
Male	5 16.66	27 90.00	20 66.66	12 40.00		
Female	4 13.33	24 80.00	18 60.00	10 33.33		

16.66 per cent of male respondents stated that they have teachers deputation. 90.00 per cent said that they do not have any deputation. 66.66 per cent reported that they have inservice training while 40.00 per cent said that they do not have inservice training.

13.33 per cent of female respondents mentioned that they have teachers deputation. 80.00 per cent do not have any deputation. 60.00 per cent stated they have inservice training while 33.33 per cent do not have any training.

The majority of male and female respondents reported that there was no teachers' deputation. Regarding inservice training the majority of them they have the inservice training outside the school.

No one said where the training was held.

**TABLE 6.22:02 Teachers deputation and inservice training
- urban and rural comparison.**

	Teachers deputation		Inservice training		Where the training held	
	Yes	No	Yes	No	Inside the school	Outside the school
Urban	30 71.42	15 35.71	20 47.61	15 35.71		
Rural	5 27.77	5 27.77	4 22.22	8 44.44		

71.42 per cent of the respondents from urban areas mentioned that they have teachers' deputation. 35.71 per cent said they do not have any deputation. 47.61 per cent they have inservice training while 35.71 per cent do not have inservice training.

In rural areas 27.77 per cent stated that they have teachers' deputation, 22.77 per cent do not have any deputation. 22.22 per cent said they have inservice training while 44.44 per cent do not have any inservice training.

The majority of the respondents from urban areas reported that they have teachers' deputation and inservice training, while very few of them from rural areas enjoyed such facilities.

TABLE 6.22:03 Teachers deputation and Inservice training as expressed by headmasters from govt., deficit and non-deficit schools.

	Teachers deputation		Inservice training		Where the training held	
	Yes	No	Yes	No	Inside the school	Outside the school
Govt.	2 13.33	11 73.33	8 53.33			
Deficit	25 62.50	15	15 37.50	5 37.50		
Non-deficit		4 80.00				

13.33 per cent from government institutions stated that they have teachers' deputation facilities while 73.33 per cent do not have any deputation. 53.33 per cent said they have inservice training.

62.50 per cent of the respondents from deficit institutions mentioned they have teachers' deputation. 37.50 per cent they do not have deputation. The other 37.50 per cent reported they have inservice training while 37.50 per cent do not have any training.

In non-deficit schools, 80.00 per cent gave the information that they do not have teachers deputation.

Most of the respondents from deficit institutions mentioned that they have teachers' deputation. Regarding inservice training the majority of the respondents from government and deficit schools stated that they have inservice training.

6.23 School supervision

The question was put about supervision of class teaching, whether it is done by the headmaster or managing committee or Inspector of Schools or Director of Public Instruction or Deputy Director of Public Instruction. The above suggestions are already given in the questionnaires and the respondents have the one they have in their schools. The results are shown in the following three tables.

TABLE 6.23:01 Showing school supervision as stated by male and female headmasters.

Respondents	Headmaster	M.C.	Inspector	D.P.I.	D.D.P.I.	Suggestions of inspection followed up	
						Yes	No
Male	20 66.66	15 50.00	15 50.00			20 66.66	10 33.33
Female	18 60.00	10 33.33	12 40.00			20 66.66	7 23.33

66.66 per cent of male said that the supervision was done by the headmaster. 50.00 per cent stated that was done by managing committee and Inspector of School. 66.66 per cent reported that suggestions after inspection were given and followed up while 33.33 per cent said that there was no such follow up.

60.00 per cent of female respondents stated that the supervision was done by the headmaster. 33.33 per cent mentioned that it was done by the Managing Committee. 40.00 per cent gave the information that the supervision was done by the Inspector of Schools. 66.66 per cent reported that

suggestions after inspection were followed up while 23.33 per cent said that there was no follow up of suggestions.

The majority of male and female respondents said that supervision was done by the headmaster and they said that the suggestions of inspection were followed up.

TABLE 6.23:02 School supervision as expressed by the headmasters from urban and rural areas.

Respon- dents	Headmaster	M.C.	Inspector	D.P.I.	D.D.P.I.	Suggestions of ins- pection followed up	
						Yes	No
Urban	20 47.61	20 47.61	20 47.61			10 23.80	
Rural	6 33.33	4 22.22	2 11.11			8 44.44	

47.61 per cent of the respondents from urban areas stated that supervision was done by the headmaster, Managing Committee and Inspector of Schools. 23.80 per cent said that the suggestions of Inspection were followed up.

33.33 per cent of the respondents from rural areas mentioned that the supervision was done by the headmaster. 22.22 per cent said it was done by the Managing Committee. 11.11 per cent stated it was done by Inspector of Schools. 44.44 per cent reported that the suggestion of inspection were followed up.

The majority of the respondents said that supervision was done by the headmaster.

TABLE 6.23:03 School supervision as reported by the headmasters from government, deficit and non-deficit schools.

Respon- dents	Headmaster	M.C.	Inspector of Schools	D.P.I.	D.D.P.I.	Suggestions of ins- pection followedup	
						Yes	No
Govt.	10 66.66		8 53.33				
Deficit	25 62.50	20 [#] 50.00	20 50.00			25 62.50	
Non-deficit	5 100.00						

66.66 per cent of the respondents from government institutions and that the supervision was done by the headmaster. 53.33 per cent stated it was done by the Inspector of Schools.

62.50 per cent of the respondents from deficit institutions stated that supervision was done by headmaster. 50.00 per cent mentioned it was done by Managing Committee and Inspector of Schools. 50.00 per cent of the respondents said that supervision was done by the headmaster.

Thus the majority of the respondents from government, deficit and non-deficit schools mentioned that supervision was done by the head of the institutions.

6.24 School Management

The respondents were asked to give the information of school management and the results appear in the following tables.

TABLE 6.24:01 School Management as expressed by male and female headmasters.

	Governing Body		Representation given to			
	Yes	No	State Education Deptt.	Teachers	Parents	Local agencies
Male	28 93.33		15 50.00	15 50.00	2 6.66	3 6.66
Female	27 90.00		15 50.00	15 50.00	2 6.66	2 6.66

93.33 per cent of male respondents stated that they have governing body. 50.00 per cent mentioned that education department and teachers were represented on the governing body. 6.66 per cent said that parents and local agencies were represented on the governing body.

90.00 per cent of female respondents mentioned they have governing body. 50.00 per cent stated that education department and teachers were represented on the governing body. 6.66 per cent said their parents and local agencies also got representation.

Thus the majority of male and female respondents have the governing body in which the education department and teachers were represented on the Governing Body.

TABLE 6.24:02 School Management as expressed by headmasters
from urban and rural areas.

	Governing Body		Representation given to			
	Yes	No	State Educa- tion Deptt.	Teachers	Parents	Local Agencies
Urban	33 78.57		20 47.61	25 59.52	5 11.90	10 23.80
Rural	12 66.66		6 33.33	4 22.22	2 11.11	

78.57 per cent of the respondents from urban areas reported that they have the governing body. 47.61 per cent stated that the education department was represented on the governing body. 59.52 per cent said that teachers found representation on the governing body. 59.52 per cent said that teachers found representation on the governing body. 11.90 per cent stated about parents representation on the governing body. 23.80 per cent mentioned that local agencies also were represented on the governing body.

66.66 per cent of the respondents from rural areas stated they have governing body. 33.33 per cent said that Education Department was represented on the governing body. 22.22 per cent mentioned that teachers got representation on the governing body. 11.11 per cent stated that parents were represented on the governing body.

Thus the majority of the respondents from urban and rural areas reported they have governing body and they also said that education department and teachers were represented on the governing body.

TABLE 6.24:03 School Management as reported by the headmasters from govt., deficit and non-deficit schools.

	Governing Body		Representation given to			
	Yes	No	Education Department	Teachers	Parents	Local Agencies
Govt.	15 100.00		8 53.33	4 26.66	4 26.66	
Deficit	30 75.00		25 62.50	30 71.42	5 12.50	5 12.50
Non-deficit	4 80.00			4 80.00		2 40.00

100.00 per cent of the respondents from government institutions mentioned that they have governing body. 53.33 per cent stated that education department was represented on the governing body. 26.66 per cent said that teachers and parents also were represented on the governing body.

In deficit institutions, 75.00 per cent mentioned they have the governing body. 62.50 per cent said that education department was represented on the governing body. 71.42 per cent stated that teachers were represented on the governing body. 12.50 per cent said that parents found representation on the governing body. 12.50 per cent reported that local agencies also were represented on the governing body.

80.00 per cent from non-deficit schools gave the information that they have the governing body. 66.66 per cent said that teachers representatives found in place on the governing body. 33.34 per cent stated that local agencies also were represented on the governing body.

Thus, all the schools have governing bodies. The majority of the respondents stated that Education Department and teachers were represented on the Governing Body.

6.25 Functions of the Governing Body

The respondents have to tick the ones they think most appropriate.

TABLE 6.25:01 The function of the governing body as reported by male and female respondents

Function of Governing Bodies	Male	Female
Planning the school programme	20 66.66	15 50.00
Recruitment of teachers	15 50.00	15 50.00
Preparing budget of the school	5 16.66	4 13.33
Disciplinary matters and teachers	5 16.66	2 6.66
Disciplinary matters regarding pupils	2 6.66	2 6.66

66.66 per cent of male respondents stated that the function of the governing body was to plan the school programme. 50.00 per cent said it was to recruit teachers. 16.66 per cent mentioned it was to prepare the school budget and to deal with disciplinary matters of the teachers. 6.66 per cent said it was to deal with discipline matters of the pupils.

50.00 per cent of female respondents mentioned that the function of the governing body was to plan the school programme, and to recruit teachers. 50.00 per cent stated to prepare school budget. 16.66 per cent mentioned the function was to

deal with disciplinary matters of teachers and pupils.

Thus, the majority of the teachers both male and female said that the main functions of the governing body was to plan school programme and to recruit teachers.

TABLE 6.25:02 The function of tge governing body as stated by the headmasters from urban and rural areas.

Functions of governing bodies	Urban	Rural
Planning school programme	30 71.42	6 33.33
Recruitment of teachers	20 47.61	10 55.55
Preparing budget of the school	5 11.90	12 66.66
Disciplinary matters and teachers	5 11.90	
Disciplinary matters regarding pupils	5 11.90	

71.42 per cent of the respondents from urban areas said that the function of the governing body was to plan school programme. 46.61 per cent said it was to prepare budget, to deal with disciplinary matters of teachers and pupils.

33.33 per cent of rural respondents was to plan school programme. 55.55 per cent mentioned was to recruit teachers. 66.66 per cent stated it as preparation of school budget.

The majority of the respondents both from urban and rural areas said that the main function of the governing body was to plan school programmes and to recruit teachers.

TABLE 6.25:03 The function of the governing body as reported by the headmasters from Govt., deficit and non-deficit institutions.

Functions of Governing Bodies	Govt.	Deficit	Non-deficit
Planning the school programme	8 53.33	25 62.50	2 40.00
Recruitment of teachers	8 53.33	25 62.50	2 40.00
Preparing budget of the school	5 33.33	5 12.50	
Disciplinary matters & teachers	6 40.00	5 12.50	
Disciplinary matters regarding pupils	5 33.33	5 12.50	

53.33 per cent of the respondents from government institutions said that the function of the governing body was to plan school programme, and to recruit teachers. 33.33 per cent stated it was to prepare school budget and to deal with disciplinary matters regarding pupils. 40.00 per cent mentioned it was to deal with disciplinary matters of the teachers.

62.50 per cent of the respondents from deficit institutions the function was to plan school programme and to recruit teachers. 12.50 per cent mentioned it was to prepare school budget and to deal with disciplinary matter of the teachers and the pupils.

6.26 Affiliation to the Board.

The respondents have to give information regarding affiliation of their school to the Meghalaya Board of School Education.

TABLE 6.26:01 The school affiliation to the Board as stated by male and female headmasters and urban and rural population.

State Schools	Affiliation to the state school Board	
	Yes	No
Male	28 93.33	
Female	9 30.00	
Urban	30 71.42	
Rural	-	

93.33 per cent of male respondents said that their schools are affiliated to the Board of Secondary Education.

30.00 per cent of female respondents stated that their school was affiliated to the Board of school.

Thus the majority of the respondents said that most of the school were affiliated to the Board of School.

71.42 per cent of the respondents from urban areas said that their schools were affiliated to the Board of School education.

TABLE 6.26:02 School affiliation to the Board of School as expressed by the headmasters from govt., deficit and non-deficit schools.

	Affiliation to the Board	
	Yes	No
Govt.	15 100.00	
Deficit	35 87.50	
Non-deficit	-	

6.27 Planning the school work as expressed by the respondents from urban and rural areas.

TABLE 6.27:01 Planning the school works as expressed by the respondents from urban and rural areas.

Respon- dents	Planning the school works			
	Headmasters	Governing Bodies	Headmasters & teachers	State Education department
Urban	2 4.76	15 35.71	25 59.53	
Rural	2 11.11	5 27.77	11 61.12	

4.76 per cent of the respondents from urban and 11.11 per cent from rural areas said that the school work is done by the headmasters. 35.71 per cent of the respondents from urban and 27.77 per cent from rural areas stated that the school work was done by the governing body. 59.00 per cent of the respondents from urban and 61.12 per cent from rural areas and that the school work was done by the headmasters and teachers.

Thus the majority of the respondents reported that the school work was done by headmasters and teachers.

Planning the school works as reported by the respondents from government, deficit and non-deficit schools.

TABLE 6.27:02 Planning the school works from government deficit and non-deficit institutions

Respon- dents	Planning the school works			
	Headmasters	Governing Bodies	Headmasters & teachers	state Education departtment
Government	2 13.33	3 20.00	10 66.67	
Deficit	5 12.50	10 25.00	25 62.50	
Non-deficit	1 20.00	-	4 80.00	

13.33 per cent of the respondents from government, 12.50 per cent from deficit and 20.00 per cent from non-deficit gave the information that the school work was done by the headmasters, 20.00 per cent from government, 25.00 per cent from deficit said that the school work was done by the governing body. 66.67 per cent from govt. 62.50 per cent from deficit and 80.00 per cent from non-deficit institutions stated that the planning of the school works was done planning the school work as done differently by different schools and the respondents have to tick from the answers already given in the questionnaire.

Planning the school works as expressed by male and female respondents.

TABLE 6.27:03 Planning the school works as expressed by male and female respondents.

Respon- dents	Planning the school works			
	Headmasters	Governing bodies	Headmasters & teachers	State Education Department
Male	2 6.66	8 26.67	20 66.67	20 66.67
Female	2 6.66	2 6.66	26 86.68	

6.66 per cent of male respondents and 6.66 per cent of female respondents said that the school work was done by the headmasters. 26.67 per cent of male respondents and 6.66 per cent of female respondents stated that the school work was done by the governing body. 66.67 per cent of male respondents and 86.68 per cent of female respondents said that the school work was done by the headmasters and teachers.

Thus, the majority of the respondents both male and female reported that the school work was done by the headmasters and teachers.

Thus, the majority of the respondents from government, deficit and non-deficit schools reported that the planning of the school works was done mostly by the headmasters and teachers.

6.28 Preparation of the time-table

The respondents have to tick the right answer from the questionnaires already given whether the time-table was prepared by the headmaster, Managing Committee, teachers and

headmasters and teachers.

TABLE 6.28:01 The information on preparing the time-table by male and female headmasters.

Respondents	Who prepare the time-table			
	Headmasters	Managing Committee	Teachers	Headmasters and Teachers
Male	12 40.00	10 33.33	10 33.33	20 66.66
Female	12 40.00	10 33.33	15 50.00	15 50.00

40.00 per cent of male respondents said that the time table was prepared by the headmaster. 33.33 per cent stated it was prepared by the Managing Committee and the teachers. 66.66 per cent mentioned it was prepared by headmasters and teachers.

40.00 per cent of female respondents stated that the time table was prepared by the headmaster. 33.33 per cent said it was prepared by the Managing Committee and teachers. 50.00 per cent mentioned it was prepared by headmaster and teachers.

Thus the majority of the respondents both male and female said that the time table was prepared by the headmasters and teachers.

TABLE 6.28:02 The information on preparing the time table by the headmasters from urban and rural areas

Respondents	Who preparing the time-table			
	Headmasters	Managing Committee	Teachers	Headmasters & Teachers
Urban	20 47.61	25 59.52	18 42.85	12 28.57
Rural	8 44.44	4 22.22	2 11.11	2 11.11

47.61 per cent of the respondents from urban areas said that the time-table was prepared by the headmaster. 59.52 per cent stated that it was prepared by the Managing Committee. 42.85 per cent said it was prepared by teachers and 28.57 per cent mentioned that it was prepared by headmasters and teachers.

44.00 per cent of the respondents stated that the time-table was prepared by the headmaster. 22.22 per cent said it was prepared by the Managing Committee. 11.11 per cent reported that it was prepared by the headmasters and teachers.

Thus the majority of the respondents both from urban and rural areas said that the time-table was prepared by the headmasters and Managing Committee.

TABLE 6.28:03 The preparation of time-table as reported by the headmaster from government, deficit and non-deficit institutions

Respon- dents	Who prepare the time-table			
	Headmaster	Managing Committee	Teachers	Headmaster & Teachers
Govt.	8 53.33	6 40.00	6 40.00	9 60.00
Deficit	30 75.00	25 62.50	20 50.00	20 50.00
Non-deficit	2 40.00	3 60.00		

53.33 per cent of the respondents from government institutions said that time-table was prepared by the headmaster. 40.00 per cent stated it was

prepared by Managing Committee and teachers. 60.00 per cent mentioned it was prepared by Headmaster and teachers.

In deficit institutions, 75.00 per cent stated that the time-table was prepared by the headmaster. 62.50 per cent and that it was prepared by the Managing Committee. 50.00 per cent said that it was prepared by headmaster and teachers.

In non-deficit schools 40.00 per cent said it was prepared by headmaster and 60.00 per cent stated it was prepared by Managing Committee.

The majority of the respondents from the three different managements said that the time-table was prepared by the headmaster and the teachers.

6.29 Problems of Maintaining Discipline

The respondents have to give their own view on how to deal with the problems of maintaining discipline.

TABLE 6.29:01 The ways of maintaining school discipline as stated by male and female headmasters.

Respon- dents	Headmaster & teachers	Headmaster teachers & guides	Committee for School discipline	
			Yes	No
Male	30 100.00	3 10.00	20 66.66	10 33.34
Female	25 83.33	3 10.00	15 50.00	15 50.00

100.00 per cent of male respondents mentioned that the discipline was maintained by headmasters and teachers. 10.00 per cent said it was maintained by headmaster, teachers and guides. 66.66 per cent said that they have committee for school discipline while 33.34 per cent said that there was no such committee.

83.33 per cent of female respondents stated that the discipline was maintained by headmaster and teachers. 10.00 per cent said it was maintained by headmaster, teachers and guides. 50.00 per cent said that there was a committee on school discipline while the other 50.00 per cent said that there was no committee at all for discipline.

Most of the respondents both male and female said that discipline was maintained by the headmasters and teachers and there was also a committee for school discipline.

TABLE 6.29:02 Maintaining of school discipline as expressed by the respondents from urban and rural areas.

Respon- dents	Headmaster, teachers & guidance	Headmaster, teachers & guidance	Committee on school discipline	
			Yes	No
Urban	30 71.42	15 35.71	20 47.61	5 11.90
Rural	10 55.55	12 66.66	5 27.77	6 33.33

71.42 per cent of the respondents from urban and areas said that discipline was maintained by headmasters and teachers. 35.71 per cent stated it was maintained by headmaster, teachers and guidance. 47.61 per cent said they have

committee for school discipline. 11.90 per cent said there was no such committee.

55.55 per cent of rural respondents mentioned that discipline was maintained by headmaster and teachers. 66.66 per cent said it was maintained by headmaster, teachers and guides. 27.77 per cent stated that there were discipline committee. 33.33 per cent said that there was no such discipline committee.

Thus the majority of the respondents said that discipline was maintained by headmaster and teachers in which and the more discipline committee existed in urban areas.

TABLE 6.29:03 The way of maintaining school discipline by the headmasters from government, deficit and non-deficit schools.

Respon- dents	Headmaster & teachers	Headmaster, teachers & guidance	Committee on School discipline	
			Yes	No
Govt.	10 66.66	2 13.33	2 13.33	9 81.82
Deficit	30 75.00	10 23.80	30 80.00	20 20.00
Non-deficit	4 80.00	1 20.00	1 20.00	4 80.00

66.66 per cent of the respondents from government institution said that discipline was maintained by headmaster and teachers. 13.33 per cent said it was maintained by teachers, headmasters and guides. 13.33 per cent mentioned that there was discipline committee. 81.82 per cent said that there was no such committee.

75.00 per cent of the respondents from deficit school stated that discipline was maintained by headmaster and teachers. 23.80 per cent said it was maintained by headmasters, teachers and guides. 80.00 per cent stated that there was discipline committee. 20.00 per cent said there was none.

80.00 per cent of the respondents from non-deficit school said that discipline was maintained by headmaster and teachers. 20.00 per cent said it was maintained by headmaster, teachers and guides. 20.00 per cent said there was discipline committee while 80 per cent said that there was no discipline committee.

Thus the majority of the respondents from government deficit and non-deficit institutions said that discipline was maintained by headmaster and teachers. Most of the schools had no discipline committee except in deficit schools.

6.30 **Finance and Auditing**

The respondents have to give the information regarding finance and auditing. They have to tick the appropriate answer given in the questionnaire. The findings appear in the following letters.

TABLE 6.30:01 Sources of income as reported by male and female headmasters.

Respon- dents	Sources of Income			
	Government grant	Grant from local bodies	Fees	Donations
Male	20 66.66	15 50.00	15 50.00	15 50.00
Female	18 60.00	12 40.00	13 43.33	10 33.33

66.66 per cent of male respondents said that the source of income was government grant. 50.00 per cent stated that they were grant from local bodies, fees and donations.

60.00 per cent of female respondents mentioned that the source of income was government grant. 40.00 per cent said it was grant from local bodies. 43.33 per cent stated it was fees and 33.33 per cent said it was donations.

The majority of the respondents both male and female said that the main source of income was government grant.

TABLE 6.30:02 Source of income as reported by the headmasters from rural and urban areas.

Respon- dents	Source of income			
	Government grant	Grant from local bodies	Fees	Donations
Urban	25 59.52	15 35.75	10 33.80	10 23.80
Rural	6 33.33	2 11.11	4 22.22	2 11.11

59.52 per cent of the respondents from urban areas said that the source of income was government grant. 35.75 per cent said it was grant from local bodies. 23.80 per cent it was fees and 23.80 per cent it was donations.

33.33 per cent of the respondents from rural areas said that source of income was government grant. 11.11 per cent they were grant from local bodies and donations. 22.22 per cent said that some of income was fees.

TABLE 6.30:03 Sources of income from government, deficit and non-deficit schools as stated by the headmasters.

Respon- dents	Sources of income			
	Government grant	Grant from local bodies	Fees	Donations
Govt.	15 100.00		6 40.00	
Deficit	30 75.00	15 37.50	10 25.00	10 25.00
Non-deficit		1 20.00	4 80.00	

100.00 per cent of the respondents from government institutions said that the source of income was government grant. 23.80 per cent stated it was fees.

75.00 per cent of the respondents from deficit institutions said that the source of income was government grant.

37.50 per cent said it was grant from local bodies. 25.00 per cent stated it was fees and donations.

In non-deficit schools, 20.00 per cent said that the source income was grant from local bodies. 80.00 per cent said it was fees.

The majority of the respondents from government and deficit institutions said that the main source of income was government grant except in non-deficit schools it was fees.

6.31 Types of financial assistance

The respondents have to tick the financial assistance enjoyed by their schools.

TABLE 6.31:01 The types of financial assistance as expressed by male and female headmasters.

Respon- dents	Forms of financial grant			
	Deficit grants for salaries	Building grant	Science laboratory grant	Grants for scholarship
Male	20 66.66	10 33.33		26 86.66
Female	25 83.33	5 16.66		26 86.66

66.66 per cent of male respondents said that they received deficit grants for salaries. 33.33 per cent said that they got building rent. 86.66 per cent said they received grants for scholarship.

83.33 per cent of female respondents stated they received deficit grants for salaries. 16.66 per cent said that they received building grant. 86.66 per cent received grants for scholarship.

The majority of the respondents both male and female said that main financial assistance received was deficit grant for salaries and grant for scholarship.

TABLE 6.31:02 The types of financial assistance enjoyed by the schools as reported by male and female headmasters.

Respon- dents	Forms of financial grant			
	Deficit grants for salaries	Building grant grants	Science laboratory	Grants to pay Scholarship
Urban	25 59.52			25 59.25
Rural	10 55.55			2 11.11

59.52 per cent of the respondents from urban areas stated that they received deficit grants for salaries. The other 59.52 per cent said that they received grants to pay scholarship.

55.55 per cent of the respondents from rural areas stated that they received deficit grants for salaries. 11.11 per cent said that they received grants to pay scholarship.

Thus, the majority of the respondents both urban and rural areas said that they received deficit grants for salaries and grants to pay scholarship.

TABLE 6.31:03 The types of financial assistance got by the school as stated by headmasters from govt., deficit and non-deficit Schools

Respon- dents	Forms of financial assistance			
	Deficit grants for salaries	Building grant	Science laboratory	Grant to pay scholarships
Govt.	8 53.33	8 53.33	4 26.66	10 66.66
Deficit	20 50.00			10 25.00
Non-deficit	-	-	-	-

53.33 per cent of the respondents stated that they received deficit grants for salaries, and also building grant. 26.66 per cent said that they received science laboratory grants. 66.66 per cent they said they received grants to pay scholarship.

50.00 per cent of the respondents from deficit institution said that they received deficit grants for salaries. 25.00 per cent mentioned they received grants to pay scholarships.

Thus the respondents from the different management said that they received deficit grants for salaries and grant to pay scholarship.

6.32 Getting financial assistance in time

The respondents have to say whether they get financial assistance in time or not. The results appear in the following table.

TABLE 6.32:01 Getting of financial assistance in time as expressed by male and female headmasters and those from urban and rural, govt., deficit and non-deficit schools.

Respondens grouip	Financial assistance received in time	
	Yes	No
Male	27	
	80.00 90.00	
Female	28	
	93.33	
Urban	35	
	83.33	
Rural	8	
	44.44	
Govt.	12	
	80.00	
Deficit	40	
	100.00	
Non-deficit	-	

90.00 per cent of male they said that they received finance assistance in time. 93.33 per cent of female they said they get the assistance in time. 83.33 per cent from urban. 44.44 per cent from rural, 80.00 per cent from government and 100.00 per cent from deficit schools they said they received financial assistance in time.

The most of the teachers they said they received financial assistance in time.

6.33 Funds maintained by the School

The respondents have to tick the form in which the school funds were kept. The results appear in the following table.

TABLE 6.33:01 Funds maintained in the schools as reported by male and female headmasters.

Respon- dents	Funds maintained in the school		Access of funds	
	Keeping in banks	Post Office Savings A/cs	Secretary of School	Headmaster
Male	30 90.90	10 9.1		
Female	28 83.33			

90.90 per cent of male respondents said that they kept the funds in the bank. 9.1 per cent stated they kept in Post Office.

83.33 per cent of female respondents said that they kept the funds in the bank.

Thus, the majority of male and female respondents said that they keep the funds in the bank.

TABLE 6.33:02 The funds maintained in the school as expressed by the headmasters from urban and rural areas.

Respon- dents	Funds maintained in the school		Access to fund	
	Keeping in Bank	Post Office Saving A/cs	Secretary of School	Headmaster
Urban	42 75.00	15 25.00	8 19.04	10 23.80
Rural	10 55.55	2 11.11		2 11.11

75.00 per cent of the respondents from urban areas said that they kept the funds in the Bank. 25 per cent they kept in the post office. 19.04 per cent stated that the Secretary had access to funds while 23.80 per cent stated the Secretary had access to funds.

55.55 per cent of the respondents from rural areas said that the funds is kept in Bank. 11.11 per cent they put in post office. 11.11 per cent stated that the headmaster had access to funds.

Most of the respondents from urban and rural said that they keep the money in the Bank.

In urban areas the Secretary had access to funds while in rural areas the headmaster had access to funds.

TABLE 6.33:03 Funds maintained in the school as stated by the headmaster from government, deficit and non-deficit schools.

Respon- dents	Funds maintained in the school		Access to funds	
	Keeping in Bank	Post office Savings A/cs	Secretary of School	Headmaster
Govt.	12 80.00	2 13.33	12 80.00	
Deficit	20 50.00	20 50.00	20 50.00	
Non-deficit	4 80.00			

80.00 per cent of the respondents from government institutions said that funds were kept in the Bank. 13.33 per cent stated that funds were kept in Post Office. 80.00 per cent said that Secretary had access to the funds.

50.00 per cent of the respondents from deficit schools said that funds were kept in the Bank and Post Office. 50.00 per cent reported that Secretary had access to funds.

Thus the majority of the respondents from different types of management mentioned that funds were kept in the Bank and that the Secretary had access to the funds.

6.34 The School records.

The respondents have to tick the records they have in their schools. The results appear in the following tables.

TABLE 6.34:01 School records as expressed by male and female headmasters, and from urban and rural areas.

School records maintained	Respondent group			
	Male	Female	Urban	Rural
Admission register	30 100.00	25 83.33	20 47.61	4 22.22
Transfer and leaving certificate				
Attendance register	30 100.00	25 83.33	15 35.71	
Student conduct book				
Circular file				
Records of co-curricular activities				
Casual leave register	15 50.00	10 33.33	15 35.71	
Service book				
Supervision book				
Account book				
Salary register	25 83.33	25 83.33	20 47.61	
Staff council proceeding book				
Guardian's meeting proceeding book				
Library Catalogue				

100.00 per cent male respondents said that they had admission register, attendance register, 50.00 per cent stated that they had casual leave register and 83.33 per cent said they had salary register.

83.33 per cent of female said that they had admission register and salary register.

The majority of male and female respondents said they have admission register, attendance register, casual

leave register and salary register.

47.61 per cent of the respondents from urban areas and said that they had admission and salary register. 35.71 per cent stated they had attendance and casual leave register.

In rural areas 22.22 per cent said that they have admission register.

Thus the majority of the respondents said that they have admission, attendance, casual leave and salary register.

TABLE 6.34:02 School records as reported by the headmasters from government, deficit and non-deficit schools.

School records maintained	Respondent group		
	Govt.	Deficit	Non-deficit
Admission register	15 100.00	35 87.50	2 40.00
Transfer and Leaving Certificate	15 100.00	20 50.00	
Attendance Register	15 100.00	40 100.00	4 80.00
Students conduct book	5 33.33		
Circular file	8 53.33		
Records of co-curricular activities			
Casual leave register	6 40.00	20 50.00	
Service Book			
Supervision book			
Accounts book	5 33.33		
Salary register	15 100.00		
Staff council proceeding book			
Guardian's meeting proceeding book			
Library catalogue and issue book register			

100.00 per cent of the respondents from government institutions said they have admission, attendance, transfer and salary register. 33.33 per cent stated they have students conduct book and accounts book. 8.88 per cent said they have circular file. 40.00 per cent said they have casual leave register.

87.50 per cent of the respondents from deficit institutions said that they have admission register. 50.00 per cent stated that they have transfer and casual leave register. 100.00 per cent mentioned they have attendance register.

The government institutions had most of the school record. In deficit schools they have admission, transfer, attendance and casual leave register.

In non-deficit schools they have only admission and attendance register.

6.35 Innovation in secondary schools.

The respondents were asked to state if innovations were tried in their schools and if Yes, to describe the innovations. The responses of headmasters who said Yes, have been grouped in broad innovation areas and the results are shown in the following tables.

TABLE 6.35:01 Innovations as reported by male and female headmasters.

Respon- dents	Innovations stated areawise			
	Audio visual through film strips used	Seminars held	Group dis- cussion held	Different ways of setting ques- tions tried
Male			30 100.00	10 33.33
Female			25 83.33	25 83.33

100.00 per cent of male respondents said that they had group discussion as innovation. 33.33 per cent stated that they used different way of setting questions.

83.33 per cent of female said that they had group discussion and used different ways of setting questions.

Thus the majority of male and female respondents had group discussions.

TABLE 6.35:02 The innovations as stated by the head-
masters from urban and rural areas.

Respon- dents	Innovations stated areawise			
	Audio visual through film strips used	Seminars held	Group dis- cussion held	Different ways of setting ques- tions tried
Urban			40 95.23	10 23.80
Rural			14 77.77	12 66.66

92.23 per cent of the respondents from urban areas said that they had group discussion and 10 per cent had different ways of setting question tried as innovations.

77.77 per cent of the respondents from rural areas said they had group discussion. 66.66 per cent had different ways of setting questions. Thus the majority of the respondents both male and female had group discussion as an innovation.

TABLE 6.35:03 The innovation as expressed by the headmasters from government, deficit and non-deficit schools.

Respon- dents	Innovations stated areawise			
	Audio visual through film strips used	Seminars held	Group dis- cussion held	Different ways of setting ques- tions tried
Govt.		26.66 4	4	4
Deficit		26.66	26.66	26.66
Non-deficit		20	20	20
		50.00	50.00	50.00
			2	2
			40.00	40.00

26.66 per cent of the respondents from government institutions said that they had group discussion and the other 26.66 per cent had different ways of setting questions.

50.00 per cent from deficit institutions said that they had seminar, group discussions and different ways of setting question.

40.00 per cent from non-deficit schools said that they had group discussion and different ways of setting ques-
tions.

Thus the majority of the respondents from government, deficit and non-deficit institutions had group discussion and different ways of setting questions as innovations.

6.36 Suggestions of SCERT and NCERT

The respondents have to say whether they act upon the suggestions of SCERT and NCERT. The results appear in the following tables.

TABLE 6.36:01 Follow up of suggestions of SCERT as reported by male and female headmasters and those from urban and rural from government, deficit and non-deficit schools.

Respon- dent groups	Suggestions of SCERT/NCERT followed up	
	Yes	No
Male	20 66.66	12 40.00
Female	10 33.33	12 40.00
Urban	30 71.42	6 28.58
Rural	5 27.77	7 38.88
Govt.	12 80.00	-
Deficit	30 75.00	10 20.00
Non-deficit	1 20.00	

66.66 per cent of male respondents stated that they act upon the suggestion to SCERT while 40.00 per cent did not act accordingly.

33.33 per cent of female respondents acted upon the suggestion of SCERT while 40.00 per cent acted differently.

71.42 per cent of the respondents from urban areas stated that they acted upon the suggestion of SCERT while the other 28.58 per cent did not act the same.

27.77 per cent of the respondents from rural areas acted upon the suggestions of SCERT. 38.88 per cent acted differently.

80.00 per cent of the respondents from government institution acted upon the suggestions of SCERT. 75.00 per cent of the respondents from deficit institutions acted upon the suggestions of SCERT while the other 25.00 per cent did not act accordingly.

The majority of the respondents from government institutions acted according to the suggestion of SCERT.

6.37 Public relations and tribal welfare

The respondents have to tick from the suggestive answer given in the questionnaires on the attitude of the parents towards the school and its functioning whether they are cooperative, sympathetic, indifferent, unfavourable, antagonistic, etc. The results appear in the following table.

TABLE 6.37:01 The attitude of the parents towards the school as expressed by male and female headmasters.

Respon- dents	Attitude of parents towards school				
	Cooperative	Sympathetic	Indifference	Unfavourable	Antagonistic
Male	22 73.33	20 66.66	20 66.66		
Female	25 83.33	10 33.33	5 16.66	2 6.66	

73.33 per cent of male respondents said that parents were cooperative. 66.66 per cent stated they were sympathetic. 6.66 per cent they were indifferent.

TABLE 4.37:02 The attitude of the parents towards the schools as expressed by the Headmasters from Govt., Deficit and Non-deficit schools

Respon- dents	Attitude of the parents				
	Cooperative	Sympathetic	Indiffer- ence	Unfavou- rable	Antoganistic
Govt.	7 46.66	8 53.33	4 26.66	4 26.66	4 26.66
Deficit	20 50.00	10 25.00	10 25.00	5 12.50	5 12.50
Non-deficit	3 60.00	2 40.00	2 40.00		

46.66 per cent of the respondents from government institutions, stated that parents were cooperative. 53.33 per cent said that they were sympathetic. 26.66 per cent stated they were indifference, unfavourable and antagonistic.

50.00 per cent of the respondents from deficit institutions mentioned that parents were cooperative. 25.00 per cent said they were sympathetic and indifference. 12.50 per cent stated they were unfavourable and antagonistic.

In non-deficit schools, 60.00 per cent of the respondents said that parents were cooperative. 40.00 per cent reported that they were sympathetic and indifference.

The majority of the respondents from government, deficit and non-deficit schools stated that parents were cooperative and sympathetic towards the school and its functioning.

83.33 per cent of female respondents said that parents were cooperative. 33.33 per cent stated they were sympathetic. 16.66 per cent said that they were indifferent. 6.66 per cent mentioned they were unfavourable.

TABLE 6.37:03 The attitude of parents as expressed by the headmasters from urban and rural areas.

Respon- dents	Attitude of the parents				
	Cooperative	Sympathetic	Indiffe- rence	Unfavou- rable	Antagonistic
Urban	25 59.52	25 59.52	4 9.52	2 4.76	2 4.76
Rural	10 55.55	12 66.66			

59.52 per cent of the respondents from urban areas pointed out that parents were cooperative. 59.52 per cent were sympathetic. 9.52 per cent stated that they were indifference. 3.45 per cent mentioned they were unfavourable and antagonistic.

55.55 per cent of the respondents from rural areas mentioned that parents cooperative towards the school and its functioning. 66.66 per cent stated they were sympathetic.

Thus, both the male and female respondents said that the majority of the parents were cooperative towards the school and its functioning.

The respondents from urban and rural areas observed that the majority of the parents were cooperative and sympathetic towards the school and its activities.

6.38 Promotion of Science an Mathematics

The respondents have to tick the ones they think most suitable in respect of ways for promotion of science and mathematics among tribal students. The responses are analysed in the followed tables.

TABLE 6.38:01 The promotion of Science and Mathematics among tribal students as reported by male and female headmasters.

Respon- dents	Methods for promotion of Science and Mathematics	
	By offering financial assistance	Extra coaching
Male	30 100.00	2 6.67
Female	28 93.33	2 6.67

100.00 per cent of male respondents said that the students should be given financial assistance for the promotion of Science and Mathematics. 6.77 per cent mentioned that they should be given extra coaching.

93.33 per cent of female respondents mentioned that the students be given financial assistance for the promotion of Science and Mathematics. 6.67 per cent said that they should be given extra coaching.

Thus the majority of the respondents both male and female stated that students should be given financial assistance for the promotion of science and mathematics among the tribal students.

TABLE 6.38:02 Promotion of Science and Mathematics as stated by the Headmasters from urban and rural areas.

Respon- dents	Methods for promotion of Science and Mathematics	
	By giving financial assistance	By giving extra coaching.
Urban	40 92.52	20 47.61
Rural	8 44.44	4 22.22

92.52 per cent of the respondents from urban areas stated that students should be given financial assistance. 47.61 per cent said that they should be given extra coaching for the promotion of Science and Mathematics.

44.44 per cent of the respondents from rural areas said that students should be given financial assistance for the promotion of science and mathematics. 22.22 per cent stated they should be given extra coaching.

Thus the majority of the respondents both urban and rural felt that students should be given financial assistance for the promotion of science and mathematics.

TABLE 6.38:03 Promotion of Science and mathematics as expressed by the headmasters from Govt., Deficit and Non-deficit schools.

Respon- dents	Methods for promotion of Science and Mathematics	
	By offering financial assistance	Extra coaching
Govt.	2 13.33	8 53.33
Deficit	40 95.23	20 50.00
Non-deficit	3 60.00	3 60.00

13.13 per cent of the respondents from government institutions said that students should be given financial assistance. 53.33 per cent stated that they should be given extra coaching.

95.23 per cent from deficit institutions mentioned that students should be given financial assistance. 50.00 per cent said they should be given extra coaching.

In non-deficit schools, 60.00 per cent stated they should be given financial assistance and 50.00 per cent said that they should be given extra coaching.

The majority of the respondents from deficit and non-deficit felt that students should be given financial assistance except in government institutions, in which most of the respondents stated that extra coaching should be given to the students for the promotion of science and mathematics.

6.39 Textbooks for Science and mathematics

The respondents have to tick on the suitability of the textbooks. The results appear in the following tables.

TABLE 6.39:01 Suitable textbooks on Science and mathematics as reported by male and female headmasters.

Respondents	Suitable textbooks		===
	Yes	No	
Male	2 6.25	20 93.75	
Female	2 6.66	28 93.34	

6.25 per cent of male respondents said that textbooks of science and mathematics were suitable for tribal students. 93.75 per cent stated that they were not suitable at all for the tribal students.

6.66 per cent of female respondents mentioned that science and mathematics textbooks were suitable for the tribal students while 93.34 per cent said they were not suitable.

Thus the majority of male and female respondents stated that the science and mathematics textbooks were not suitable for the tribal students.

TABLE 6.39:02 Suitable textbooks on science and mathematics as stated by the headmasters from Urban and rural areas.

Respondents	Suitable textbooks	
	Yes	No
Urban	20 33.33	40 66.67
Rural	5 27.77	7 58.34

33.33 per cent of the respondents from urban areas stated that the present science and mathematics books were suitable to the tribal students while 66.67 per cent felt that they were not suitable.

41.77 per cent of the respondents from rural areas reported that the present science and mathematics books were suitable to the tribal students while 58.34 per cent said they were not suitable for them.

Thus, the majority of the respondents both from urban and rural mentioned that the present textbooks of science and mathematics were not suitable for the tribal students.

TABLE 6.39:03 The suitable textbooks on Science and Mathematics as expressed by the headmasters from govt., deficit and non-deficit schools.

Respondents	Suitable textbooks	
	Yes	No
Govt.	12 80.00	2 13.33
Deficit	30 75.00	40 100.00
Non-deficit	2 40.00	4 80.00

80.00 per cent of the respondents from government institutions stated that textbooks of science and mathematics were suitable to the tribal students. 13.33 per cent stated they were not suitable.

75.00 per cent of the respondents from deficit institutions said that science and mathematics textbooks were suitable to the tribal students while 100.00 per cent pointed out they were not suitable for them. 3 per cent gave the information that tribal teachers took part in educational activities.

In non-deficit institutions, 40.00 per cent of the respondents said that the science and mathematics textbooks were suitable to the tribal students while 80.00 per cent stated that they were not suitable.

Thus the majority of the respondents from deficit and non-deficit schools were not in favour of the science and mathematics textbooks for the tribal students except those from government institutions.

The percentage of the tribal teachers taking interest in educational activities is very negligible.

6.40 Interests taken by tribal teachers

The respondents have to tick Yes or No in order to know whether the tribal leaders took interest in the educational activities.

TABLE 6.40:01 Interests taken by tribal teachers as expressed by male and female respondents.

Respondents	Interest of tribal teachers	
	Yes	No
Male	2 6.66	28 93.34
Female	1 3.33	21 96.67

6.66 per cent of male and 3.33 per cent of female respondents stated that the tribal teachers took some interest in the educational activities, while 93.34 per cent male and 96.67 per cent female reported that the tribal teachers did not take any interest whatsoever in the educational activities of the state.

Thus the majority of the male and female respondents said that the tribal teachers did not take interest in the education of the tribal students.

TABLE 6.40:02 Interest taken by the tribal teachers as expressed by the respondents from urban and rural areas.

Respondents	Interest of the tribal teachers	
	Yes	No
Urban	2 4.77	40 95.23
Rural	1 5.55	17 94.45

4.77 per cent of the respondents from urban areas and 5.55 per cent of the respondents from rural areas said that the tribal teachers took some interest on educational activities while 95.23 per cent of them from urban and 94.45 per cent from rural areas stated that the tribal teachers did not take interest on the education activities.

The majority of the respondents from urban and rural areas reported that the tribal teachers did not take interest on the education of the state.

TABLE 6.40:03 Interest taken by the tribal teachers as expressed by the respondents from govt., deficit and non-deficit schools.

Respondents	Interests taken by the tribal teachers	
	Yes	No
Govt.	2 13.33	13 86.67
Deficit	3 7.50	37 92.50
Non-deficit	1 20.00	5 80.00

13.33 per cent of the respondents from government, 7.50 per cent from deficit and 20.00 per cent from non-deficit said that the tribal teachers took some interest on the

educational activities, while 86.67 per cent of them from government, 92.50 per cent from deficit and 80.00 per cent from non-deficit stated that the tribal teachers did not take any interest on the education of the state.

Thus the majority of the respondents from the different institutional management reported that the tribal leaders did not take any interest on the education of the students of the state.

6.41 The relation of the schools with the different bodies

The respondents have to tick if they maintained the relation constructive with the various bodies and categories of people. The responses are analysed in the following tables.

TABLE 6.41:01 The relationship of the school to different bodies as reported by male and female headmasters.

Respon- dents	Relation maintained by schools with					
	School & parents	School & education deptt.	School & Board	School SCERT	School & Public	M.L.A & M.P
Male	20 66.66	20 66.66	25 83.33	15 50.00	2 6.66	2 6.66
Female	20 66.66	15 50.00	20 66.66	10 33.33	2 6.66	2 6.66

66.66 per cent of male respondents reported that there was a relationship of the school and parents, and the school and education department. 83.33 per cent said that existed a relationship of school and the Board. 50.00 per cent gave the information of the relationship of the school

and SCERT. 6.66 per cent mentioned the relationship of the school and public and with the MLA and MP.

66.66 per cent of female respondents stated that there existed a relationship of the school and parents, and the school and the school Board. 50.00 per cent mentioned the relationship of the school and education department. 33.33 per cent reported the relationship of the school and SCERT. 6.66 per cent stated that the relationship of state and public and MLA and MP.

Thus, the majority of the respondents both male and female stated that there was relationship of school and parents, and the school and the Board of School Education.

TABLE 6.41:02 The relationship of the school to the different bodies as expressed by the headmasters from rural and urban areas.

Respon- dents	Relation maintained by schools with					
	School & parents	School & education deptt.	School & Board	School SCERT	School & Public	M.L.A & M.P
Urban	15 35.71	10 23.80	20 47.61	15 11.90	5 11.90	5
Rural	5 27.77	8 44.44	10 55.55	10 55.55		

35.71 per cent of the respondents from urban areas mentioned the relationship of the school and parents and the school and SCERT. 28.80 per cent stated the relationship of school and education department. 47.71 per cent reported the relationship of school and public and the school and with MLAs and MPs.

27.77 per cent of the respondents from ural areas stated the relationship of the school and parents. 44.44 per cent gave the information of the relationship of the school and education department. 55.55 per cent mentioned the relationship of the school and the Board and the school and SCERT.

The majority of the respondents both from urban and rural areas reported that there was relationship of the school and the School Board and the School and parents.

TABLE 6.41:03 The relationship of the school to different bodies as stated by the Headmasters from govt, Deficit and Non-deficit schools.

Respon- dents	Relation maintained by schools with					
	School & parents	School & education deptt.	School & Board	School SCERT	School & Public	M.L.A & M.P
Govt.	4 26.66	4 26.66	10 66.66	6 40.00	6 40.00	
Deficit	20 50.00	15 35.50	15 35.50	5 12.50	5 12.50	5 12.50
Non-deficit	2 40.00			1 20.00		

26.66 per cent of the respondents from government institutions reported the relationship of school and parents, and school and education department. 26.66 per cent stated the relationship of school and the School Board. 40.00 per cent mentioned the relationship of school and SCERT and the school and public.

50.00 per cent of the respondents from deficit schools pointed out the relationships of the school and parents.

35.50 per cent gave the information of the relationship of the school and education adn the school and the School Board. 42.50 per cent stated the relationship of the school and SCERT, the school and public and the School adn with MLAs and MPs.

In non-deficit school, 40.00 per cent mentioned the relationship of the school and parents and the school and SCERT.

Thus the majority of the respondents reported that there was a relationship of school and parents, school and Board, and the school and SCERT.

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6.42 School functions

The respondents have to put a tick mark indicating the functions they have in their institutions. Analysis of the responses is made by comparing the answers of the headmasters grouped according to sex, location of the school and also according to the school management. The results appear in the following tables.

TABLE 6.42:01 The functions in the schools as reported by male and female headmasters.

Respon- dents	Functions held by the school			
	School foundation	Teachers Day	Prize dist- ribution	Parents' Day
Male	30 100.00	30 100.00	10 33.33	10 33.33
Female	26 86.66	26 86.66	15 50.00	10 33.33

100.00 per cent of male respondents stated they have school foundation day and teachers' day. 33.33 per cent mentioned they have prize distribution and parents' day.

86.66 per cent of female respondents reported they have school foundation day and teachers' day. 50.00 per cent said they have prize distribution and parents' day.

Thus the majority of the respondents gave the information that they have school foundation day and teachers' day.

TABLE 6.42:02 The functions in the schools as stated by the headmasters from urban and rural areas.

Respon- dents	Functions held by the school			
	School foundation	Teachers Day	Prize dist- ribution	Parents' Day
Urban	25 59.52	20 47.61	15 35.71	10 28.80
Rural	10 55.55	10 55.55	2 11.11	2 11.11

59.52 per cent of the respondents from urban areas stated that they have school foundation day. 47.61 per cent said they have teachers' day. 35.71 per cent mentioned they have prize distribution day and 28.80 per cent said they have parents' day.

55.55 per cent of the respondents from rural areas reported that they have school foundation and teachers' day. 11.11 per cent stated they have prize distribution and parents' day.

The majority of the respondents both from urban and rural areas gave the information that there was school foundation day and teachers' day.

TABLE 6.42:03 The functions in the schools as expressed by the headmasters from government, deficit and non-deficit institutions.

Respon- dents	Functions held by the school			
	School foundation	Teachers Day	Prize dist- ribution	Parents' Day
Govt.	15 100.00	15 100.00	15 100.00	8 53.33
Deficit	20 50.00	40 100.00	40 100.00	20 50.00
Non-deficit	4 80.00	4 80.00		

100.00 per cent of the respondents from government institutions reported that they have school foundation day, teachers' day and prize distribution day. 53.33 per cent said that they have parents' day.

50.00 per cent of the respondents from deficit schools stated they have school foundation day and parents' day. 100.00 per cent said they have teachers' day and prize distribution day.

80.00 per cent of the respondents from non-deficit institutions mentioned they have school foundation day and teachers' day.

Thus the majority of the respondents from government, deficit and non-deficit institutions reported that they have school foudnation day, Teachers' day and prize distribution day. It has been observed that very few schools celebrated parents' day.

DISCUSSION

7.01 Development of Secondary Education in Meghalaya

Formal education was slow to come to the hills now comprising the state of Meghalaya. There were no indigenous formal educational institutions in the State till about the middle of the nineteenth century. The missionaries were the first organizations who took part in the education of the people of Khasi, Jaintia and Garo hills. The Serampore mission started their educational activities in Khasi and Jaintia Hills in 1832, where they started primary schools but the schools were closed down after they left the work in 1838. They were succeeded by the presbyterian missionaries in 1941.

In Garo hills the government was the first to start a school in 1847 and after getting the request from the government to establish schools in Garo hills, a missionary couple Mr. and Mrs. Stoddard of the Baptist mission moved from Gauhati to Goalpara in 1867 where they started two schools. Later they moved to the hilly areas inhabited by the Garo.

In 1876 they opened schools at Tura. Thus the missionaries brought the formal education to Khasi-Jaintia hills and Garo Hills. This marked the beginnings of organized school where a daily routine of work and other activities

with involvement of fulltime teachers. There existed also a system of evaluation in the form of examination.

From 1908 the government started government middle school at every headquarters and it was felt that as far as possible the private schools should gradually be taken up by the government for their efficient management.

The records show that in 1911 there were five English schools, one maintained by government, and four aided schools with 1300 pupils.

From 1913 the British Government started taking initiative in the education of the children in the Khasi Jaintia Hills by giving grants to the Welsh Mission for the improvement of primary education.

The government also took interest in high school education, by 1917 when the government high schools were extended to permit the opening of two sections. The existing aided high schools were improved by increased grants in aid. The new schools were opened where there was a demand.

In 1948 there were 191 high schools with 31,000 students in Assam including the areas covered in the present Meghalaya. In 1965 it had increased to 983 with 1 lakh 98 thousand students on the rolls.

All the schools in the hills were then under the overall superintendence of the Deputy Commissioner and the control of the education department. The immediate management

was generally in the hands of the missionary societies, who had settled in the particular districts. Grants in lump-sum were given from the provincial funds to the societies subject to the condition that the education given was efficient to the satisfaction of the Directorate of Public Instruction.

In Khasi and Jaintia hills the Welsh Calvinic methodish mission managed most of the schools. In the Garo hills most of the schools were under the Deputy Commissioner but many were managed by the American Baptist mission which the aid of a lump-sum grant.

As a step to popularise education among the people, school scholarship were also awarded on the basis of the results of the school exam conducted on the basis of the approved school curriculum. It was expected that for their own advantage and that of their pupils, all unaided schools would adopt the curriculum prescribed for the government and aided schools.

The development of education in Khasi Jaintia Hills and Garo hills started by the missionaries was very haphazard during their earlier part and was confined to most the urban areas. The positive results of these early efforts were that interest was kindled in receiving education, the local languages were developed, the first locally educated youth was available to spread education to newer places, the new educational efforts facilitated attitudinal changes and helped in the adoption of newer life style in

the people.

Thus it was largely due to the education imparted by the missionaries and the encouragement for leadership provided by the church organization that the Meghalayans began to think boldly about their rights and future developments in course of time.

During the post-independence period there grew a new awareness among the Khasi, Jaintia and Garos of political, economic and special rights in tune with changing times. The Khasis and Garos who had benefitted on account of education imparted by the missionaries provided excellent leadership to their people. This has contributed much to the progress of education in the different districts of the present Meghalaya.

Before 1972 the State of Meghalaya did not come into existence and the administration was under the state of Assam. It can be seen that there was neglect of education and the languages of the people in the hills and there arose a demand for separation of hills districts into a State. The new State was born on 21 January 1972.

The period from 1972 to 1975 was a period of the reorganization of the Education Department.

The organizational set up of the Education Department may be broadly divided into the Education Secretariat and the Education Directorate. The Secretariat is the Hqrs.

of the Educational administrative machinery. At the State level through which the business of the government is transacted. The secretariat is concerned with policy matters and acts as an Adviser to the minister of Education. The Directorate dealing with education is a part of the Department of Education. The official head of the Department is the Secretary.

The Directorate is the Chief Administrative unit and agency for formulation and implementation of educational programmes in the State. The directorate is headed by the Director who is assisted by the number of subordinate officers and staff at the State and field level.

At the field level are Inspectorate of Schools, one in each revenue district who are responsible for the supervision of schools within their jurisdiction. Generally the Inspector of Schools and the Assistant Inspectors at the district level took after the affairs of the secondary and middle schools respectively and the Sub-Inspectors of Schools do the inspection work of primary schools. The District Councils established under provision of the Sixth Schedule to the Indian Constitution also have administrative including supervisory functions in respect of primary schools in their respective areas.

7.02 Enrolment and Expenditure in 1971-72 and 1983-84

	<u>Year</u>	<u>No. of school</u>	<u>Expenditure</u>
High School			
28,397	1971-72	112	17.24
Middle			
22,114	1971-72	226	
High school			
59,156	1983-84	235	24.59
Middle school			
45,349	1983-84	502	

The expansion of secondary education is tremendous after Meghalaya got its statehood as can be seen from the educational statistics for the years 1971-72 and 1983-84 given in the following table. In 1983-84 there were 235 high schools with the enrolment of 59,156. There were 502 middle schools with the enrolment of 45,349 students both boys and girls. The expenditure involved is over 24 lakhs.

Thus the increase from 1972 to 1984 was encouraging in which there were 154 more high schools and the increase in enrolment was 31,173.

In the sphere of middle schools education there was an increase of 236 more schools during the period 1972-72 and 1983-84 with the enrolment going up by 13,225. However it is worth nothing that the addition to government run institutions has not been substantial. The state has also not eadopted a policy regarding provincialization of private aided schools.

The expenditure had increased by 7.35 lakhs in the same period.

The administrative set up of education has undergone changes in the recent years in tune with the expanding nature of educational facilities in the State. At the state level as a Cabinet rank minister assisted by a strong secretarial level set up headed by a Special Secretary, a Deputy Secretary and 2 Under Secretaries and one Special Officer and other supporting staff.

In the Directorate level set up has also witnessed expansion on a scale unknown before. It is headed by the D.P.I., 4 Joint D.P.I. and 3 Deputy Directors, one assistant D.P.I. and the supporting staff.

The state is now organized into five revenue districts and corresponding to this are the five Inspectorate each headed by Inspectors who are assisted by Assistant Inspectors and Deputy Inspectors.

A separate Board of School Education was set up by the Meghalaya Assembly through an Act of Legislation in October 1973. It is known as Meghalaya Board of School Education. The Board has generally the power to regulate supervise and control school education.

The Board has been prescribing the syllabus, textbooks and other details in respect of middle and high school

education and conducting the High school Leaving Certificate HSLC Examination from its inception. It has subsequently being given the powers to conduct the Middle School Leaving Certificate examination as well as primary leaving certificate examination. The set up of the Board as in March 1976 was as follows:

Chairman (ex-officio DPI) a full time Secretary in the rank of Joint Director of Education, Controller of Examinations, Deputy Secretary, Assistant Secretary and other supporting staff. The Board has a Committee with representation from teachers, Supervisory staff, the university, other relevant departments of Government and the like which is the highest body responsible for improvement.

The need for qualitative improvement of School Education has been felt by the new State and following the recommendation of the Meghalaya Education Commission in 1977, the SCERT initially set up in 1976 to provide academic support to education department was expanded. It has a team of academic officers under its department and the organization has undertaken innovative programme aiming at improvement of school education besides conducting teachers training programme. For qualitative improvement of school education it has undertaken work for upgrading of curriculum, review of textbooks, promotion of science education among the students, provision of science education kids etc. to selected schools.

The administrative set up in SCERT at present is as follows: a full time Director assisted by academic staff, script writers, Councillors and other supporting staff.

7.03 Problems of Secondary Education in Meghalaya

The state government has no clear cut policy regarding the future development of secondary education in the state. There is no clear cut policy regarding opening of new secondary schools, upgrading of middle schools to secondary level and regarding provincialization of aided private schools. As a result a large bulk of the high schools are located in the developed urban areas like the capital town of Shillong, Tura and Jowai and the interior part of the state have still not enough high schools within a reasonable walking distance. The state government is also yet adopted a policy regarding appropriate curriculum for secondary education. The efforts made to revise the curriculum in tune with the NCERT curriculum, have not made much progress. One remarkable change introduced in this areas is the making of science and mathematics as compulsory subjects for all secondary school pupils. Efforts are needed to modernise and devise suitable curriculum content in other areas of study at the secondary level.

A number of progress came to the fore in the course of analysis responses given by the headmasters and teachers

as reported earlier in the study.

The majority of the headmasters believed that the main objective of secondary education was the development of personality of pupils. The curriculum for Vocational efficiency was not very much felt. A large section of the headmasters also felt that the prevailing curriculum in the urban areas should not be forced on rural pupils. The majority of teachers respondents also felt that the present curriculum was not suitable for the present day needs. It did not cater to the needs of the students. It was bookish, theoretical and overcrowded. Both the headmasters and teachers however were in favour of a curriculum revision to relate curriculum to life and needs of the pupils. The difficulties in the popularisation of Science and mathematics among secondary school children was felt by the respondents, giving a financial assistance to the tribal students for the promotion of science and mathematics among them was felt essential. They also felt that the existing mathematics textbooks were not suitable for the tribal students.

The majority of the headmasters and teachers believed that textbooks should be related to the culture and environment, they also agreed that textbooks should develop character and national outlook and should cater to the needs of the students and should be related to life.

It has been informed by the headmasters of many

institutions that the Managing Committees of schools and the Inspector of Schools concerned were responsible for the appointment of teachers. The majority of the teachers stated that the appointment of teachers should be fair and should be made in order of merit.

Information has been given by most of the headmasters and the staff jointly. The importance of moral instruction was stressed in this connection. It was known from the headmasters that the common kind of indiscipline were talkativeness in class, irregularity in attendance and unpunctuality in coming to school.

The majority of the teachers were reported that they were not represented on the Governing Body. The main functions of the Governing Body was to plan school programme and to recruit teachers.

It has been observed by the majority of the headmasters and teachers that there was a provision of Vocational Training in very few schools and that also on a very limited scale and most of the schools in Meghalaya had no facilities for Vocational Training. They also stated that there were no provision for bright or deficient pupils.

The majority of teachers said that poverty of the parents was the main cause for poor enrolment. They also thought that lack of better schools and unfavourable conditions at home as the most important causes for the

high rate of dropouts of students from the schools.

The majority of teachers were not satisfied at all with the present arrangement for governance of school. They however help in school-account keeping and also took part in planning the work of the school. They also helped in library work. They were in favour of retaining English as the medium of instruction.

The majority of teachers said that Science and mathematics should not be made compulsory for girl and they also said that the low performance in science and mathematics was the lack of strong foundation in the subjects, non-availability of textbooks and lack of laboratory in the schools.

The majority of teachers did not enjoy terminal service benefits like the pension benefits. Very few had provident fund facilities. Most of them did not have quarter at all. Very many of them said that the main reason for unsatisfactory condition of work was the payment of poor salary from the government.

Most of the teachers reported that the standard of secondary education was the same as it was in the earlier days. They also said that high emolument and overcrowded classes, lack of funds, unqualified teachers as the common problems of secondary education faced by the state.

The majority of the teachers stated that improvement in secondary education should be right from primary

stage and they stressed the importance of teachers training. They felt that teachers should be treated at par with government employees.

**7.04 Suggestions for future development of
secondary education in Meghalaya**

1. Government is to adopt a policy regarding expansion of secondary education in Meghalaya based on location of existing schools and the emerging needs of neglected areas.
2. Recruitment to the teaching profession and continued training of teachers need attention. This may be done through short-term crash inservice training programme in selected centres in the state.
3. Students should be encouraged and be given financial and other assistance for the promotion of Science and mathematics among the tribal students.
4. Teachers should be treated at par with corresponding categories of government employees in service matters so that there will be greater job satisfaction among them.
5. The state government has no clear cut policy regarding the introduction of diversified curriculum in Secondary Schools. This needs to be decided without delay and proper follow up action taken in the matter.

CHAPTER - VIII

SUMMARY AND SUGGESTIONS

The purpose of this present study was to investigate into the development of secondary Education in Meghalaya since Independence and also to identify the major problems faced in the sphere of secondary education after it became a fullfledged State. As a new State, Meghalaya has to face several problems in the field of secondary education which are unique to her because of the peculiar history of education in the past.

The method adopted is historical with regards to the study of development of secondary education and descriptive survey type in the identification and analysis of problems faced by the Secondary School and teachers.

Both primary and secondary sources were used in the collection of pertinent information regarding secondary education in Meghalaya. All the primary sources like the letters of correspondence in the office of the Director of Public Instruction (DPI) the Deputy Commissioner, the Inspectorate officials and other official records maintained in the archives and the like formed the primary sources of data collection.

The secondary sources were historical documents from the Meghalaya Year Book and other text and reference

books and periodical publications on the subject. Information had to be collected from the Meghalaya Record Room and Assam Record Room regarding the educational system prevailing during the British and Assam period.

8.01 The summary of findings

1. The type of oral and traditional education of the Khasi and Jaintias imparted in the past greatly differed from the modern and contemporary system of education. The traditional pattern laid stress on practical and all round training.
2. In the past, the Khasis had no regular script of their own. The people made use of crude form of lexigraphy with inscribed geometrical figures used for commercial transaction.
3. The Garos like the Khasis had no written literature, neither did they have a script of their own. There were some old Garo physicians who kept records of the list of herbal roots on leaves and stams for every kind of illness in their own style and they seem to have come to some understanding among themselves, as they could differentiate the writing of each other.
4. There was no formal education in the State of Meghalaya till about the end of the nineteenth century. The Christian missionaries were the first organisations who took part in the education of the people of Khasi, Jaintia and Garo hills. The presbyterian missions started the first school in 1941 in Cherrapunjee.

5. In Garo hills the government was the first to start a school in 1847 and in 1876 the American Baptist Missions opened a school at Tura.
6. As the then Government of India had come to adopt a policy of religious neutrality in due course, and the State opened some of their own schools for the education of children of officers and other staff.
7. All through the British period the State advanced some kind of grant-in-aid to private schools including the missionary institutions. At about the time of independence there were 191 high schools with 31,000 students in Assam including the State of Meghalaya.
8. Before the state of Meghalaya came into existence, education and other languages of the people of this hill were neglected and there arose a demand for a separate hill State. The fullfledged state was born on 21 January 1972.
9. The expansion in secondary education in Meghalaya between 1972 to 1984 showed encouraging trends in that there came to exist additional 154 high school with an increase in enrolment of 31,173 in high schools, the corresponding figures for the middle schools stage were 236 and 13,225.
10. As has been mentioned in the preceding chapters the educational development in the State of Meghalaya is faced with a number of problems, which the State inherited from the present state of Assam and others which have cropped up later. The development of education is not uniform in the various districts and in the rural and urban areas.

Historically a large part of educational institutions has been in the hands of the missionary organisations who administer their institution with state aid in some cases, and without any aid in others. There were also other private institutions, particularly in the urban centres which are nothing better than private coaching centres.

11. As a young State Meghalaya is concerned with a number of problems and feels the need to overcome them. As a first step it appointed an education commission in 1977 to examine whether primary and secondary education had developed on proper lines such as to provide strong suitable base for education in the State. The Commission has since submitted its reports which was later debated in the State Assembly. Later the State brought a comprehensive Bill in the State legislature, as the Meghalaya Education Bill 1980 which became an Act in November 1981. The Act seeks to provide better organisation, management and development of school education in the State of Meghalaya and for matters connected therewith or incidental thereto.
12. It has been observed that most of the sample of teachers included in the study belonged to the range age 26 to 30 years. Very few were in the age range 51 to 55 years.
13. The majority of male and female teachers in the sample reported to be taking 25 to 30 periods per week. But the workload distribution appeared not uniform among male and female teachers.

14. The highest percentage of male teachers in the sample reported that they were required to teach science and mathematics. But the highest percentage of female teachers happened to be teachers of English.
15. It has been observed that the highest percentage of teachers taking private tuition was from deficit secondary institutions followed by teachers from non-deficit private schools. The percentage of government school teachers taking tuition is very small.
16. The majority of teachers thought that the present secondary curriculum was not suitable for the present day needs and demands and they suggested that it should be related to life. They thought that textbooks should be written with a view to meet the needs of the students and they should contain material related to local culture and environment.
17. Most of the respondents felt that the science and mathematics continue to be the most difficult subjects for the students.
18. Most of the teachers did not enjoy pension benefits as part of their service conditions. Only those working on Government institutions had the benefit of such schemes. Many of the teachers did not have quarters and medicine benefits. They felt that teachers appointment should be done according to merit and the selection committee should be fair.
19. The majority of teachers stressed the need to have qualified teachers. They wanted to improve service conditions for teachers. They stressed

the importance of giving higher pay to the teachers which in turn would contribute to better secondary education. They emphasized the need to treat teachers at par with other comparable government servants in matters of service.

20. Most of the teachers respondents reported that poverty of the parent, lack of facilities unfavourable conditions at home and lack of interest and lack of better schools were the main reasons for poor enrolment of the students in the school.
21. Most of the respondents stated that the standard of secondary education was the same as before.
22. It has been observed by most of the respondents that lack of funds for education, high enrolment with overcrowded classes, appointment of unqualified teachers and the existing unsatisfactory service conditions as the main problems of secondary education.
23. The majority of teachers were in favour of retention of English as the medium of instruction. They beleived that English is an international language and it is linked with higher education.
24. The majority of the respondents reported that the standard of science and mathematics in the school is low and they also felt that the main reason for low performance in science and mathematics was the lack of strong foundation in the subject. They suggested that improvement should be tried right from primary stage and they stressed the importance of teachers' training as a measure to improve quality of secondary education.

25. It has been observed by the majority of the headmasters that provision for Vocational training existed only in very few schools and the facilities were available to a small percentage of pupils. Most of the schools in Meghalaya have no facilities for vocational training.
26. According to the teachers respondents most of the schools in Meghalaya have no library at all. The problem is acute especially in the non-deficit schools. The deficit schools have a library in many cases but with no other facilities like reading room, book bank, librarian etc.
27. Most of the headmasters reported that they have facilities for football, badminton, basket ball and table tennis in their schools. They have part time teachers for physical training. Very few schools had provision for N.C.C. and Scout and Guide.
28. It has been observed by the headmaster respondents that parents were cooperative and sympathetic towards the school and its functioning.
29. The majority of the headmaster respondents believed that the development of personality and improvement of Vocational efficiency should receive importance as objectives of secondary education.

8.02 Suggestions for further research

The investigator conducted a survey of secondary education in terms of development of the education system in the state of Meghalaya and tried to local the problems faced in this regard. In the course of her work the investigator felt the need to undertake further researches on certain

aspects of secondary education not covered in this work.

Some of these themes are listed below:

1. Building and other infrastructure facilities available in different categories of secondary school in Meghalaya.
2. A study may be undertaken to locate the special problems faced by secondary schools in the remote and far flung areas in the State.
3. Vocational training in high schools is at present given in a very small number of such institutions. The facilities available in such institutions vis-a-vis their relevance for needs of the state may be examined in yet another study.
4. A study can be made on expenditure increased by the government on secondary schools and benefit derived from the same through a study on cost-benefit analysis.
5. Teachers in the high schools under different managements in Meghalaya do not possess similar qualifications nor many of them have the required minimum general and professional qualifications. A survey study may be undertaken to cover all teacher aspects in high schools in the State.
6. A somewhat new curriculum with science and mathematics as compulsory subjects has been introduced by the Meghalaya Board of School Education in the recent past. The impact of this change on the performance of pupils in the H.S.L.C. examinations may be taken up for future research.
7. An analysis of the performance pattern of students in high schools under different managements may form the theme of research in one of the future studies.

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12. Do you take tuition? If Yes, do you take it in School and outside? (Please tick). Yes/No
13. Is your present workload heavy? Yes/No
14. What are your suggestions for nationalising workload of teachers in high schools?

B Curriculum

15. Do you think that the present curriculum is suitable to the students? If No, what are the main defects (Please tick from the list below).
- (a) It is overcrowded
 - (b) It does not cater to the needs of the local people
 - (c) It is bookish
 - (d) It is not related to life
 - (e) It is theoretical
 - (f) Any other.
16. What are your suggestions for the improvement of the curriculum?
17. Are the present textbooks suitable to the needs of the students? Yes/No
18. What suggestions would you make for the improvement of textbooks?

C Teaching Methods

19. What method of teaching do you generally follow in your classes? (Please tick).

- (a) Lecturing
- (b) Lecturing and discussing
- (c) Lecturing and Demonstrating
- (d) Field study
- (e) Self study by students
- (f) Any other.

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20. Is there any discussion among the teachers in your school about methods of teaching? Yes/No

21. Please give some suggestions for the improvement of teaching in the space provided below.

22. What subjects do you find to be more difficult to the students :

D Examinations

23. What examinations do you hold in a year? (Please tick).

- (a) Yearly
- (b) Half yearly
- (c) Any other

24. What type of examination do you follow? (Please tick).

- (a) Essay type
- (b) objective type
- (c) Any other (Specify).

25. Can you please give some suggestions for the improvement of examinations?

E School Discipline

26. What are the common kind of discipline problems found in your school? (Please give your answer in the space given below.

27. Who deals with the problems of maintaining school discipline? (Please tick).

- (a) By class teacher alone
- (b) By staff jointly
- (c) By the discipline committee
- (d) By the Headmaster
- (e) Any other (Name)

28. Are the following qualities encouraged among your pupils by your school to improve school discipline? (Put tick against your choices).

- (a) Punctuality
- (b) Loyalty
- (c) Honesty
- (d) Courtesy
- (e) Cooperation

Do you have any suggestion to improve school discipline.

F School Organisation

29. Are teachers represented on governing body of the school?

Yes/No

If Yes, are you satisfied with the present arrangement?

Yes/No

30. Do teachers participate in the following (Please tick).

- (1) Planning the work on a yearly/five yearly basis
- (2) Time table preparation
- (3) Examination work
- (4) School accounts
- (5) School library
- (6) Extra—curricular activities
- (7) Guidance and counselling
- (8) School—parents bodies
- (9) School supervision work

G Service matters and teachers problems.

31. Do you get pay and allowances according to Government approved rates ? Yes/No
- (a) Is pay paid regularly ? Yes/No
- (b) Do you enjoy leave facilities ? if yes the type of leave facility available Yes/No
- (c) Does your school have any pensionary benefit scheme for the teachers ? Yes/No
- (d) Is your school contributing towards provident fund of its teachers ? Yes/No
- (e) Do you have staff quarters ? Yes/No
- (f) Is there any provision for medical benefits ? Yes/No
- (g) Does the headmaster interfere with the work of the teachers ? Yes/No
- (h) Are there any inservice training facilities provided to the teachers in your school ? Yes/No
- (i) Are you satisfied with the present method of recruitment of teachers ? Yes/No

If No, state the reasons in the space provided below.

- (k) What are your suggestions for improvement of recruiting and improvement of service conditions of teachers ?

(l) Is there any teacher aid fund raised in your school? Yes/No

(m) Do you think that by taking the following steps, which may contribute to their efficiency and commitment it would improve the well-being of the teachers? (Please tick). add more if you think appropriate

- (a) By giving higher pay
- (b) To provide financial help to continue higher studies
- (c) Treat them at par with government employees in service matters
- (d) By giving them pension scheme/contributory provident fund scheme
- (e) Any other steps (mention)

32. Does your school have teachers' union or teachers association? Yes/No

(b) Is it affiliated to District level/State level Association of Teachers? (Please tick).

(c) What are the functions of the union?

(d) How often is the meeting held?

(e) What are the items usually discussed in the meeting?

(f) Is there any follow up on the decisions taken in the meetings? Yes/No

(g) What suggestions would you make on improving the functioning of the association to make it an effective body to work for the welfare of teachers and to improve the quality of secondary education in the State?

33. Are you satisfied with the present job ?

Yes/No

If No, what are the reasons ? (Please tick).

- (a) Poor salary
- (b) Low social status
- (c) Inadequate facilities
- (d) Absence of clear cut promotion policy for teachers
- (e) Work not challenging
- (f) Lack of competency
- (g) Interference in work
- (h) Any other (specify)

H General problem of secondary education

34. Do you feel that enrolment of children is satisfactory ?

Yes/No

If No, what are the main reasons for poor enrolment ? (Please tick).

- (a) Poverty of the parents
- (b) Lack of interest for education among the children
- (c) Lack of facilities
- (d) Indifferent attitude of parents towards education
- (e) Present emolument satisfactory
- (f) Any other

35. Do you think that drop outs is high in the secondary schools ?

Yes/No

If Yes, when if the following factors contribute to the same

1. Lack of better schools
2. Lack of incentives
3. Unfavourable conditions at home
4. Adverse economic condition
5. Lack of hostels facilities
6. Poor quality of teaching
7. High rates of failure in examination
8. Any other (name)

36. What is your opinion about the standard of secondary education in Meghalaya? (Please tick).

- (1) It has improved
- (2) It is the same
- (3) The standard of secondary education has gone down
- (4) I cannot say

37. Following are some of the problems in the field of secondary education. Please tick the ones that you think apply to the case of Meghalaya.

- (a) High enrolment and overcrowded classes
- (b) Insufficient number of schools
- (c) Insufficient number of teachers
- (d) Unqualified/Underqualified teachers
- (e) Unsatisfactory service conditions of teachers
- (f) Lack of fund for secondary education
- (g) Apathy of parents
- (h) Low motivation of students
- (i) Any other (Please name).

38. Do you think that English should continue as the medium of instruction at high school level?

Yes/No

If Yes, why?

If No, why?

39. Do you try any innovative ideas in your teaching?

Yes/No

If Yes, please describe

40. Do you agree with the decision of the Meghalaya Board of Secondary Education to make Science and Mathematics compulsory for girls?

Yes/No

Of no why

If Yes why

1 It is generally said that the standard in Science and Mathematics is low at the school level in Meghalaya? Do you agree? Yes/No

If Yes, what according to you are the reasons?

42. Please make suggestions for the improvement of secondary education in Meghalaya.

Department Of Educational Research And Studies : North Eastern Hill University Shillong

Questionnaire For The Headmaster

1. Name of the respondent
2. Qualification
3. Name of the School
4. Year of establishment
5. Management — govt/private deficit/aided/private aided/private aided, private unaided (please tick)
6. Location — Urban, Rural (please tick)
7. Organization — Boys only/girls only/Coeducation (please, tick)
8. Year of recognition if applicable

(A) Objectives

9. What are the objectives of secondary education, please tick.
 - a) Development of personality
 - b) Development of Democratic ~~Citizenship~~
 - c) Development of qualities of leadership
 - d) Improvement of Vocational Efficiency
 - e) Preparation for higher general and professional education
 - f) Preparation to face special problems of tribal areas
 - g) Any other please specify

B. Curriculum

10. Who frames the curriculum of your school? (please tick)
 - a) yourself
 - b) government/Board of School education
 - c) managing committee
 - d) Teachers in the School
 - e) any other (please specify)

11. Should the curriculum be the same in Urban and Rural areas? (please tick) Yes/No
12. Is the existing curriculum satisfactory in your opinion? (please tick) Yes/No

If no, tick out the defects from the following :

- a) It does not cater the needs of the local students
- b) It is overcrowded
- c) It is bookish
- d) It is theoretical
- e) Any other (please specify)

13. How are text books selected in your school

- a) prescribed by the govt
- b) prescribed by the Board of Secondary Education
- c) Headmaster decides where a choice of book possible
- d) any other

14. Is there any facility for Vocational education in your School? Yes/No

15. If the government is willing to assist you, will you be interested in opening Vocational subjects in your school? Yes/No If yes what problems do you anticipate please mention

C. Methods of teaching and evaluation

16. Does a teacher have freedom to adopt his own method of teaching. Yes/No

17. Do you discuss with the faculty members about the methods of teaching? Yes/No

18. Is there any arrangement for a talk from some educationists about the new methods teaching? Yes/No

19. Is there any provision for special programme for the following

- a) Bright pupils Yes/No
- b) Deficient pupils Yes/No

If yes briefly describe such programmes

20. a) Do you hold the following examinations in your school? please tick

monthly/Terminal Exam/half yearly/Annual/any other Please mention

b) Are the students given suggestions to improve their learning based on their test performance Yes/No

c) Do/Did your teachers attend any workshop on examination reforms? Yes/No

D. Student enrolment and performance

21. Pupils :-

Total No.
Boys
Girls

IV		V		VI		VII		VIII		IX		X	
Boys	girls	Boys	girls	Boys	girls	Boys	girls	Boys	girls	Boys	girls	Boys	girls

22. Results of the H. S. L. C. Examination of the past five years

Year	No. sent	No. of pass	% of pass	I	II	III
1978						
1979						
1980						
1981						
1982						
1983						

23. Which of the following are provided in your schools and who sponsors them? please tick

Schemes	provided regularly or not	sponsoring agency	How the scheme is working? successful/ unsuccessful
1. mid day meal			
2. medical check up			
3. free uniform			
4. merit scholarship			
5. free studentship			
6. stipends to students			
7. book grant			
8. stipend for Science & Mathematics students			
9. any other welfare activity scheme			

E. Facilities

24. Does your school have a building of its own? Yes/No

If no, where are the classes held?

- a) Rented building
- b) Leased property
- c) Any other (please mention)

25 Types of School building

- a) permanent
- b) pucca
- c) temporary

26. Is there a separate room in the school for each of the following?

- a) Headmaster's room
- b) Teachers' common room
- c) Pupils' common room
- d) Science laboratory
- e) Auditorium hall
- f) Toilet
- g) Office rooms

- h) Room for indoor games
- i) Gymnasium
- j) Any other special room (please specify)

27. a) Is there a library in your school? Yes/No
 If yes is it housed in a separate room? Yes/No

- b) Who is incharge of the library? (please tick)
- Full time/Librarian /Any other
 - Teacher on/part time basis /please specify

c) Do you have reading room in the library? Yes/No

d) Is there any book bank in your school? Yes/No

e) Is the room well lighted? Yes/No

f) Which of the following are stocked in the library?

- I Text books
- II Reference books
- III Journals
- IV Periodicals
- V Newspapers
- ~~VI Any other (please specify)~~

g) What are the hours of work for the Library?

28. Does your school have a playground? Yes/No

29. What kind of games/sports are generally organized in your school? (please tick)

- | | |
|----------------|--------------------|
| a) Football | f) Cricket |
| b) Volley ball | g) Carrom |
| c) Badminton | h) Chinese Checker |
| d) Basket ball | i) Table Tennis |
| e) Hockey | j) Chess |

30. Who is incharge of physical education/games etc?

Full time person/Part time teacher/none

31. Does your school participate in matches and competitions regularly? Yes/No

32. Is there any N. C. C. wing in your school? Yes/No

33. Is there any arrangement for girl guides, boys scouts in your institution? Yes/No

F. Teachers and their problems

34. Are faculty meetings held in regularity? Yes/No

If yes how often?

- a) who convenes it?
- b) what types of items are considered?
- c) is there any follow up work done?

35. Who recruits the teachers in your school? (please tick)

- a) yourself
- b) managing committee
- c) Inspector of School
- d) Director of Public Instruction
- e) Meghalaya Public Service Commission
- f) District Selection Committee
- g) Any other

36. Total No. of teachers

Qualification	Trained	Untrained	Total
Under graduates			
Graduates			
Post graduates			

37. Do you enjoy the following facilities?

- a) salary and allowances at government approved rates Yes/No
- b) Leave facilities Yes/No
- c) pension Yes/No
- d) general provident fund Yes/No
- e) medical facilities Yes/No
- f) housing facilities Yes/No
- g) security of service Yes/No
- h) any other (please mention)

- 38.** Is there any Teachers' Union in your school? Yes/No
- a) If yes is it recognised? Yes/No
- b) What are its functions

- 39.** a) Are teachers deputed for training regularly Yes/No
- b) Is any inservice training given to the teachers in your school? Yes/No
- If yes—in the school/or outside the school

G. School Supervision

- 40.** Who supervises the class teaching ? (please tick)
- a) Headmaster
- b) Managing Committee
- c) Inspector of School
- d) Director of Public Instruction
- e) Deputy Director of Public Instruction
- 41.** How frequently is the supervision done ?
- a) Is the teacher being informed about the inspection in advance? Yes/No
- b) Was your school visited by the State Inspecting Staff since 1978? Yes/No
- If yes when was the last inspection held ?
- c) Is there any follow up of suggestions made in the inspection report? Yes/No

H. School Management

- 42.** Is there any governing body in your school? Yes/No
- a) since when was it constituted
- b) how many members are there in the governing body ?
- c) who among the following are represented on the government body ? (please tick)
- State Education Department Officials/teachers/parents/local agencies/any other (please specify)

43. What are the functions of the governing body ? (please tick)

- a) planning the school programme
- b) recruitment of teachers
- c) preparing budget of the school
- d) disciplinary matters regarding teachers
- e) disciplinary matters regarding pupils
- f) any other (please specify)

44. Is your school affiliating to the Board of Secondary Education of Meghalaya ? Yes/No

45. Is planning the year's work done in advance ? Yes/No

If yes who does it— (please tick)

- a) The Headmaster alone
- b) The governing body
- c) The Headmaster and teacher
- d) The State Department
- e) Any other (please name)

46. Is there a mid term evaluation of plan achievements ? Yes/No

47. Who prepares the time table ? (please tick)

- a) The Headmaster
- b) The Managing Committee
- c) Teachers
- d) Headmaster and teachers
- e) Any other (please specify)

48. How do you deal with the problems of maintaining school discipline ? Please describe

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49. Is there any committee connected with the maintenance of discipline in the school ? Yes/No

50. If yes who are the members of the committee

I. Finance and auditing

What are the sources of income of your school ? please tick

- a) government grants-recurring /non-recurring
- b) grants from local bodies (name the local body)
- c) fees
- d) donations
- e) any other (please specify)

52. Which of the following types of financial assistance did your school receive from the government in the past five years

- a) Deficit grants to pay salaries
- b) Building grants
- c) Science laboratory grants
- d) Grants to pay scholarships
- e) Any other grants (please name)

53. Did you get the financial assistance in time ?

Yes/No

If no, what are the problems associated with the same

54. How are the funds maintained in your school (please tick)

- i) By keeping in the Banks
 - b) Post Office Saving Bank
 - c) Any other (please name)

ii) Who has access to funds ?

iii) Are the accounts audited annually ?

Yes/No:

55. Do you have the following books and records in your school office ? Please tick the ones you have.

- a) admission register
- b) transfer and leaving certificate register
- c) daily attendance register
- d) student conduct book
- e) circular file
- f) records of co-curricular activities
- g) teachers' casual leave register
- h) service books for teachers

- i) supervision book
- j) annual and terminal plans for both curricular and co-curricular activities
- k) account books
- l) salary register
- m) staff council proceeding books
- n) guardians's meeting proceeding books
- o) library catalogue and issue book register
- p) any other (please mention)

J. Innovative practices

56. Do you encourage your teachers to try out any innovative practices or deas ? Yes/No

a) was there any innovation in the last three years ? Yes/No

If yes briefly describe

b) Do you act upon the suggestions of expert bodies like SCERT, NCERT regarding innovative ideas/practices relating to teaching learning ? Yes/No

K. Public Relations and tribal welfare

57. What is the general attitude of tribal parents towards the school and its functioning ? (please tick)

- a) cooperative
- b) sympathetic but not active
- c) indifference
- d) unfavourable
- e) antagonistic

58. In your opinion which of the following are suitable for the promotion of science and mathe especially among tribal students ? (Please tick)

- a) By offering financial assistance