

CONTRIBUTION OF
NON-GOVERNMENT PRIMARY SCHOOLS TOWARDS
THE DEVELOPMENT OF PRIMARY EDUCATION IN
KHASI HILLS DISTRICTS OF MEGHALAYA:
AN APPRAISAL.



THESIS

SUBMITTED
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN EDUCATION

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TO

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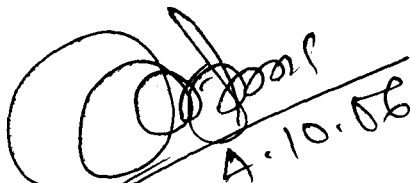
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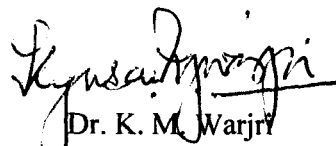
DECLARATION

I Miss Jubita Lyngkhoi, do hereby declare that the subject matter of this Thesis is the record of work done by me, that the contents of this Thesis did not form the basis of the award of any previous Degree to me or to the best of my knowledge to anybody else, and that the Thesis has not been submitted by me for any research degree in any other university / institute.

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


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INTRODUCTION

1.0. Meghalaya

With the attainment of Independence by India from British rule, on the 15th August 1947, the two Districts namely, United Khasi and Jaintia Hills and Garo Hills District were included under the administrative set up of Assam State of free-India. The inclusion of these two districts under the State of Assam was against the political desire of the people who aspired for a separate political identity. But that political expectation did not die down and the people continue to nurture the idea of a separate Hill State comprising of all other Hill Districts of composite Assam State, namely Naga Hills, United Mikir and North Cachar Hills and Lushai Hills, as they were then known.

But that cherished idea of Hill State succumbed to political differences in the objective of the movement for attainment of that goal. The Nagas parted company and adopted a different path to fight for a sovereign state. In the same manner, the people of Lushai Hills started their movement with other programmes and objective. The people of united Mikir and North Cachar Hills District were however, reluctant and opted to remain in the Assam State. Ultimately, only the people of United Khasi and Jaintia Hills and Garo Hills District were left and had to continue the movement for a separate state. In spite of those, the movement for a separate state mainly for Khasis, Jaintias and Garos gained momentum and invariably, the Government of India yielded to the political pressure of the peaceful movement for a separate state under the Indian Union. As such, an Autonomous State of Meghalaya under the State of Assam was created on the 2nd April 1970. But experience belied the expectation as the Autonomous State was fraught with unworkable administrative hurdles. So political persuasion for a full fledged state for the people of United Khasi and Jaintia and Garo hills continues and after a period of 21 months, the full statehood was

conferred to Meghalaya on 21st January, 1972 with the State Capital at Shillong.¹

On the 21st January 1972, Meghalaya becomes an important landmark in the history of the State and Meghalaya, 'the abode of clouds' as coined by Dr S.K. Chatterjee, Professor Emeritus thus became the 21st State of India². The State has a geographical area of 22,429 sq. kms approximately and has now 7 Districts viz (i) The East Khasi Hills (ii) the West Khasi Hills District (iii) The Jaintia Hills District (iv) The Ri-Bhoi District (v) The East Garo Hills District (vi) The West Garo Hills District and (vii) The South Garo Hills District. Meghalaya is strategically located in the North East between 25.5° and 26.10° North Latitudes and between 98.47° and 97.47° East Longitude. The State is bounded on the North by Assam, on the South and West by Bangladesh and the Eastern and Western boundaries are bordered by Assam³.

1.1. Khasi Hills District

Khasi Hills District located in the State of Meghalaya. It comprises two districts, namely, East Khasi Hills District and West Khasi Hills District. East Khasi Hills District with its headquarter at Shillong and West Khasi Hills District with its headquarter of Nongstoin. It extended over an area of 7.995 sq km with the total population of 9.55,109 that is 482346 males and 472763 females living in both urban and rural areas. The density of population is 234 person in East Khasi Hills and 56 persons in West Khasi Hills District per Sq.km. Again according to Census Report 2001, there was 74.74% literate person in East Khasi Hills District and 65.50% in West Khasi Hills District. Among the literate persons in each District, the

¹ Government of Meghalaya; *MEGHALAYA SOCIA-ECONOMIC REVIEW*; Directorate of Economics & Statistics Meghalaya, Shillong, July 2003. P 1

² Ibid, Meghalaya Socio Economic Review: P1

³ Government of Meghalaya, *Tenth Five year Plan 2002-2007*; Draft Proposal Vol. I published by Planning Department: P 1

percentage of male is highest with 74.89% in East Khasi Hills District and 66.74% in West Khasi Hills District, while that of female is 74.88% in East Khasi Hills and 64.21% in West Khasi Hills District.⁴ Khasi Hills is bounded by Ribhoi District in the North, by Jaintia Hills in the East, in the South by Bangladesh and in the West by East Garo Hills and South Garo Hills District.

Physiographically the district is well marked with the habitant of the Khasis. The Khasi hills form the Central parts of the plateau. This part can be divided into two sub units, these are:-

- (i) Central Upland Zone:
- (ii) Southern precipitous Zone:

(i) The Central upland Zone may rightly be called Shillong Plateau. This Plateau is also called Ri Khasi. The ranges have East-West alignment. The highest Peak of the State is Shillong Peak (1961M). The Peak is located in this Central Zone. Many Peaks are almost parallel to Shillong Peak are only the extension of the main range towards the right end. A little Northwest of the main Peak is Kyllang rock (1705m), which is composed of hard granitic rock. In between Mairang and Nongstoin, there is a peak locally known as Mawthadraishan with a height of 1893m, which is the second highest peak of Central Meghalaya⁵. Towards the west of Shillong there is a hill range called Diengiei, which rises up to the height of 1,823 metres.

- (ii) The Southern Precipitous Zone:

The Southern face of the plateau is the steepest part of the region locally known as War region. In the Southern steep slopes of West Khasi Hills, the altering ridges and valleys are formed of limestone where the eroded topography is dominated by well jointed limestone

⁴ Government of Meghalaya; *Pocket Statistical Handbook*, 2003. Director of Economic and Statistic. pp 16,17

⁵ D.T. Zimba: *Geography of Meghalaya*: 1977; published by Zimba and Sons Lama villa. Shillong; Shillong p 23.

formations. In these joints and fractures the weathering agents produce karst topographic features like caves containing stalactites and stalagmites, steep sided gorges, freshwater springs, underground drainage and pot holes. These topographic features are similar to the karsts topography developing in Yugoslavia. As the southern part stands as an escarpment and its faces had been subjected to the fluvial erosion due to extremely heavy rainfall, a number of platforms are formed. These kind of platforms can be cited from Cherrapunjee, Mawsynram, Mawlyngbna, Laitkynsew, Mahadeo and Mawja etc. The conical shaped escarpment with vegetal cover in the steeped slope over these region cause the high amount of precipitation from southwest monsoon. A narrow patch of southern most East Khasi Hills district with Shella market and further extension of it in the southern border of Jaintia Hills district with an elevation of 150 meters make another elongated terrace in the southern face of the plateau⁶.

In this belt, there is a hot spring at Umjarain near Jakrem, a little away from river Umngi. There are also a number of great falls. Mawsmai falls at Cherrapunjee is the fourth largest falls in India. It falls from a height of 406 m. Another falls worth mentioning is Nohkalikai falls (198 M) down stream. Umlong just west of Sohra river Piyan Sang has its sources over the Central plateau and flows southwards into Bangladesh through Dawki Bridge⁷.

Khasi Hills is a Plateau of rolling grasslands, meandering river-green, rolling hills gently sloping towards the Plains and valleys with deep gorges and precipitous ravines. It has a unique fascinating beauty typical and natural in its own way. Coming down from the plains, one feels delighted and refreshed to pass through the sweet scented breeze of the whispering pines. Shillong, "the Scotland of the East" has among its attraction a full-size Polo Ground, excellent Golf link, splendid rides,

⁶ Siddheswar Sarma: *Meghalaya the land and forest*; 2003. Published by Geophil publishing House, Gauhati, Bhabani Offset and imaging system Pvt Ltd, Gauhati, P 20

⁷ Opcit; D.T. Zimba; *Geography of Meghalaya*; p 24

long beautiful driving roads and fine breezy down for a morning gellop all of which go to make Shillong perhaps, the most desirable headquarter of all the local Government. The caves and hot spring full of wonders, the thrilling wild life, the crystal stream and spring all add to the inexhaustible stock of natural beauty, it abounds in magnificent cascading waterfall, fringed with a wide variety of beautiful ferns, moss and orchids. Mention may also be made of the 'sacred groves' a natural treasures house of plants, beautiful trees of all kind, rare orchids rhododendron and a large number of monoliths, table- stones and cromlechs etc⁸.

1.2. Population

In Meghalaya there are two major groups - tribal and non-tribal. The Khasis, Jaintias and the Garos form the major ethnic group of original inhabitants of the State. There are however, other tribes like the Kochs, the Hajongs, the Rabhas, the Mikirs and other minor tribes who are also the aboriginal of the State. Although Khasis, Jaintias and Garos are following the same matrilineal system of Society, yet the Garos are of different stocks of race believed to belong to Tibeto Burman Group. The Khasis and Jaintia form an isolated group of Austro Asiatic race who speak the language which belongs to the family of Monkhmer.⁹

The main three scheduled Tribes – the Khasis, Jaintias and Garos speak different dialects, which are recognized by the State Government. The official language of the State is English which serve as the lingua franca for the various language groups. Khasi and Garo, however, are the main language spoken in Meghalaya. The other language commonly spoken in the State includes Bengali, Nepali,

⁸ Helen Giri; *The Khasi under the British Rules* (1824-1947); 1990 published by Bimla Bawri; Donbosco Road Shillong; P.3

⁹ Srilekha Majumdar and Torist Mark; *Educational Administration in Meghalaya*, 2003. Vikash Publishing House. Pvt. Ltd. Masjid Road, New Delhi p.p 7-10

Hindi, Assamese, Koch, Rabha, Mikir etc¹⁰. The total Non-tribal population in Meghalaya is less. The high percentage of Non-tribal population in Shillong and Tura due to their position as administrative headquarters for several years which attracted people from other states in a country¹¹

As per 2001 Census, the total population of the State is 23,06,069 (P) as against 17,74,778 in 1991 indicating a decadal growth of 29.94 percent. Nearly 81 percent of population of the State lives in rural areas. The State's population is pre-dominantly tribal and constitutes 90.46 percent of the total population. The scheduled Caste population is barely 0.93 percent and the others form 8.61 percent of the total population of the State. The number of villages as per 2001 census is not yet available but the number of villages as per 1991 Census is 5,484 and the number of villages has increased to 5780 villages in 1998¹²

1.3. Administrative structure

During the initial years, the state consisted of two districts, three Sub-divisions and twenty-four Community Development Blocks. Subsequently, for effective administration the State was divided into five Districts with the creation of the districts of Ribhoi and South Garo Hills District in 1991, the total number of Districts rose to seven (7)¹³. The following are the Districts of the State as per table below:-

¹⁰ Ibid Srilekha Majumdar and Torist Mark, *Educational Administration in Meghalaya*; 2003 pp, 7-10

¹¹ G.P. Bhakta; *Geography of Meghalaya* (Rev) 2002 ; published by Bimla Bawri, Don Bosco Road, Shillong; p.82

¹² opcit; Government of Meghalaya; *Tenth Five Year Plan 2002-2007*. Vol I Planning Department. p1

¹³ opcit, Meghalaya Socio Economic Review. P 124

Table 1.1 Area Population and District headquarter of Meghalaya during 1991-2001

Sl. No.	Name of District	Headquarter	Date of Creation	Area in Sq.Km	Population	
					1991 Census	2001 Census
1.	Jaintia Hills	Jowai	21 st Feb 1972	3819	220473	295692
2.	East Khasi Hills	Shillong	28 th Oct 1976	2748	537906	660994
3.	West Khasi Hills	Nongstoin	28 th Oct 1976	5247	220157	294115
4.	Ribhoi	Nongpoh	4 th June 1992	2448	127312	192795
5.	West Garo Hills	Tura	23 rd Oct 1976	3677	403027	515813
6.	East Garo Hills	Williamnagar	23 rd Oct 1976	2603	188830	247555
7.	South Garo Hills	Baghmara	18 th June 1992	1887	77073	99105
	Meghalaya		21 st Jan 1972	22429	1774778	2306069

The creation of new Districts gradually paved the way for the opening up of more Civil Sub-Divisions. This has been felt in view of demanding situation of better governance in respect of administration and execution of law and order. The following Civil Sub-Division including Sadar-Sub-division are at present functioning in the State as shown below¹⁴: -

¹⁴ *ibid*; Meghalaya Socio Economic Review. P 6

Table 1.2. Civil Subdivision and their Headquarters

Sl. No	Name of District	Subdivision	Headquarter	Date of Creation
1.	Jaintia Hills	1. Jowai 2. Khliehriat 3. Amlarem	1. Jowai 2. Khliehriat 3. Amlarem	27-5-1982 12-11-1976
2.	East Khasi Hills	1. Shillong 2. Sohra	1. Shillong 2. Sohra	22-05-1983
3.	Ribhoi	1. Nongpoh	1. Nongpoh	05-01-1977
4.	West Khasi Hills	1. Nongstoin 2. Mawkyrwat 3. Mairang	1. Nongstoin 2. Mawkyrwat 3. Mairang	26-06-1982 19-10-1976
5.	East Garo Hills	1. Williamnagar 2. Resubelpara	1. Williamnagar 2. Resubelpara	30-04-1982
6.	West Garo Hills	1. Tura 2. Dadengiri 3. Ampati	1. Tura 2. Dadengiri 3. Ampati	17-08-1982 15-10-1982
7.	South Garo Hills	1. Baghmara	1. Baghmara	07-12-1976

1.4. Community and rural development blocks

The aim of community and Rural Development Blocks as known at present is to bring an integrated development of rural area covering all social, cultural and economic aspects of the community through various programmes. This is sought to be achieved through fullest development of available human material resources in rural area with the hope to raise the rural communities to higher level of livings together with their active participation¹⁵.

¹⁵ opcit, *Meghalaya socio Economic Review*, P 8

By the end of Ninth Five Year Plan (1997-2002), there were 39 Community and Rural Development blocks in the State. 30 (thirty) of the Community and Rural Development Blocks were normalized during the Seventh Five Year Plan period. The two blocks created during the Eighth Five Year Plan Period are under process for normalization and the seven new Community and Rural Development Blocks created during the last part of the Ninth five Year Plan will continue to remain as Stage I Blocks during the Tenth Five Year Plan Period. With the creation of the new Community and Rural Development Blocks there will be considerable improvement in extending development activities to those hill terrain areas where villages are not easily accessibly. The 7 (seven) newly created Community and Rural Development Blocks in East Khasi Hills are Jirang in Ribhoi, Mawthadraishan –Kynshi in West Khasi Hills, Gambegre in West Garo Hills, Kharkutta in East Garo Hills and gasuapara in South Garo Hills¹⁶. The subsequent table provides the population in the Community and Rural Development Blocks of different districts in Khasi Hills only.

Table 1.3. Population in the Community and Rural Development Blocks in East Khasi Hills (Census 1991 and 2001)

Name of Districts and Block Development	Date of Creation	Population of District covered by the Blocks							
		1991 Census			2001 Census			Decrease / Increase in %	
		Male	Female	Total	Male	Female	Total		
EAST KHASI HILLS									
1	Mawryngkneng	02.10.63	17973	17941	35914	24583	24597	49180	36.94
2	Myllem	02-10-53	153270	140703	293973	186027	180599	366626	24.71
3	Mawphlang	01-04-64	23363	23322	46685	27526	28091	55617	19.13
4	Pynursla	01-04-60	23480	23691	47171	27862	28485	56347	19.45
5	Mawsynram	01-04-58	19445	18749	38194	22728	22275	45003	17.83
6	Shella-Bholaganj	01-04-58	23376	22423	45799	27432	26667	54099	18.12
7	Mawkynew	18-06-81	15187	14983	30170	17029	17093	34122	13.10
8	Laitkroh Khadarshnong	20-03-01	Opened in 2001-						

¹⁶ opcit; Tenth Five Year Plan, 2002-2007 p 52

WEST KHASI HILLS									
1	Mairang	02-10-56	32225	30870	63095	40905	39870	80775	28.02
2	Mawkyrwat	01-04-61	28585	27186	55771	25762	25588	51350	49.21
3	Ranikor	07-11-92	Opened after 1991			16413	15456	31869	
4	Nongstoin	01-04-62	31369	29674	61043	37769	36621	74390	21.86
5	Mawshynrut	16-06-81	20681	19567	40248	28310	27421	55731	38.47
6	Mawthadraishan	20-03-01	Opened in 2001						

1.5. Climate of Meghalaya

Climate of Meghalaya Plateau is influenced by elevation and distribution of physical relief. There is a significant influence of alternating pressure cells located in the North West India, and by depression the Bay of Bengal and the South. Thus on the basis of weather conditions, the Meghalaya Plateau has 4 distinct seasons:-

- (i) Spring season from March and April
- (ii) Summer season from May to September
- (iii) Autumn season from October and November
- (iv) Winter season from December and January

1.6. Distribution of Rainfall

Meghalaya receive the most of its rainfall from the South-West Monsoon winds. The amount of rainfall depends on the location when the place is located on the windward slope of a hill; the rainfall is more whereas if the place is located on the backward side it receives less rainfall. The total annual rainfall in the Western part of the State is 418 centimeters. About 80 percent of rainfall occurs during the period from April to September. November, December and January are practically dry¹⁷

In Garo hills an annual average rainfall is 3330 mm, Cherrapunjee receive an annual average rainfall of 12000 mm and

¹⁷ opcit; G.P.Bhakta, *GEOGRAPHY OF MEGHALAYA*; 2002; p 24

Mawsynram 14000. Shillong the Central plateau received an average rainfall only 2400 mm. In the Eastern plateau, Jowai located on ridges receive 3000 mm of rainfall higher than Shillong. Cherrapunjee and Mawsynram the southern slope of Khasi hills receive the heaviest rainfall in the world.¹⁸

1.7. Literary Rate

Literacy is an important criterion to reflect the progress of individuals at the level of understanding in day to day activities and it is the primary condition of an individual who is able to read and write. As far as literacy is concerned, the ability to read and write is considered as an average level of understanding and comparatively, literate persons are better equipped than their illiterate counterparts. A community with more literate person is considered to be prudently more advanced than their illiterate counterparts.

According to Census reports of the Government of India, the percentage of literate persons of Meghalaya was 29.49% in 1971. The rural percentage of literacy was 23.40% while that of the urban areas was 65.22%. As such Meghalaya occupied the 17th position in All India ranking among the States and Union Territories in 1971. But in 1981 Census, the State slumped to the 22nd position with 34.08% of literacy rate. In spite of improved rate with 49.1 in 1991 Census, the State still remain in the 22nd position in the rank at all Indian level. According to the latest Census 2001, the percentage of literate persons has gone up to 63.31% but it ranks at All India dropped down to 27th position. The growth in the percentage of literate female between 1991 and 2001 has improved remarkably from 24.56% in 1971 to 60.41% in 2001. It is also observed that the rate of literacy in the rural area of the State has increased from 23.40% to 57%. The following tables show the growth of literacy rate in Meghalaya during the past 30 years.¹⁹

¹⁸ R.Gopalakrishnan, *Meghalaya Land and People*, 1995: Omson Publication; New Delhi, P,p 28,29

¹⁹ *opcit*; Meghalaya Socio Economic Review; P 21.

Table 1.4. Growth in the percentage of literacy in Meghalaya 1971-2001.

Particulars	Years			
	1971	1981	1991	2001
Rural	23.40	27.45	41.05	57.00
Urban	65.22	64.12	81.74	97.19
Total	29.49	34.08	49.10	63.31
Male	34.12	37.89	53.12	66.14
Female	24.56	30.08	44.85	60.41

According to the 2001 Census Report, Government of India, the East Khasi Hills District had shown the highest rate of literate persons in the State with 74.74% while the West Garo Hills District with 50.78% has been reckoned as the lowest. Among the literate person, the percentage of males is higher than that of female and the literacy percentage of males is the highest with 74.89% in the East Khasi Hills while the percentage of 50.13% in Jaintia Hills was the lowest rate in the State. As regards literacy of females, the East Khasi Hills has again shown to be the highest with the percentage of literacy of 74.58% but West Garo hills with 44.41% has been considered to be lowest in the State.

The percentage of literate persons in the rural areas of the Districts in the State was the highest attained by East Khasi Hills with 63.72% while the lowest percentage of the same was only 46.69% shown by the West Garo Hills District. The Ri-Bhoi District recorded the highest percentage of literacy in respect of males in the rural areas of the State with 64.74% while the lowest percentage of 46.03% was accounted by the Jaintia Hills District. The lowest percentage of literate females in the rural area of the State was only 39.52% in West Garo Hills District while the highest percentage literate female has been shown by East Khasi Hills District with 65.60%.

The highest percentage of literate persons in the urban area of the State has been attained by the Jaintia Hills District with record of 91.14% while the lowest percentage of 77.10% was shown by Ri-Bhoi District. It may be remarked that the Jaintia Hills District recorded the highest in respect of male and female percentage of literacy in the urban area by 93.07% and 89.33 % respectively. The Ribhoi District with 79.74% of literate males and 74.34% of literate females has shown the lowest percentage of urban area. The following table shows the literary rates by the District:-

Table 1.5. Growth in the percentage of literacy in Meghalaya District-wise (1971 – 2001)

Literacy rate	Districts							
	East Khasi Hills	West Khasi Hills	Ri-Bhoi	East Garo Hills	West Garo Hills	South Garo Hills	Jaintia Hills	Meghalaya
1. Total								
a. Persons	74.74	65.50	63.67	61.57	50.78	55.21	52.79	63.31
b. Male	74.89	66.74	65.77	67.17	57.12	61.42	50.13	66.14
c. Female	74.58	64.21	61.40	55.72	44.41	48.61	55.52	60.41
2. Rural								
a. Persons	63.72	63.13	62.66	57.97	46.09	52.28	48.97	57.00
b. Male	66.88	64.48	64.74	63.99	52.67	58.79	46.03	59.90
c. Female	65.60	61.73	60.41	51.68	39.52	45.42	52.00	54.02
3. Urban								
a. Persons	88.65	83.83	77.10	82.15	85.17	83.96	91.14	87.12
b. Male	91.50	84.59	79.74	85.32	89.14	86.15	93.07	89.90
c. Female	85.79	83.08	74.34	78.84	81.05	81.43	89.33	84.30

1.8. Education System

Before the advent of the British, there was no formal education system in any corner of the area now known as Meghalaya. The education system in Meghalaya was nurtured by the Christian missionaries. Though during the British Raj, its progress in the region was very slow. Educational development mainly started after independence when the number of schools began to multiply gradually. The progress of education was further enhanced with the launching of the first Five Year Plan and the State and Central Government's efforts to fulfill the aims enshrined in the Constitution of India. Meghalaya had inherited a system of education from Assam, and inherent disparities and deficiencies in basic areas, as revealed by the Third All India Educational Survey conducted just after the creation of the State, were inevitable. However with the emergence of the new state, a new awareness for education was generated which accelerated the growth of education.²⁰

1.9. Non-Government Lower Primary Schools

Non-Government lower primary schools play a significant role in contribution of primary schools in the Khasi Hills Districts of Meghalaya. Non-Government Primary schools can be classified into two categories.

- (a) Aided and
- (b) Un-Aided Lower primary schools.

Aided Schools means recognized schools which receive Grant in aid in the form of maintenance or development grant from the State Government or any other authority designated by the State Government. Non-Government Aided Lower Primary Schools which

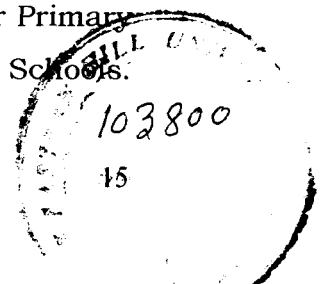
²⁰ Opcit, Srilekha Majumdar and Torist Mark; *Education Administration of Meghalaya*, 2000, P 16

fulfill certain prescribed standard are eligible to be brought under deficit system. These schools receive recurring grant-in-aid while other schools receive lumpsum grant of 3000/-per month called adhoc schools. The grant-in-aid is generally fixed according to the availability of Government funds. However, no specified formula particularly for fixation of quantum of assistance appears to be followed in such cases. While un-aided L.P schools or newly permitted schools means the schools which is not run by the Central, State Government, District council or any authority or sponsored by the State Government. The State Government granted only permission for these schools to establish new schools in different villages or areas for the spread of education in Khasi Hills District.

At present, a large percentage of schools in the State are Non-Government primary schools. The majority of these schools belong to the religious missions, primarily the Christian missionaries, which include the Khasi and Jaintia Presbyterian Synod, the Roman Catholic Mission, the Seventh Day Adventists; the Baptist Mission and other local agencies like the traditional Religion of Seng Khasi, the Sein Raid of Jaintia Hills and self help group organisations, The Ramakrishna mission also run School and educational institution in the State.

At present, the Government policy is to encourage a larger participation and involvement of the Non-Governmental agencies in the management of schools. The State Planning Board during its deliberation of the Eight Five year Plan, recommenced the provision of adequate assistance to privately managed primary schools to ensure minimum standard of classroom accommodation, basis teaching aids and adequate number of trained and qualified teacher for the improvement of the quality of education.

Besides the Governmental agencies, the Non Government agencies and the community also play their own roles in the development of education in Meghalaya. The present position of schools under different types of management is known as Aided Lower Primary Schools and the other known as un-Aided Lower Primary Schools.



Almost all of the primary schools are under non-Government Management and the majority being the deficit and adhoc primary schools. These deficit Lower Primary schools are maintained by the Government and adhoc Lower schools receive only a lump sum grant of Rs. 3000 per month for the salary of teachers from the Government. While un-Aided Lower Primary Schools are not receiving any financial assistance from the Government as the Government granted only the permission for setting up the schools.

In Meghalaya most of the schools are Non-Government Lower primary schools. The schools are managed by the Committee constituted by the Government as per the ordinance. In fact, the committee after it is constituted by Government for a particular tenure take the responsibility of management more or less independently even in the matter of appointment, dismissal, academic supervision, decision making, programme formulation etc. In the non-Government primary schools there is a managing committee or governing body. The member of the managing Committee should consist ten or twelve members and is usually constituted by the organisations and the donors who sponsored or established the schools. If the schools established by the village Dorbar, it is the Dorbar that will constitute a Managing Committee and in respect of the mission schools, the mission or church will constitute the managing committee. With regard to the members of the managing Committee the Secretary of the schools have to submit the list of the members to the office of the Deputy Inspector of Schools for approval.

1.10. Education Structure

Like other states, education system in Meghalaya provides facilities for general education from the pre-primary stage. The primary schools education starts from Class I to IV or V. The system varies from State to State. In Meghalaya, Schools education is normally starts at 5 years and consists of a primary stage. The structure of which

comprises of classes A, B, I, II, III. The Middle English stage consists of Class IV, V, VI and the high school stage Classes VII, VIII, IX and X.²¹

From the academic session of 1990-91, the Primary schools in the State have introduced a revised structure of class I, II, III and IV covering the general age group of 6 to 9 years with a pre primary class attached to each school. The revised curriculum, which was implemented in a phased manner, envisaged the computation of the whole process by the fourth years. Three years of Upper primary or middle school education includes classes (V-VII) for the age group 10 to 12 years and three years of secondary education (Classes VIII – X) for age group of 13 to 15 years. The Higher Secondary Education (Class X-XII) is for students belonging to the age group 16 – 18 years²².

A uniform structure of school education has been adopted by all states and Union territories of India. However, within the state and the Union territories, there remain variations in the number of classes constituting the primary, upper primary, High and Higher Secondary school stage.

1.11. Meaning of Primary Education

Elementary stage of formal education set up is called primary education. It is a stage when a child starts a formal education instruction in some institutions. Primary education is the first stage of the entire super structure of educational set up in India. The term 'primary education' is understood as a basic stage of education which is either a self contained phase (of various length in various countries) or which forms a part of a longer cycle of general education.

Formal schooling begins with Primary education. The first five years of education are crucial for pupils since the basic three R's (reading, writing and Arithmetic) are fundamental in sciences, social studies and other vital subjects experiences are provided. Universal and

²¹ Government of Meghalaya; *Report of the Education Commission*, 1997; Published by Director of Public Instruction, Meghalaya Shillong P 16

²² Opcit, Srilakha Majumdar and ToristMark, *Educational administration in Meghalaya*;2000, p 16 - 24

compulsory primary education as envisaged in the constitution of India, emphasizes the fact that all citizens of the country should be educated compulsorily up to a minimum level of education. Primary school lays the foundation for further education and hence this should be considered as the most important aspect of schooling, and deserves maximum encouragement.

The quinquennial Review of the progress of education India (1927-32) states that a burst of enthusiasm swept children into school with unparalleled rapidity, an almost childlike faith in the value of education was implemented in the minds of the people. Parents were prepared to make almost any sacrifice for the education of the children. Enlightened women began to storm the citadel of old time prejudice against the education of girls.

In 1964-66, the education commission made an all India Survey of primary education and tried to translate the Constitutional directive into action through its recommendation. The objectives were three folds, Universal provision, Universal enrolment and universal retention²³

According to education Commission 1964-66, Primary education should consist of seven or eight years divided into two sub-stages- a Lower primary and a higher primary stage of three years. According to our constitution, provision for free and compulsory education for all children upto the age of 14 years, since, the child at the age of six is admitted to a primary school. Eight years may be considered as primary education. Our Five-year Plan regarded education from the age of 6 to 14 as primary or elementary education.²⁴ In the Basic Education terminology stage were divided into Junior and Senior Basic respectively.

Article 45 of the Constitution stipulate free and compulsory education for all children until they complete the age of 14 years. In spite of concerted efforts and considerable investment by a centre

²³ Lakshmi S; *Challenges in Indian Education*. 1989. Sterling Publishers Pvt. Ltd. New Delhi; p 6-7

²⁴ Doaba; *B.Ed Guide*; 1966; published by Doaba House Delhi; P 17

and State Governments in promoting elementary education, the target of universalisation of elementary education has been achieved. The Revised National Policy on Education 1992 now stipulates that this target should be achieved before the turn of the century.²⁵

In 2001 the 83rd Bill was amended, and reintroduced as Constitution (93rd amendment) Bill 2001 in the Parliament with the following provisions

After Article 21 of the Constitution the following article shall be inserted namely-

21-A the State shall provide free and compulsory education to all children at the age of 6-14 years in such manner as the State may by law determine.²⁶

The following steps have been taken by the Central and State Government to achieve the directive:-

- (1) Large –scale funds have been allocated for spreading primary education.
- (2) Large number of primary schools have been opened
- (3) Laws of compulsory education are passed
- (4) Large scale training of primary schools teachers has been undertaken/
- (5) Grade of primary school have been revised
- (6) Primary school curriculum has been made purposeful.

In general term, primary education connotes education of 3 R's that is reading, writing and Arithmetic. This is a very narrow and traditional concept and did not lead to much advantage. Real education is something different. Education should aim at bringing about desirable changes in the behaviour of the learner. It helps in the all round development of a child personality in relation to healthy attitudes and good values. These days, student though highly educated are lacking good manners and social etiquettes. This indicates that

²⁵ Ministry of Human Resources Development; *Annual Report*; 1993-94 Part I, 1994; Published by Government of India Department of Education; P 29

²⁶ *Educational Tract*; 2002; Nelkamal Publications; Hyderabad; P 27

there is something wrong with the prevailing system of education and needs drastic changes.

The primary schools in the country are run by the Government, Non-Government, local bodies like Autonomous District Council, Panchayat, Zilla Parishad etc. The responsibility of imparting primary education ultimately lies with the State but it has delegated this power to local bodies. They manage the whole show and the State Government provides grant-in-aids. In India, in the previous years education had been a state subject but now it has been put on the concurrent list and that has been done with a view to achieve the target of free and compulsory primary education at the earliest.

1.12. History of Primary Education in India

Before the advent of British rule in India, the formal system of primary education existed in India. This does not mean that no education was being given. It was there but it was given in Maktabas and Pathshalas and was purely indigenous system of education. These indigenous institutions had been there since time immemorial and a part and parcel of Indian cultural and social scene. Before the British Empire in India, we had Christian missionaries who opened elementary schools in various parts of the country and their primary motive was to spread their religion. In the early days of the East India Company, education remained neglected affairs. After the Charter Act of 1813, it felt obliged to educate the masses.²⁷

From 1813 to 1859 was a period of small beginnings. There were two reasons which withheld the progress of primary education during this period. Firstly, it was the adoption of the downward filtration theory as an official policy of Government. Secondly, the resources given to the Education Department were meagre in the extreme. The period between 1859 and 1881 was the first period of rapid expansions.

²⁷ S.D. Khana, V.K. Saxena, J.P. Lamba, V.Murthy; *Current Problem of Indian Education*;1988(rev)
Published by DOABA HOUSE BOOKSELLER & PUBLICATION . Delhi, p 43

The Wood despatch 1854 repudiated the down filtration theory. Local cesses for primary education were levied in the rural areas in most part of the British India. Primary education progressed very rapidly during this period.²⁸

It was only as a result of Wood's despatch of 1854 that for the first time in the history of Primary Education in India, some policy was being spelt out. The main points in the policy were:-

- (i) To improve the existing indigenous schools
- (ii) To open new Government schools according to some set plan.
- (iii) To encourage private enterprise through grant-in-aid system.

Inspite of this policy, not much was done by the Government in the field of primary Education.²⁹

From 1882 to 1905, Indian Education Commission of 1882 recommended that management of primary education may be transferred to the local institutions. This new system undoubtedly led to some progress but cannot be called satisfactory. The real position was this that by transferring the responsibility of primary education to the local institutions, the Government wanted to get rid of this responsibility. The Governor General of India, Lord Curzon admitted that primary education was so far ignored and disregarded by the Government. He wrote, "I am one of those who think that Government has not fulfilled its duty in this respect"³⁰

In the year 1904, there was Government of India resolution on Education in India and Lord Curzon was the prime mover of the resolution. Lord Curzon was keen that something solid was done in the direction of primary education. He allocated Rs. 35 lakhs for spreading of primary education. State Governments also sanctioned money to this purpose.³¹

²⁸ opcit; Doaba, *B.Ed Guide*, 1996, p 18

²⁹ ibid; S.D. Khana, V.K Sexena T.p Lamba, V.Murthy, 1998 p 43

³⁰ Dr Sharma; *History of Education in India*, 1993, Published by Lakshmi Narain Agarwal Agra, pp 90.

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³¹ opcit; S.D. Khana, V.K. Saxena, T.P. Lamba, V.Jurthy, 1998, p 44

Gokhale Resolution on Indian Education (1911 and 1913); during this period Gopal Krishna Gokhale was also very much concerned towards primary education in India. In 1910 on March 19, Shri Gopal Krishna Gokhale, as a member of the Imperial Legislative Council, moves the following resolution "That this council recommends that a beginning should be made in the direction of making elementary education free and compulsory throughout the country. And that a mixed commission of officials and non-officials is appointed at an early date to frame definite proposal" ³²

1.13. Primary Education Between 1921 – 1947

The year 1921 is a significant landmark in the history of elementary education in India. It was in this year that the control of elementary education was transferred to Indian minister who were responsible to a legislature with a large elected majority. The overall progress of elementary education during this period was faster than in the proceeding one owing to the general social awakening among the people as to the deliberate attempts of the Government and local bodies to expand it both on a voluntary and on a compulsory basis.³³

The most important event of the history of Indian education during this period is the rapid development of mass education. Prior to this period, the Government's policy had often been criticised for the slow advance of mass education, which was considered as the weakest link in the British educational set up. During this period, Indian public opinion had shown keen interest in mass education and the liquidation of illiteracy. This is all the more expected from the Indian ministers who were now incharge of the education portfolio.

This period is also important as it witnessed:

³² B.C. Rai, *History of Indian education*, 1996, published by prakashan Kendra, Luknow p 127

³³ *ibid*; B.C Rai, *History of Indian Education*, 1996; P 127

- (a) The passing of several acts of primary education in British provinces.
- (b) The execution of a several schemes of compulsion and expansion on a voluntary basis
- (c) A large increase in the number of schools and pupils; and
- (d) Spread of literacy.³⁴

The progresses of compulsory primary education continued till 1930 but thereafter from 1931 to 1937 the developments of compulsory education received a set back. There were two main reasons for this. The first cause of this set back was the worldwide economic depression, which also influenced India. Hence, it was quite natural that the expensive schemes of compulsory education were postponed. Secondly, the Hartog Committee, which was appointed in 1927, emphasised that instead of aiming the quantitative increase in primary education special attention should be given to the qualitative progress of primary education and the policy of consolidation of education should be followed. In spite of great opposition of the people, the Government implemented the suggestion of this committee, which brought about a set back in the expansion of compulsory education.

At the time of provincial autonomy in 1937, Congress Ministries were formed in 6 out of 11 provinces. The congress made vigour efforts to expand compulsory primary education in their provinces. They established primary schools in those villages, where there were no primary schools. Local institutions were given additional grants so that they could meet the expenditure in making the primary education compulsory. Girl's schools were also opened at the places where people demanded it. Those efforts of the Congress Ministries led to a great expansion of Compulsory education. By the time of Independence was achieved, provisions had been made for Compulsory education of boys

³⁴ Shiv Kumar Saini. *Development of Education in India*, 1980; Cosmo Publication. New Delhi. Printed at Mehra Offset Press; p 55

in 229 cities and 10,017 villages and for girls in 10 cities and 1404 villages³⁵.

1.14. Primary Education in India After Independence

After Independence, article 45 of the Constitution of India stipulated that- "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years"³⁶

After Independence India felt the great need of expansion of education at all stages and especially at the stage of primary education i.e. pre-primary and primary or Elementary education. These stages of education correspond to the stages in child development i.e. infancy and childhood. Therefore the National Government took active and sincere steps to make the primary education free, universal and compulsory.

Universalisation of Elementary Education is a constitutional provision and a national commitment of all children in the age group of 6 to 14 i.e. from Class I to Class VIII. Opportunities for this may be provided through formal or non-formal means of education.

The concept of Universalisation signifies that education is for all and not for a selected few. This also means that education is the birth right to every child. Thus, the state shall endeavour to provide elementary education to all children irrespective of caste, sex, religion, economic status and place of birth or living. This will be possible if we make elementary education free and compulsory. The concept of 'free' signifies that no fees will be collected from children for receiving elementary education in educational institutions run by the State or any institution receiving grants out of the state funds. The concept compulsory signifies that all children attaining the age of 6 are to be

³⁵ opcit; B.C. Rai, *History of Indian Education*: 1996; P 15

³⁶ Rudolf C Heredia, *Tribal Education for Community Development*, 1992; published by Ashok Kumar Mittal, New delhi, p 21

enrolled in Class I and should continue until they complete class VIII at the age of 14 years.³⁷

Universalisation of elementary education passed through three stages:

- (a) **Universal Provision:** This means that elementary schools should be provided in each area within a walking distance (1 km) of the child, so that all children in the age group 6-11 years are provided with schooling facilities.
- (b) **Universal enrolment:** This means that every child attaining the age of 6 must be enrolled in Class I of an elementary school. This also means compulsory enrolment of all children attaining the age of 6 in an elementary schools. Here it may be mentioned that the Gross enrolment is very often taken amiss as universal enrolment. But the teachers and planners must ensure the net enrolment of children in school, which implies age specific enrolment.
- (c) **Universal Retention:** This means that every child enrolled in class I must continue in the school till he completes class VIII. Children should be properly understood and guided so that they do not leave school before they complete class VIII Course.³⁸.

1.15. Historical Development of Education in Khasi Hills District since 1813 –1835

In the olden time, Khasi knew nothing about education. But, they had their own way of preserving the education through oral tradition connected with narrative. The forefather of the Khasis always give advices to the younger generations through myths, folktales etc. around the hearth before going to bed. Those kinds of tales were based on environmental surroundings and sometimes on real events from one

³⁷ M. Dash: *Education in India Problems and Perspective*; Copy right 2000; Published by Atlantic Publishers and Distributors New Delhi , p 6

³⁸ *ibid*; M. Dash; *Education in India Problems and perspectives*;2000, p 8

generation to another. These kinds of tales were repeated orally until they were put in the written form of literature.

Swami Vevikenanda well summarized "Education is the manifestation of the perfection that is already in man" We are aware that our predecessors had no literature, and does not deserve the stigma and the language used by the foreigners and some of our Indian friends, in respect to their lives, manners and culture. The deepest meaning of the term education reveals and reflects the growth of one's personality, one's physical, mental and spiritual faculties. Judged in this light, our forefathers were highly cultured, enlightened and farsighted and their moral conduct and thinking capacity were admirable ³⁹

The first origin of Education in the District was enunciated and developed in the village of Shella, some one hundred and seventy years ago. It is worth noting the special advantages and possibilities of these people, when the rest of the District remained in darkness having no knowledge about education⁴⁰

During British period in India, the Charter Act of the East India Company of 1813 was the first Educational Policy document clause 43 of East India Act 1813 included educational Policy for India by sanctioning a sum of not less than one lakh of rupees in one year. Encouragement of the learned natives of India, the revival of literature and promotion of knowledge of sciences among Indians were the main consideration of this clause. Macaulay's Minutes of 1835 interpreted the implications of clause 43 of the Charter Act of 1813 by saying that English Education should be the aim of Indian Education and promotion of literature should mean promotion of English literature.⁴¹

The development of Elementary Education in Khasi and Jaintia Hills District has been resulted of the sincere efforts for more than a

³⁹ E.W. Dkhar, *Primary Education in Khasi and Jaintia Hills*, published by Seven hut Enterprise, Shillong 1993, p 14

⁴⁰ *ibid.* E.W. Dkhar, *Primary Education in Khasi & Jaintia Hills*, 1993, p 23

⁴¹ R.S. Pandey, *Education yesterday and Today*, Allahabad, 1997. published by Horizon Publisher Allahabad, p 14

century by missionaries, educationists of India and many enlightened persons of Khasi Hills, who have been helped by numerous devoted teachers and social workers of the area. The East India Company which compelled to accept the responsibilities for education of Indians after the Charter Act of 1813 laid the foundation of the State System of Education in India, and encouraged the Christian missionaries in every possible way to come and work in this area.⁴²

The first modern primary school in the then United Khasi and Jaintia Hills District to the best of our knowledge was established at the village of Shella, a village 97 km to South of Shillong City in the Border of erstwhile East Pakistan (Now Bangladesh) on the third February 1823, by the Seng Bakhraw or the four duwakdar of the Confederacy. This tradition is an authoritative one and has been affirmed by persons of the past generation who are actively involved in setting it. Few were the qualified person yet who could volunteer themselves to teach in the school. The Duwakdar and the State therefore, invited Shri Takhudhon Mukherjee and Shri Tarini Ghosh, the two educated and talented person from Bengal to handle the school at the Salary of 25 and 20 silver coins annually plus other gifts from the people of the State.⁴³

After these years, the first missionary to come to Khasi Hills District for imparting Education in its real sense was Mr. Alexander B. Lish, a young Baptist American missionary, who in the beginning of the year 1832 started a primary school to teach the natives at Bholaganj (a trading centre 18 kilometres to the south of Cherrapunjee), but due to the strong opposition of the native, it seemed that he was compelled to abandon the work. At the end of the same year he proceeded to Cherrapunjee, the administrative station headquarters of the British in

⁴² Devika Saikia, *Development of Elementary Education in Khasi and Jaintia Hills*. 1984. Shillong, B.R.Saikia prakashan, p 1

⁴³ opcit E.W. Dkhar, *Primary Education in Khasi & Jaintia Hills*. 1993, p 41

the hills, where he started three primary schools at Cherrapunjee, Mawmluh and Mawsmai.

After the British East Indian Company and the Khasi Rajas had duly concluded a peace treaty in 1834, the Missionaries of the Serampur Mission, turned their attention once again to revive the work among the Khasis, whereby, they commissioned Alexander B. Lish to work as a missionary at Cherrapunjee. Alexander B. Lish and John Hughes Morris returned to the hills on January 1834. Mr. Joshua Rowe, who was for sometimes English tutor at Serampur College, accompanied them to establish an English Boarding School at Cherrapunjee. But two years later in 1836, the school at Cherrapunjee made good progress with an average daily attendance of 36 students, but we were not told about the progress of the other two schools at Mawmluh and Mawsmai. In 1837 the Serampur Mission was amalgamated with Baptist Missionary Society and the work in the Hills was abandoned in the next year 1838⁴⁴ Needless to say that the Serampore Baptist Missionaries also made the pioneering effort in contribution of primary schools in this hill area

1.16. Development of Primary Education in Khasi Hills Since 1835-1947

After the East India Company rule in India, the second effort was the Welsh Calvinistic Presbyterian Mission located in Sylhet. In the year 1841, Thomas Jones and his wife came to Cherrapunjee to revive the work abandoned by Mr. Alexander B. Lish. They worked with much enthusiasm and ambition to spread Christianity and education among the Khasis. Within a short period of their arrival in Cherrapunjee they trained some teachers from their pupils. At the beginning of the year 1842, the school at Mawsmai was reconstructed and U Lurshai was

⁴⁴ opcit E.W. Dkhar, 1993, PP 50, 51

confirmed as a Teacher. The school at Cherrapunjee and Mawmluh were rebuilt in which U Jom and U Nisor were the first teachers.⁴⁵

In the beginning of 1843, another batch of missionaries arrived at Cherrapunjee. They were Rev and Mrs. W. Lewis who later spent their entire lives in the Khasi Hills. They were wholly entrusted with the work of spreading education. With the help of Khasi literates and converts to Christianity they penetrated into the interior regions and set up schools in Shella in 1851. Every year missionaries arrived in this place (Khasi Hills) Schools were also soon opened in Nongsawlia and Shella. As a result, four schools were opened in Nongkhlaw Syiemship in 1853 and the schools that were established were day schools. They were however not popular and were not assisted by grant-in-aid from the Government.⁴⁶

By that time there were six (6) schools altogether. Thus, within a few years Education spread rapidly and there was a great chance eventually to conquer the whole District.⁴⁷

When the Governor-General of India, Lord Dalhousie, received the progress report of the mission field in the hills, he decided immediately after consulting Her Majesty's Government of India, conveyed the decision of the Government in a letter dated January 6th 1854 that the Council agreed that the spreading of education among the Khasis and other hill tribes in those part could be most effectively secured by extending help to the missionary institutions. In this year (dated March 13th 1854) it was intimated that the Council approved of a monthly grant of Rs. 50. It further approved that "the governor had no objection to the use of Missionary books in the schools"⁴⁸ and increased the monthly grant from Rs. 50/- to Rs. 500 per month with effect from 1861⁴⁹

⁴⁵ *ibid* E.W.Dkhar;1993. PP 50. 52. 53

⁴⁶ Devika Saikia, *Development of Elementary Education in Khasi and Jaintia Hills*, Shillong, 1984, P2

⁴⁷ *ibid*, E.W. Dkhar.1993, P 59

⁴⁸ *opcit*; E.W.Dkhar; 1993, P 63

⁴⁹ Hamlet Bareh; *History and Culture of Khasi People*; Spectrum Publication; Delhi, 1967, P 394

For twelve years Mr. Lewis worked alone in the field. He was relieved at the news of the two missionaries coming to the Hills, Mr. Robert Parry and Mr. Thomas Jones. The former sailed with his wife reached Calcutta in December 1855. The later sailed ten months and accompanied Mr. Pryse to Sylhet in 1857. With the arrival of the two missionaries, a new epoch began in the history of education and that of the Welsh Mission in particular. The following years were years of turmoil and political unrest, till the outbreak of the Sepoy Mutiny in 1857, ever memorable in the annals of Indian History. It was the war of liberation against colonial rule; the Indians were severely crushed due to ill-discipline and ill-organization but the work on the hills was saved. Six years after, the Jaintia war broke out which hindered and afflicted much of the progress of the work in the hills. The conduct of the Christians and the rebellion attracted much attention of evident that the education imparted by its agents (Welsh mission) was not only 'effective in civilizing the natives but in making them peaceful and loyal subjects'. Since that time the British hit upon a dual theory of imperialism and conversionism; and education was their tool.

The grant gave new stimulus to the Mission to spread education throughout the length and breadth of the district. Other native syiems (Raja) and monarchs in their own realms and domains, when they saw what education had done so much to the people in Cherrapunjee and its neighbourhood, were keenly interested to have such education. U Jidor Singh syiem and his followers and admirers attracted by the fragrance of education, were the first from Khadsawphra Syiemship to taste its sweetness. It was reported that they were struck with wonder and amazement to see young Christians as the chapel at Nongsawlia singing songs of praises with all their heart, which they had never witness before. It convinced them that Christianity and education had the power to transform the life of people and the syiem desired that his people should tastes its sweetness. With this attitude, U Jidor Singh Syiem met a missionary and requested him to start school in his kingdom also.

Thus, with the help and encouragement, cooperation and devotion of the Khasi Syiem (Raja) with missionaries the school at Mawnai was erected at the end of the year 1853. The school attracted the attention of many learners and many of its neighboring villages attended the schools. As the result was profound fruitful, school at Nongrmai, Mairang Laitdom and Nongthymmai were erected in the year 1857.⁵⁰

Again in the year 1857, the missionaries opened one school at Lamin and another at Tyrna in border areas. Therefore, the total numbers of schools during the year 1857 were 16 Primary Schools with an enrolment of 240 pupils⁵¹. Thus the school during this year was increasingly day by day. In 1861, the number of schools shot up to 23 and the number of pupils enrolled being 700 or 800 approximately.⁵²

Again in 1863 the school was grown up at Mawdon which was established with the help of u Dorsha, one of the elder village and at Mawdem under the influence of Liar Sirdar. Rapidly, advance was made by Thomas Jones and Mr. Lewis to spread education in many directions in the Districts. According to the statistical report of the year 1866, there were 52 schools with 1500 to 2000 students.⁵³

Therefore, in course of time the education in the Khasi Hills was completely in the hands of the Welsh Presbyterian Missionaries.

After these years there was a great development of primary education in Khasi Hills of Meghalaya contributed by the Missionaries with the help of local people to lay down the modern system of education but, however, the conditions were changing fast during this period. In the year 1860, after transfers of the administrative headquarter from Cherrapunjee to Shillong, the mission thought best to start primary school there and began to operate on a greater scale.

⁵⁰ opcit; E.W. Dkhar. 1993, P 64.65

⁵¹ opcit, Devika Saikia. 1984, P5

⁵² opcit Hamlet Barch. 1967, P 395

⁵³ ibid E.W. Dkhar, , 1993 P 64.65

Shillong was by that time the station and the centre of administration in the Hills⁵⁴

When Mr. Jerman Jones worked in the hills as a missionary, he spread education even to the remote areas of the District such as the villages of Mynnar, Mawroh, Warmawsaw, Nongum and many others. By that time education swept over all the people in the District. Hence, there were more than 100 schools over the Districts with 2000 and 3000 scholars. In about the year 1881, a beautiful primary school was built at Nongkrem, the Headquarter of Syiem of Khyrim. In those days, most of the principal towns and villages in the Syiemship have at least one primary school or middle English school, and some of them, like Nongkrem, Smit, Pynursla and Langkyrdem maintained their own High School. From then onwards, the schools in our Districts multiplied steadily. In the year 1886-87 two more schools were opened at Rangthong and Nongkynrih in Khasi Hills respectively.⁵⁵

Another policy document is the Report of the Indian Education Commission of 1882-83. Lord Ripon had appointed the Commission which is also known as Hunter Commission. The Commission recommended for encouragement to indigenous education. Clear policy of legislation and administration of primary education, simplification of school administration, establishment of at least one model of high school in a District and a single system of grant-in-aid. It also recommended for taking cooperation of private enterprise⁵⁶

So far education has reached and developed in every hook and corner of Khasi Hills District as established by the Welsh missionaries. So in 1900-01 there were a total of 325 schools, of them one was a High School, 5 were middle English schools and the rest were primary schools. The percentage of female literacy was 3.4% against 0.4 % recorded in the Assam province⁵⁷

⁵⁴ opcit E.W. Dkhar, , 1993 P ,67

⁵⁵ opcit E.W. Dkhar 1993 P 68,69

⁵⁶ Opcit, R.S. Pandey, *Education yesterday and Today*, 1997, p 16

⁵⁷ opcit, H Bareh, *History and Culture of the Khasi People*; 1967 P 395

We have to bear in mind that the beginning of the Twentieth Century saw a great revival of education in the hills not only of the Welsh Calvinistic Presbyterian Mission but some other foreign mission like Roman Catholic, the Seventh Day Adventist, Baptist Mission and the Church of England. Other Indian organization like Brahmo Samaj and Seng Khasi began their operation in the field of education with more devotion and energetic attention, and therefore, school after school began to spring up in the District in great numbers. In the year 1904, a primary school was commenced at the village of Nongbri and from thence slowly and gradually it spread to all parts of the Khasi & Jaintia Hills District. Within this year 1904 there were more than 400 schools with the number of 7918 scholars.⁵⁸

The mother church in Wales with a small population could hardly provided sufficient resources to Khasi Hills. Only a few missionaries were supported. The missionaries seem to have been concerned with imparting education to the poor and middle class families having started no public school of modern type where the richer family can avail the opportunities.⁵⁹

After the work of Welsh missionary in Khasi Hill, a lot of primary schools sprang up, and till this day, the progress of education in the Hills is basically the contribution of the Missionaries.

After this year, when Roman Catholic mission came to the hills, more progress in the field of education was resulting. The first mission was the German clergymen who laid the foothold between 1899 and 1990. The mission diarchyed the hills to the need for higher education for the District, and particularly, for Shillong metropolis, and sought to intensity such activities. Having received Government encouragement from time to time, especially in respect of setting up of European schools. The mission started St Anthony's, St Mary's, St Edmund schools and Loreto Convent in Shillong in the year 1901, 1906, 1915 and 1925 respectively. Catholic mission sought therefore to contribute

⁵⁸ opcit E.W. Dkhar, 1993 P ,69

⁵⁹ opcit Hamlet Barch, 1967 P 397

the educational progress by opening the Institutions ranging from primary to college standard, whereas, Welsh missionaries educationists actually prepared this field during the decades past. It appear that some older mission provided educational needs to the poor and common people and made no least efforts to produce good career in accepted lines. In 1931-32 there were 223 primary schools and more than 400 students under the charge of Roman Catholic mission and 347 primary schools under the charge of Presbyterian mission who received a total grant of 20,000 from the Government.⁶⁰ The contribution of education by the Roman Catholic mission in Khasi Hills District had a great benefit for the pupils. Through these schools contributed by this mission, there are lots of Khasi people who got their education from these schools.

Again, the new religious socio cultural organization “Seng Khasi” was establishes in Shillong by Chandranath Roy the youngest son of Jeebon Roy, who was the founder secretary of the organization. In 1921, the Seng Khasi free morning school was located at Mawkhar Shillong to provide free education for poor children and helped the illiterate persons and backward people. It was a great step for the national awakening of the people in Khasi and Jaintia Hills⁶¹. Thus, the Seng Khasi School blossomed forth in the same year.

After this year, Roman Catholic Mission and Ramakrishna mission had already cooperated to open a free primary school which was established at the town of Shella (Disong) 97 kms, south of the capital of Shillong on the extreme border with Bangladesh in 1924. The work of education in the District was grown up. Yet Swami Prabhananda with the help of some local leader established another primary schools at Nongwar 4 Kms to the north of Shella in the year 1928⁶². The contribution for primary schools by Ramakrishna Mission have benefited the children in Khasi Hills and promoted education

⁶⁰ ibid Hamlet Bareh., 1967 Pp 398, 399

⁶¹ opcit Hamlet Bareh., *Progress of Education in Meghalaya* :1996,Cosmo Publication. New Delhi, P 195

⁶² opcit E.W. Dkhar, 1993 P .82

towards the development in different areas, and during the century, the Hills witnessed many other religious and educational organizations like the Unitarian, the Brahmo Samaj, the Seventh-day Adventist, the Church of England, the Baptist mission and church of Christ, who began their activities in promoting and providing educational facilities in the schools. All these schools contributed by these organizations were called non-Government primary schools.

Under the Government of India Act 1919, the provincial Government came into existence. All the provincial legislatures of British India passed compulsory education Act between 1918 and 1930. The Government of Assam wanted to make primary education compulsory in Assam. The Assam Government passed the compulsory primary Act in 1926. Owing to the financial difficulties, the Act was not implemented. The Government of India Act 1935 introduced important changes in the Government. In the provinces hierarchy was abolished. Eleven provinces including Assam were granted provincial autonomy. The Government of Assam prepared ambitious scheme for promotion of elementary education. On 15 August 1947 India became independent. The Assam Government passed the primary education Act in 1947 to introduce free and compulsory education in this stage. In some selected areas, primary education was enforced.⁶³

The foundation stone of educational system was laid down during British period of 1935-1947 who had their own policy of education. Primary education in Khasi hills was successful during the British Government in India by the work of missionaries.

Primary education is the desire of the Governor general in Council that the Commission should specially bear in mind the great importance, which the Government attaches to the primary education. The development of elementary education was one of the main objects, contemplated by the Despatch in 1854. The principal object, therefore enquired by the Commission should be the present State of elementary education through the empire, and the means by which this can

⁶³ Opcit Devika Saikia, 1984 ,P8.9

everywhere be extended and improved. The primary education be regarded as the instruction of the masses through the vernacular and be not necessarily regarded as a portion of institution leading up to the university.⁶⁴

1.17. Development of Primary Education Under Assam Government since 1947 – 1973

After India became Independence, the Assam Government passed the primary Education Act in 1947 to introduce free and compulsory Primary Education gradually in this stage. In some selected areas compulsory primary education was enforced⁶⁵

Abbot and Wood Report on Education (1947) recommendation in regard to the education of the infants and the primary education should be properly, thoroughly and scientifically organized. It should be put into hand of the trained women teachers. This required a good deal of attention to pay to the education for girls and women. In regard primary education, the committee suggested that it should be based more upon the natural interest and activities of young children. It did not encourage book learning very much.⁶⁶

During this period the contribution of Non-Government primary schools by different agencies made a great progress in Khasi Hills. But the main reason for this is that there are many problems and difficulties for the organizational management of the schools due to the lack of financial aid provided by the Government.

The Government of Assam accepted basic education as the future pattern of education in Assam. The Assam Basic Education Act was passed in September 1954. Many primary schools contributed till this year by the missionaries were taken over by the Assam Government

⁶⁴ opcit; R..S. Pandey, *Education yesterday and Today*. 1997, p 24

⁶⁵ opcit Devika Saikia. 1984, P 9

⁶⁶ opcit; B.C. Rai. 1986. P 153

and these schools were converted into Junior Schools or Senior Basic Schools. In Khasi Hills District, Reid Teacher Centre was converted into Reid Teacher Training Centre.⁶⁷

In 1948, just after independence Basic Education or Primary Education was introduced in the Districts of United Khasi and Jaintia Hills. Mahatma Gandhi, 'the father of nation' outlined the scheme of basic education. According to him, conception is a kind of education combining the mental, physical or intellectual and manual labour. The first Basic Education introduced in the District according to the inspired Gandhian conception and philosophy was Miss Barr Margaret an American missionaries of the Unitarian organization. She was well convinced that Basic education is a well-suited element of education to raise the standard of the people. In 1948, Miss Barr started a Basic School at the Mission Compound, and at Malki, Shillong. The second in the District was the Mawlai Nongkwar Junior and Senior Basic School in the year 1950 under the inspection and guidance of (L) C.D. Khylllep with the cooperation of the local population. In the same year, the same leader founded the Saiden Junior Basic School. Besides her, lot of Primary Basic School was established in Khasi hills. ⁶⁸

After Independence, the numbers of primary schools in fact have risen up by leaps and bounds. We have on record the number of schools in 1960-61, were 258 primary schools in Khasi Hills, 312 Primary schools in Garo Hills and 191 Primary school in Jaintia Hills.⁶⁹

It was a well-accepted fact that for a few decades following the enforcement of the present Constitution, the management of primary education was to be vested in the three District Councils in the State. The Constitutional provision had necessitated, therefore, the handling over of the primary education from the erstwhile State Government of Assam to the District Councils. The District Council had taken over the management of primary education since the State Government of Assam had transferred the Primary school to them. The administration

⁶⁷ opcit; Devika Saikia; *Development of Elementary Education in Khasi and Jaintia Hills*; 1984, p 9

⁶⁸ opcit E. W. Dkhar. 1993 P,P ,88. 89

⁶⁹ opcit, Hamlet Bareh., *Progress of Education in Meghalaya* 1996 P 18

of an autonomous District vested in the District Council – The Khasi Hills Autonomous District Council was inaugurated in the middle of 1952, while the Garo Hills Autonomous District Council was inaugurated in 1953 and the Jowai Autonomous District Council was formed in 1967⁷⁰

1.18. Primary Education Since 1972 1993

Meghalaya has certain legal provisions in respect of education. Its present system of education is based on the various acts and codes- primarily codified executive orders, which were enforced during the period of composite state of Assam. Immediately after achieving Statehood in 1972 with the bifurcation of Assam, the State enforced its first Act in 1973 in the context of education called the Meghalaya Board of School education Act, 1973⁷¹.

Since 1972, the autonomous District Councils had taken over the administration of primary education from the Government of Assam, the autonomous District Councils and local bodies was set up under the provision of the Sixth Schedule of the Indian Constitution to have their own Legislative power to establish and manage primary schools. The three autonomous District Councils were set up in Meghalaya; they are authorized to make their own legal provisions in the management of primary education.⁷²

The Khasi Hills Autonomous District Councils, by notification dated December 1993, a Commission was set up under the Chairmanship of Shri S.K. Dutta, former Chief Justice of the Gauhati High Court to look into the issue of Primary education⁷³ Three commissions of enquiry were thus constituted to assess the status of primary education under the Autonomous District Councils.

⁷⁰ B. Lyndem, *A critical Study Of The Development Plans And Programmes In Primary Education In The State Of Meghalaya Since Independence*, 1984, unpublished thesis; Nehu, Shillong. P 15

⁷¹ opcit Srilekha Majumdar & Torist Mark, 2000. p 36

⁷² opcit Srilekha Majumdar & Torist Mark, 2000. p 93

⁷³ Opcit, Hamlet Bareh, *Progress of Education in Meghalaya* 1996, p 15

After the administration of primary school by the autonomous District Council, it gives some grant-in-aid for non-Government school managed by the different agencies.

The management of primary Schools other than those with in the Shillong municipality comes under the control of District Council. The District Council Schools are however, mainly financed by the Government for all expenditures. The District Council or Local body contributes only 17.58% while 3.68% of the funds come from endowments. Since Primary Education is free there are no additional funds from fees.⁷⁴

The growth of primary school in Meghalaya established by the District Councils and voluntary agencies during the year 1975-76 was 3195 schools. In 1980 – 1981 there were 3597 schools, 1985 – 86 were 3692 schools and in 1990 – 1991, were 3920 schools. The number of primary schools has been slightly increased during these years. During the period of 1986 – 91, lots of new primary schools were established in villages. The coverage of primary schools within a walking distance of a kilometer of habitation increases to 80 % which indicates that 20 % of the villages which are still without primary schools within a distance of a kilometer. Considerable to be a reasonable walking distance for children in the hilly areas. Most of these villages are sparsely populated with population even below 200 persons. According to the existing norms, only a village with a population of 300 is considered viable to have a primary school. All villages with a population of 200 are without any facilities for primary schools within a radius of a kilometer are to be considered viable for setting up primary schools⁷⁵.

According to the provision of the Sixth Scheduled, the autonomous District Councils may (a) established, construct or manage primary schools; (b) make regulations for their administration with the previous approval of the governor and (c) may prescribe the language

⁷⁴ opcit, *Report of the Education Commission*, 1997; p 68

⁷⁵ opcit; Srilekha Majumdar & Torist Mark, 1993, pp46,98, 150

and the manner in which primary education is to be imparted, in primary schools under the District Council Jurisdiction. At the District Council level the administrative set up consist of the Chief Executive members (CEM), the executive members and one Ex Member is in charge of education, the education officers and a few sub inspectors of schools. It is reported that the functioning of the Administrative machinery and the supervision and inspection of school is not effective. There is neither any service condition for the teachers or any regularised system for taking disciplinary action against them. The teacher does not receive their pay regularly. This as inferred by various commissions set up to study the administrative machinery in the autonomous District Council with respect to primary education, is perhaps, due to the fact that the system of grant-in- aid in the District Councils was not systematic and methodical⁷⁶.

Non-Government agencies and local bodies contributed a lot to primary schools towards the development of education in Khasi hills, to educate as many as possible in the villages and the backward areas. Through the establishment of primary schools it will be able to eradicate the literacy of the people. So, in Khasi Hills Districts; under the District Council management and administration of primary education the primary schools were rapidly increased till the year 1990-1991.

It was in 1990 – 1991, that the State Government decided to decentralize the administration by appointing Administrator in each District and allow delegation of power to administer Primary school. The District Council cannot bear it alone. During this year the State Government make out their statement pertaining to the extension of term for taking over the administration of primary education including primary school by the Government from the three autonomous District Councils through the six months of extension the Government jurisdiction till the close 1992 is maintained⁷⁷.

⁷⁶ *ibid*; Srilekha Majumdar & Torist Mark, 1993, pp, 91,92

⁷⁷ *opcit*, Hamlet Bareh *Progress of Education in Meghalaya* , 1996. pp, 17,18

The State Government was to provide finance for expenditure incurred on (a) the maintenance of lower primary school (b) The grant – in-aid to the lower primary schools; and (c) the councils to provide primary education as funds may permit. The District Councils were to improve from their own resources the excess of expenditure incurred by them for the proper maintenance and expansion of primary education in their own jurisdiction. However, the main responsibility for its management was with the District Councils since the majority of the primary schools in Meghalaya were under the autonomous District Councils⁷⁸.

The new policy is sought to be implemented in the State from 1991. It envisages restructuring the pattern of school education in the State and revising the curriculum within the broad framework of the National pattern of education as laid down in the National policy 1986; Primary education has been prescribed from class I to IV and to confine to the age group of 6 to 9 years. The allocation of the subjects can be broadly be enumerated below: - Apothegmatic, language, Environmental studies, science, creative expression, projective work or work experience, English and Social studies.⁷⁹

Meghalaya Board of Primary school education Act 1988; the Board shall have the powers to supervise regulate and develop primary education in the State and impart ((a) prescribed courses of study and syllabi (b) to conduct examination and declare result thereof: (c) To award certificates, prizes, scholarships and other incentives to the students (d) To publish or select text or supplementary books for the primary schools (e) to advise Government on recognition and development and on other matters concerning primary education including matters relating to physical, moral and social welfare of all students (d) to receive and administer grant from Govt and donation from private individuals or associations (e) To do all such things as may be necessary for the purpose of this Act or the rules and regulations

⁷⁸ opcit, Srilekha Majumdar and Torist Mark, 2000, pp,93,94

⁷⁹ opcit Hamlet Bareh 1996, p, 21

framed there under. (f) To grant recognition of primary schools for various purposes.⁸⁰

The contribution of primary schools by the different agencies does not rest only with the major missions, churches, minor churches but the support of their respective states or elakas had started their own, and fund provided from their own ends. It is clear that u Khawkham was the fund contributed by churches members or communicants themselves which were periodically consolidated or credited into the fund of the Synod (or Assembly on the erstwhile occasion) which in turn would be disbursed for meeting several requirements and the District Council as well. The villages on the other hand, which had little accession to the administration have sustain on their own strength or resources to initiate and start schools. Hundreds and hundreds of these schools later on graded as private aided and private un-aided have come into existence, scattered over various quarters, and which heavy investment were made by the people themselves, locality, or villages wise. In the list provided, we find school being graded as Government, deficit, aided and un-aided and were understand that bulk of them were raised on the initiative of the people themselves. ⁸¹

1.19. Primary Education From 1993 Onward

The mismanagement of primary schools by the District Council in 1980s resulted in teachers not getting their salaries and the school close down because of teachers strike. The Government set up three different commissions to enquire into the allegation of mismanagement in all the three autonomous District Councils. On the recommendation of these commissions in 1990, the State has temporarily taken over the control of primary education. The dual control of primary education by the state and the District Council has impeded, to a great extent, the

⁸⁰ Paul Peta: *Meghalaya Education Code* 1988, Akashi book, Donbosco press, Shillong, pp.,45,48

⁸¹ opcit Hamlet Bareh 1996, p, 203

development of primary education in the State; moreover, there has been, so far, no long term policy decision except adhoc arrangements in respect of primary education administration. This temporary control and adhoc arrangement, further, adversely effected the administration as no permanent set-up could be taken up for the implementing of programmes at the District, Subdivision, or Block level. ⁸²

Meghalaya Government is taking over of District Council Lower Primary School Act 1993. The total number of primary schools in Meghalaya was 4099 schools (p.22) after the State Government has taken over the control and management of primary schools from the District Councils. The Community participation or local bodies are still continued for the contribution or establishment of primary school in the state though certain modification. After running the schools successfully for a few years, the concerned managing committees appointed by the village Community or the religious organizations, approached the District Inspector of Schools incharge of Primary Education for recognition.

Education at the Sub-divisional level for permission. The schools are enlisted in the Official register as un-aided school. However, during 1986-1993, the number of primary schools increases from 3,692 to 4086 with a percentage increased of 10.7%. There has been a slight increase of about 6 Percent in the number of villages with primary Schools within the habitation. Since 1995 the numbers of Primary Institutions increased to 4225 with the total enrolment of 3, 77,836. About 68% of the new primary Schools have been established in villages or habitation already with

At present, a large number of non-Government primary schools were established in the state, which was funded by the different organisations. Each organisation had their own procedures in administration of the schools. There are 2247 Non- Government primary schools in Khasi Hills District till the Year 2002-2003 that is

⁸² Opcit, Srilekha Majumdar & Torist Marak , 1993 p,44

1205 in East Khasi hills District and 1042 schools in West Khasi Hills District.

Non-Governmental agencies are already involved in the educational development and the management of primary education in Khasi Hills District. Accordingly, the contribution of non-Government primary schools is significant especially after the state Government taking over the primary education from the Khasi Hills Autonomous District Council. Though, there are no rules and regulations framed by the state Government. The various educational primary schools have been established in propagating the importance of education for children of different villages. The Non-Government primary schools felt the need for specific legal provisions to enable the Officers of the Education Department to supervise the schools run by the private organisations. This would help to ensure uniformity of standard and overall quality improvement of education. All Non-Government schools have their own managing committee with the members drawn from the local Community. This Committee manage all the programmes of the school, to discuss and review the implementation and progress of various activities in schools.

Non-Government agencies, local bodies and Community participation play their own roles to develop education in Meghalaya. Initially, there was no organisation in educational activities; rather, they responded the need and demand of the society to establish schools without any help. Generally financial aid was made available to them only in the later years. However, their works and efforts were appreciated.⁸³

1.20. Studies Related to the Other Programme

1.20.0. Single Teacher Schools

⁸³ opcit, Srilekha Majumdar & Torist Mark, 1993 P. 89

Single teacher schools have existed in our country since the earliest days and in view of the distribution of the population in a larger number of villages, they are largely to remain a permanent feature of our education landscape. According to the Education commission about 40% of our schools are single teacher schools. In a single teacher school, a teacher has to handle more than one class. Often two, three or four according to the nature of the school. He has to resort to multiple class teaching.

Mr J.P Naik observes in this connection that since the earliest Vedic times, single teacher schools have existed in India and except for the microscopic minority of a few multi teacher institutions, they have always monopolised the whole field of education⁸⁴

In the British Period during 1813-1921, the single teacher schools were allowed to function. All the primary schools established in Bombay State from 1823 to 1853 were single teacher schools. We have enough evidence to show that before 1855 single teacher schools were fairly popular and common in the whole of the country. Later from 1855 to 1921, so many single teacher schools were converted into multi teacher schools. Classes were introduced with regular curricula and annual promotion⁸⁵. During this period 1885 to 1921 single teacher schools was marked by the decline of the institutions. This period saw the supreme authority to the Education Department, which were following the English pattern of education. Following factors were responsible for this decline:

- (1) Pressure of numbers in schools
- (2) The abandonment of the monitorial system
- (3) Introduction of classes; with graded curricula
- (4) Annual promotions
- (5) Village schools were also asked to follow the urban pattern.⁸⁶

⁸⁴ J.C. Aggarwal, *Progeress of Education in free India*, 1987, published by Arya book Depot, New Delhi, p. 114

⁸⁵ S.K. Kochhar; *Pivotal Issue In Indian Education*; 1981, Sterling publisher PVT.LTD. New Delhi, p 93

⁸⁶ Opcit J.C. Aggarwal, *Progress of Education in free India*, 1985, p115

From the period 1921 - 1947, there was a large scale criticism on the single teacher schools during this period. Many educators vehemently criticized it without thinking that it had some distinguishing features as well. The first shot in the controversies was fired by the Review of the Progress of Education in India. It stated that “the inefficiency of the ordinary village school was due, among other things, to the large number of classes assigned to a single teacher.

But the severest of the attacks was made by the Royal Commission in 1928. The Commission maintained, “we cannot reconcile with the idea of a single-teacher managing the whole school. Unless the school, which has at present one teacher, can be provided with an additional teacher is converted into a Branch School consisting of one or two classes only, with the object of providing teaching for young children until they are old to walk to the central school, it is better closed, for it is both ineffective and extravagant. We, therefore recommend that, whatever possible, the policy of establishing ‘central schools’ and of covering ‘single-teacher’ schools into ‘Branch school’ should be adopted.

The Horthog Committee 1929 also discourages those schools in the same stream.

“There is not much promise of effective progress in a system which depends so predominantly on the single-teacher schools” Though the attitude of this Committee was hostile, yet it made two valuable recommendations (1) The first is the conversion of the single-teacher school into a branch school teaching two classes only (2) It recommended that teachers should be trained in plural class teaching.⁸⁷

The study reveals that the difficulties of running such schools are:-

- (1) Teacher feels lonely.

⁸⁷ opcit S.D. Khana, V..K., Saxena, T.P. Lamba, V.Murthy; *Current Problems of Indian Education* 1988, p 105

- (2) These schools generally exist in every small village where amenities of life are not available.
- (3) The equipment provided in these schools is inadequate.
- (4) Teaching several classes simultaneously creates many difficulties.
- (5) The teacher has to shoulder a large responsibility. It is very difficult for him to get leave.
- (6) It is very difficult for a single teacher to finish the entire syllabus⁸⁸

Education for all children will lead to continuance of such school even in future. So it is essential to look into the problems and difficulties of those single teachers schools and try for their improvement.

1.20.1. Sarva Shiksha Abhiyan

The Scheme of Sarva Shiksha Abhiyan has evolved from the recommendation of the State Education Minister conference held on October 1998, to pursue universal elementary education is the mission made on its meeting held on 16th November 2000. The main features of the Sarva Shiksha Abhiyan have been communicated to the State and Union territory vide letter dated 27-11-2000 and its main features have been communicated to the States/Union Territories⁸⁹

The Central Government launched the Sarva Shiksha Abhiyan (Universal Elementary Education) in 2001. And in 2002, the 93rd Amendment to the Constitution decreed free and compulsory education to all children between the ages 6 and 14. The goal of Sarva Shiksha Abhiyan is to provide meaningful and quality of education to all children between the ages of 6-14 by 2010.

The objectives of Sarva Shiksha Abhiyan are as follows:-

⁸⁸ Ministry of Human Resources Development; *Northeast Education Times*; March, 2002; Government of Meghalaya P 1

⁸⁹ opcit, Government of Meghalaya, *North East Education Times March 2002*, P 1

1. All children in schools/education guarantee centre/alternative schools, "Back to School" camp by 2003
2. All children complete five years of primary education by 2007.
3. All children complete eight years of schooling by 2008
4. Focus on quality of Primary education with emphasis on education for life.
5. Bridges all social and gender gaps in primary education by 2007 and in elementary education level by 2010.
6. Universal retention by 2010⁹⁰

The approach is community-owned and village education plan prepared in consultation with Panchayati Raj institutions will form the basis of District Elementary Education Plans. The Sarva Shiksha Abhiyan will cover the entire country with a special focus on educational needs of girls, scheduled caste and scheduled tribes and other children in difficult circumstances. The funding pattern under the scheme is 85:15 between the Central and State Government in the IXth Plan Period, 75:25 in Xth Plan Period and 50:50 thereafter. The Ministry has also set up the National Level Mission under the Chairmanship of the Prime Minister vide Resolution dated 2-1-2001 and the Government aims to cover all the district under Sarva Shiksha Abhiyan by 2002.⁹¹

Structure for implementation

The Central and State Government will together implement the Sarva Shiksha Abhiyan in partnership with the local Government and the community. A Sara Shish Mission is being formed with the Prime Minister as its chairperson and the Union Minister for Human Resources Development as the vice chairperson. States have their own state level implementation society for Universalisation of Elementary

⁹⁰ website <http://www.earthinstittuion.columbia.edu/cqsd/documents/baipai-primaryeducation.pdf>
page 14

⁹¹ North East Education Time, Dec 2001. Shillong. p 7

Education under the chairpersonship of Chief Minister and Education Minister as Vice chairperson.

The Sarva Shiksha Abhiyan will not disturb existing structure in States and districts but would only try to bring convergence in all these efforts. There will be functional decentralisation down to the school level in order to improve community population. In this entire system, for successful functioning the States will extend cooperation from the Panchayat/tribal council, Gram Sabha etc. and also will form accountability framework involving NGOs, teachers, social activists and women's organisation.⁹²

The Sarva Shiksha Abhiyan will cover the entire expanse of the country before March 2002 and the duration of the Programme in every district will depend on the District Elementary Education Programme (DEEP) prepared by it as per its need. The Upper limit of the Programme has been fixed at ten years upto 2010.⁹³

The Sarva Shiksha Abhiyan Universalisation of Education is becoming a reality after the Central Government released the first installment for implementing of the said programme in the State. Extracting from the Shillong Times, it seems that Education Department had received Rs. 7.95 crores as the first installment for implementing Sarva Shiksha Abhiyan in the State during 2001-2002. The State Government claims that it had released its share of 15% (Rs 140 crores) out of the sanction amount for the purpose. Out of the sanctioned amount of Rs. 26.16 lakh had been disbursed among 667 Lower Primary Schools among 10,250 teachers.⁹⁴

The Central Government share for implementation of the Sarva Shiksha Abhiyan Scheme for 2002-2003 for an amount of Rs. 17 crores. The proposed Annual plan for 2002-03 for the amount of 21.47 crores has been approved by the Education Department and submitted to the Planning Department. Out of 1200 Lower Primary School, 667

⁹² UTPALA KONWAR , *Primary Education in North Eastern State*; 2003 Published by Indradhanush Guwahati, P 226

⁹³ opcit, UTPALA KONWAR;2003, P 227

⁹⁴ *Shillong Times*, dt. 08-01-2003; *New on North East India*, Vol I,ICSSR(NERC) Shillong p 153

have been taken up under Sarva Shiksha Abhiyan scheme. Each school will be given up Rs. 10,000 to buy equipments though Sarva Shiksha Abhiyan, 272 Lower Primary Schools will be upgraded to the Upper Primary Schools, where each school will receive Rs. 50,000. The improvement of School infrastructure has also been taken up under the Scheme as a building grant for 39 Upper Primary Schools at Rs. 3.2 lakhs per school. Repair grant for 1170 L.P. Schools at Rs. 5000 per school and toilet facilities for 608 Lower Primary Schools at Rs. 20,000 per school. District Sarva Shiksha Abhiyan will have also been constituted recently in accordance with the framework of Sarva Shiksha Abhiyan. So as to mobilize the community for effective implementation of education activities in the districts, blocks, cluster and village level.⁹⁵

During the Tenth Plan, under the Sarva Shiksha Abhiyan Scheme, all the Districts will prepare their District Elementary Education Plan, which will reflect all investments being made in the Elementary Sector. There will be a perspective plan, which will give a framework of other activities over a longer time frame to achieve Universalisation of Elementary Education. There will also be an annual work plan and budget that will list the priorities activities to be carried out during the year.⁹⁶

1.20.2. Mid-day-Meal

The enthusiasm for educational expansion among the people of Travancore become evident from the fact that a Scheme of providing Mid-Day-Meal was introduced by the local people in various Districts completely on voluntary basis to the needy children in primary classes, as early as 1920. At that period the attitude of the Government towards the introduction of such scheme at Government expense was quite tepid. The Director of Public Instruction Report to the Secretariat in

⁹⁵ Ibid *Shillong Times*. dt. 08-01-2003; New on North East India, p 153

⁹⁶ opcit, Government of Meghalaya . *Tenth Five Year Plan 2002-2007*, p 113

1920 that “The principle that it is parents first duty to feed his children has been accepted by the Government as the policy to adopt in this matter”. However, the Government was actually aware of the fact that many school children went without food at noon, partly due to poverty and partly due to the reservation on the part of high caste students take place outside their homes, particularly in the presence of persons belonging to other inferior castes and communities. The Dewan therefore suggested that with a view to help the high castes students, the construction of separate Tiffin room to enable children to keep and eat their Tiffin free from pollution by the other castes. Mid-Day-meals programme runs on public donation were continued for several years in school in different parts of the State on an experimental basis. Introduction of a more widespread system of mid-day meal had to wait till 1940s.⁹⁷

After this year, the programme of providing Mid-Day-Meal to primary school children in India (National Programme of Nutritional Report to Primary Education) was launched on the 15th August 1995. Under this programme cooked mid day meal were to be provided in all Government and Non-Government aided school within 2 years. The aims of the Programme were to improved enrolment and attendance and to take care of nutritional need of children in grade I to V. The State Government in the interim was allowed to distribute non-cooked grains instead of cooked meal. Until 2001, however, only the State of Kerala, Gujarat, Tamilnadu, Madhya Pradesh, Chatisgarh, Orrisa Karnataka and Delhi were providing cooked meal under the Scheme, while the remaining states and union territories continue to provide foodgrains (wheat or rice). In 2001 the Supreme Court of India converted the Mid-Day-Meal into a legal entitlement where the State Government was liable to provide nutritious cooked meal to children in Government and non- Government aided Schools.⁹⁸

⁹⁷ P.R. Panchamukhi, *Studies in Education reform in India*, Vol. II, 1989, Himalaya Publishing House, Bombay, pp 284-285

⁹⁸ opcit [http://www.earth.institution.columbia.edu/cqsd/doc/baipai.primary education.pdf](http://www.earth.institution.columbia.edu/cqsd/doc/baipai.primary%20education.pdf) p 17

The programme is intended to give boost to Universalisation of primary education by increasing enrolment, retention and attendance and simultaneously imparting upon nutritional status of student in primary classes. Initially, the programme was started in a phase manner to cover all children studying in primary classes (1- V) in Government and Non-Government aided School. Except Private unaided school are not covered under the Programme. In 1997-98, it was extended to cover the whole country. Presently the Programme is being implemented in all states and union territories except Jammu and Kashmir and Lakshadweep, the later run its own programme. The Central Government provided 100 grams foodgrains per child per school day where cooked meal are served, 3 kg foodgrains per student per month where foodgrains are distributed.⁹⁹

In Bihar, the schools are planning to introduce the scheme from December 1995. In Patiya village in Rajgarh District, Mid-Day-Meal Scheme is working exceedingly well as the attendance in Class I and Class II has gone up to 80 percent from a mere 20 percent. Almost all the schools that have commented on the impact of the school meals report and increase in enrolment.¹⁰⁰

In Meghalaya, the National Programme for food nutrition support to Primary Education popularly known as Mid-Day-Meal Scheme is being implemented. Since 1995, covering all the Government, local body and primary schools on a 80:20 percent have share by the Central and State Government. It is expected that by the turn of the century (1999-2000), the Scheme will cover 80% of primary schools in the State. Since the Meghalaya staple food is rice, only free rice is being given. The quantity of rice allotted to each district is being worked out by Central Government on the basis of enrolment figures furnished by the State to the Central Ministry of Human Resource Development. For the first quarter of the initial phase of the Scheme, the enrolment

⁹⁹ www.nationalprogramemofnationalsupporttoprimaryeducation.htm, 7/13/2004 page 1-10

¹⁰⁰ Amarjeet Sinha, *Primary School in India*; 1998; Vikas Publishing House Pvt Ltd, New Delhi; PP 68,69

figures recorded during the Sixth All India Survey in 1993 are being used. The foodgrains are distributed generally, by the school mother teacher council, whenever it exists, or by the school managing committee. According to instructions regarding foodgrains distribution issued by the concerned administrative authority, in consultation with the Inspector of Schools (ISs) or Deputy Inspector of schools (DISs). Various committees at the State, district and village level are responsible for the supervision and monitoring of the programme implementation.¹⁰¹

The incentive scheme like provision of Mid-day meal scheme will be expanded during the Ninth five year Plan period.¹⁰²

1.20.3. Examination

Examination should be reformed no child should be detained in the class because detention retards the growth of the child. It wounds his feeling and Sentiments of course the evaluation of educational progress of the child of elementary education must be made. Evaluation aims at qualitative improvement. It should help the child to develop his abilities. The Annual Examination should not be the final criteria to judge a child achievement.¹⁰³

Meghalaya Board of Primary education an autonomous body was established by the Meghalaya Board of Primary Education Act, 1988. Its main function is to prescribe courses of instruction for primary schools stage and to conduct and supervise the primary school living certificate (P.S.L.C) Examination at the end of Class III which, earlier used to be conducted by M.B.O.S.E. ¹⁰⁴

Hence from the academic session 1999 it is decided to introduce the Scheme to standardise Elementary Education (SSEE). Initially the

¹⁰¹ Opcit Srilekha Majumdar and ToristMark, *Educational Administration in Meghalaya*; 2000; p, 152

¹⁰² opcit *Ninth Five Year Plan 2002 – 2007*, P, 7.

¹⁰³ opcit Devika Saikia, 1984, P, 115

¹⁰⁴ opcit Srilekha Majumdar and Torist Marak, 2000, P 168.

SSEE will be implemented only in rural area by the Director of Mass and Elementary Education.

The scheme to standardise Education at the Primary and upper primary level:

- (1) The State have adopted that no public examination policy except the scholarship examination, there is a general complaint that the standard of education have fallen especially at primary and upper primary level. Also there is a difference in the Standard of education between one school and the other even though both of them follow the same curriculum and syllabus. There is a felt need, therefore, to evolve a system where education standard is maintained uniformly in all the schools of the state.
- (2) Name of the scheme; in short, the scheme will be called the scheme to standardize Elementary Education (SSEE). It will be cover all primary and upper primary schools recognized by the Government, unrecognized school are also allowed to enter the scheme. Initially the scheme will be implemented in rural areas.
- (3) The detailed of the scheme are:-
 - (a) All schools shall implement the same curriculum and syllabus of the M.B.O.S.E and the prescribed text books.
 - (b) All schools shall complete the course prescribed by the Board in time.
 - (c) All schools shall compulsorily conduct annual Promotion Examination.
 - (d) All schools shall have dates of Examination.
 - (e) All schools shall have one common question paper for all subjects and for all classes at the Annual Promotion Examination.

(4) Implementation:-

- (a) The Deputy Inspector of school or the district social/ Adult Education Officer shall be responsible to conduct this common Annual Promotion Examination at the Sub-Division level or District level will be responsible for question paper setting, printing and distributing to the concerned schools.
- (b) The Annual Promotion Examination will be for all Classes I to VII and for all subjects.
- (c) The correction of the answer paper of the students will be the responsible of the teachers to assess their own students and their own teaching performances. However, all correct answer papers shall be returned and kept in the office of the Deputy Inspector of schools or District Social Education Officer for verification or cross checking if required. The answer papers will be returned as soon as the results are announced.
- (d) The schools shall announce their own result. The result will be based on the subject as well as the other subjects examined by the Schools. However, a consolidated statement of number of students enrolled and promotion be submitted to the office of Deputy Inspector of Schools or District Social Education Officer (DESO).
- (e) The selected students who are due to appear for the scholarship Examination of the M.B.O.S.E need not sit for Common Annual Promotion Examination (CAPE).¹⁰⁵

¹⁰⁵ Director of Elementary and Mass Education Meghalaya No. DEME / GB / MISC / 14/99/15
dt. Shillong the 10th May 1999

At the present day, the role examination for primary school leaving certificate conducted by M.B.O.S.E at the end of Class IV and Class VII i.e. for primary scholarship examination only for the student selected to appear this examination while the common annual promotion conducted by the Deputy Inspector of schools for all the students should appear this examination.

1.20.4. Teacher Training

The training of primary school teachers is imparted through the basic training centres and normal schools. Teachers from middle vernacular schools also receive training in the normal school. The duration of the training in the Basic Training Centre is two years and matriculations are taken for training.¹⁰⁶

On the suggestion of Sir Thomas Monro, the Governor of Madras, a central school for the professional education of teachers was set up in 1826. In 1856, the Madras Normal School was set up. The purpose of setting up this school was to provide teacher competent to take charge elementary vernacular training school.¹⁰⁷ The new policy of Education, 1986 call for the overhaul of teacher education as the first steps towards education reorganization giving particular importance to the training of elementary school teachers, it envisaged that selected institutions would be developed as District institutes of Education and Training (DIET) both for pre-service and in-service courses of elementary school teachers.¹⁰⁸

In terms of training and equipping the teachers during the plan period, about 1261 primary teachers were given training in Government Basic training course (BICs) and in the Two Teachers Training Institutes viz. Cherra teacher training Centre, Sohra and St. Mary

¹⁰⁶ R.P. Tiwari, *Problems of Education in North East India*; 1996: Published by Prakash Brothers; Ludhiana, p 127

¹⁰⁷ J.S. Rajput; *Universal of Elementary Education*; 1994 Vikas Publishing House Pvt Ltd New Delhi; P 124

¹⁰⁸ C.L.Kundu, *Indian Year Book on teacher Education*; 1988: Sterling Publishers Private limited: New Delhi; p 132.

Masarello, Jowai. However, St. Masarello was close down during 1999 – 2000 due to the Non-fulfillment of norms laid down by the National Council of Teacher education (MCTE). During the same period, 400 upper primary teachers were trained at the Government Normal Training Schools. In addition 640 primary teachers and 1680 upper primary teachers were provided in-service Training in different school subjects. In the state, 50 Elementary schools teachers from different districts would be send for one month training course during the current financial year at the above institute. In addition, 15 faculty members of Director of Educational Research Training (DERT) and District Institute of Educational Training (DIET) would be deputed for 5 day training in the same institution in January-February 2002.¹⁰⁹

The State has facilities for providing training to the teacher at the different levels of school education. In addition, there are some Government institutions, which provide training to the elementary schools teachers. Teachers training at the elementary level are provided by two type of teacher's training institute – The Basic Training colleges (BTC) and normal Training Schools (NTS). The BTC and NTS both cater to the needs of the teachers in service and do not conduct any pre-service teacher Training Programme. Besides, there are a few Basic Training Schools, run by the State Government and private bodies, which conducted a two years course for elementary school teachers, teaching upto Class VI.¹¹⁰

The Programme of existing training institutions such a normal training schools needs to be reviewed and revised. The curriculum of the Basic Training Schools also needs to be reviewed and revised. It suggested that there should be an emphasis for training teachers for rural schools, and to make the training Programme more relevant to the actual teaching need and the condition in schools. The location of

¹⁰⁹ Government of Meghalaya, *Tenth Five Year Plan (2002 – 2007)* Vol – I, p,118.

¹¹⁰ Opcit;Srilekha Majumdar and ToristMark, 2000, p 63

Basic Training Schools should be more strategically selected, and they should make a serious effort to teach basic education.¹¹¹

1.20.5. Sources of Educational Finance

Each primary schools under the various management charge different kinds of fees depending on their activities and the main being the fee for tuition, admission, games and library etc while the tuition fees is being fixed by the government, fixing the amount for other fees is left to the discretion of the school management. The Wood Despatch 1854 insisted that some fee, however small could be charged in every primary school on the ground that education is given free will not be properly appreciated. The policy continues to be in vogue till 1901 - 02 and the number of private schools was also comparatively very large till then.¹¹² Just as the contribution of these different sources finance, Primary Education has varied from time to time; it also varies from state to State.

The financial sources for education are obtained from Governmental and private sources. Governmental sources include Central, State and local bodies, while private sources comprise of two components, namely: (a) compulsory which may include fees, fines etc, from students; and (b) voluntary which may be contribution, endowment etc.

A substantial proportion of the educational expenditure is met from the Governmental sources. Most of Governmental resources, however, are spent on the recurring expenditure covering staff salary etc. The resources for developmental activities are becoming scare with each passing year. Missionary organisations contribute largely towards building up the infrastructures like building, libraries, laboratories, furniture etc, of school sponsored by them.

¹¹¹ Opcit, *Report of the education Commission*, 1997, p, 46.

¹¹² NCERT, *Indian year Book of Education*, 1964; published by NCERT, New Delhi, SREE SARASWATY Press Calcutta P,485

The state has a large number of privately managed institutions, which contribute a considerable amount of money towards the maintenance of their institutions, payment of teacher's salary, construction of school buildings, etc to conform to the minimum requirement of the Education Department. In the case of the private unaided institutions, this contribution is cent percent. Even in the aided institutions, some teachers are appointed over and above the number of sanctioned number of posts for teachers, and their salaries are paid out of the schools' own funds. There is no study or record to access the amount of contribution made by the non-Government agencies for education in the state. ¹¹³

Non-Governmental finances flow into education in small quantities, mostly through voluntary constitutions of the villagers and organisation such as Parents-teachers associations, Self-help school also exist in some states. Some times the Governments seem to assist mobilization of such resources through matching grants. But all such contribution from the communities should be treated peripheral sources to supplement the level of the funding by the Government. In other words, the core educational activities should not critically depend upon such contributions and the State must ensure the smooth functioning of the core education activities through its own funding. Community tribes can be used for supplementary programmes for additional improvement in quality of primary education.¹¹⁴

1.20.6. Parents Teacher Relationship

Parents' teachers' relationship means a feeling of mutual trust and confidence in the parent and teachers. Both the parents and teachers should be active partners in helping the child for his total development. The parents and teachers must understand the need and aspirations of the children for the development of their personality. The

¹¹³ opcit Srilekha Majumdar and Torist Marak, 2000, p, 135

¹¹⁴ Digumarti Bhaskara Roa; *Encyclopaedia of Education for All*: Vol. II 1996 APH Publishing Corporation Ansari Road New Delhi P 152

child has certain basic needs like physical and emotional, etc. The child has certain basic need like physical and emotional. The child needs love, affection, security and recognition. As he grows old his needs go on changing. The child seeks to satisfy his basic need through the process of adjustment. There should be at least two or three meetings of the parents and teachers in a year for mutual consultation for the discussion of common problems. Some parents always find fault with the teachers and blame them before their children. The ultimate result is that the children lose confidence in their teachers and will not progress in their studies. The parents should realize the faults and defects of their own children and should try to create an atmosphere when the children can develop their healthy attitude and personality. Parents should be given ample opportunities to participate in the school Programme in the co-curricular activities. The teacher and the school authority will not be able to enroll children if parents do not cooperate.¹¹⁵

We conclude, then, that even where parents are able and willing to provide for the instruction of their children at home, it will still be best in general to send them to school. The responsibility between the home and the school must by no means be taken to imply a rigid separation of the two. It is, of course, true that the school (at least the day schools) is mainly responsible for instruction, and only in a less importance degree for the direct formation of characters; whereas parents are chiefly responsible for specifically moral discipline, and only in a slight degree for instruction. The wise parent and teacher will, however, seek to understand each others aims, and to second each other's efforts. So that the child's education will form an organic whole. Nothing can be more demoralising to the child than lack of unity and harmony between his home life and school life. The teacher on his side should understand how immensely his own immediate aims are further by the whole-hearted sympathy of parents; and intelligent parents should on their side try to understand the inevitable limitations of the

¹¹⁵ opcit, Devika Saikia, 1984, P 121

school and should use their superior knowledge of the child's individual capacity¹¹⁶

1.20.7. Setting Up of Lower Primary School

In Meghalaya, except in a few progressive schools- planning is not generally practiced. Any plans made by the schools are, normally, kept restricted to the schools for their own use, especially in mobilising funds for development. Therefore, the planning of new schools after the State Government took over the management of primary schools from the KHADC allow the Non-Government agencies to open schools on their respective areas and it will permit the schools to function on the following conditions:-

- (i) Students should not less than 60 in numbers.
- (ii) Two qualified teachers should be appointed in the schools i.e. 10+2 qualification.
- (iii) They should have their own land for school building.
- (iv) The Managing Committee should submit Utilisation Certificate regularly to the office of the Deputy Inspector of Schools.
- (v) In respect of the non-Government schools this power rest with the management, except for temporary appointment of staff against leave vacancies.
- (vi) Regarding the financial in schools, the heads also have mobilised funds for their schools and maintain audit and accounts records.¹¹⁷

The setting up new primary schools in rural areas/school-less villages is a blessing for them and the national norms for setting up schools should be suitably relaxed in tribal areas of Meghalaya.

In Khasi hills, after the British left, there are some schools opened in their respective villages by the tribal people and in course of time it become a way of life of the Khasi tribes to established lower primary schools with its aim to eradicate illiteracy. After independence,

¹¹⁶ T.Raymont: *The Principles of Education*, 1949; Published by Orient Longman Limited, Calcutta: P 26.

¹¹⁷ Source from the Office of the Deputy Inspector of Schools. Shillong

more primary schools were opened and managed by the non-Government agencies like the missions, local durbar or village council, traditional institution or some privately own. These schools run without any financial help from the Khasi Hills Autonomous Districts Councils. There are schools opened by the Khasi Hills Autonomous District Council and during the District Council administered the Lower Primary Schools there are lots of school less villages. After 1993, the Khasi Hills Autonomous District Council handed over the administration of primary schools to the State Government. The state Government granted permission for the non-Government agencies to open schools in different villages. During the 10th Plan period: the numbers of viable school-less villages as indicated in the 6th All India Educational Survey, have since been covered. As per updated figure the number of such villages that having population of 200 + stand at 1155 and even these have been covered by the end of the 9th Plan. It is expected, however that during the ten-year period from 1991-2001 many more villages with 200+ populations would have come up. It would be the endeavours of the State Government to ensure coverage of such villages with schooling facilities during the 10th Plan over and above maintaining on going scheme. In villages with population where provision of population where provision of schooling facility is not viable, alternative facilities such as bridge course residential camps, remedial coaching will be provided.¹¹⁸

1.20.8. Incentive Schemes at Primary Level

In the State of Meghalaya, the incentive and welfare service are extended to the students at the primary level of education like provision of free textbooks, uniform and midday meal scheme and will be expanded further during the Ninth plan period. Taking average cost and restricting to poor and deserving children in rural areas, the expenditure of Rs.50.00 lakhs annually for school uniforms, scholarship and stipend, games and sports, it is proposed to earmark

¹¹⁸ Opcit: Govt of Meghalaya; *Tenth Five Year Plan 2002-2007*; P 120

an annual expenditure of Rs,10.00 lakhs. It is proposed also to earmark Rs.10.00 lakhs annually as state contribution toward the Midday meal scheme.¹¹⁹

Beside the scholarship awarded, free textbook and uniforms the state are lagging behind to provide to all the students of primary schools. The State Government usually provides the above schemes only to few selected and needy students. Generally, the provision of uniform has been both inadequate and untimely. The disbursement of scholarship for the primary schools students is so little; it is not effectively able to meet the needs of the children.

1.20.9. Grant-in-Aid

The grant-in-aid system in Indian Education provided a solid foundation to financing of education Grants are given by the Central Government to the State Government or any other local government bodies. The State Government also gives grant to local bodies and private agencies. The local bodies give grant to educational institutions. There are various types of grants that are given by the Central and the State Governments to other bodies for the purpose of educational development.

Grant-in-aid from the Government is available to private institution. When they satisfy certain conditions regarding their management and maintain certain standards of efficiency. Grants to aided schools are calculated on the basis of “approved” expenditure, which consists of salaries of the Staff, contingent expense, maintenance of building, furniture and equipment, rent, taxes etc.¹²⁰

A great change in the financial policy occurred when the Dispatch of 1854 decided to adopt the system of Grant-in-aid to ensure rapid progress of education without increasing expenditure of the Government. In pursuance of this recommendation, the Government of

¹¹⁹ Government of Meghalaya *Ninth Five year plan 1997-2002: Draft proposal Vol-I Planning Department Government of Meghalaya* P.6.

¹²⁰ R.P.Bhatnagar, Vindhya Agrawal: *Educational; Administration*. 1997 (fourth Edition) Surya Publications, Meerut , P.390.

India decided to provide grant in aid to all schools which imparted a good secular education provided they were under efficient local management and the managers should agree to any condition that might be laid down for the regulation of such grants and also charge some fees from their pupils.¹²¹

The State Government (Meghalaya) has prescribed rules for processing and sanctioned of grant-in-aid to the different types of Non – Government educational institutions and the rules are applicable to the local body schools and the private aided schools. Recognized educational Institutions under private management are given grant – in – aid. The grants included recurring grant for the maintenance of teacher’s salaries and Non-recurring grants for the construction of school building, provision of furniture, library, equipment etc. A privately managed schools, started as a venture school is required to first receive recognition or permission from a competent authority such as the Inspector of School, the Meghalaya Board of School Education etc, before it can be considered for grant – in – aid.¹²²

Under the sixth schedule of the Indian Constitution primary schools in the area under the scheduled are managed by the Autonomous District Council. The State Government had been giving aids to these District Councils to manage the Lower Primary Schools under their control. These schools were classified as local body schools. The amount of grant-in-aid covers the full salary of teacher appointed sanctioned posts. Detailed budget estimates with the names of the schools, teachers, their basic pay etc, are furnished by each District Councils. The state Government sanctions the grant- in-aid and releases it on a quarterly basis, with the temporary taking over of the administration of primary schools by the Government, from the District Councils. The grant- in- aid is released to the administrators in charge of these schools. For schools within the Shillong Municipality and Cantonment Board areas, the aid covering teacher’s salary is released

¹²¹ Archana Chakravarty; *History of Education In Assam, 1826-1919; 1989; Mittal Publication, Delhi p 105*

¹²² opcit: Srilekha.Majumdar andTorist mark; *Educational Administration in Meghalaya,2000, P 131.*

to the school management through the Deputy Inspector of Schools, Shillong.¹²³

Recurring grant-in-aid under this recurring grant can be classified into two categories namely (a) Adhoc grant-in-aid. Adhoc grant-in-aid is a recurring lump sum amount, generally fixed arbitrarily according to the availability of Government fund. The lump sum grant in-aid fixed only for the salary of teachers and (b) In the deficit grant-in-aid the expenditure include salary of the staff at a rate prescribed by the Government, other allowances as admissible and the Government shares of contributory provident funds. In non-recurring grant the Government provides the non-Government primary schools the grants like building, furniture, library, play ground as well as equipment for other extra curricular activities. There are, however, no rules or norms for determined the quantum of non-recurring of different schools and the availability of funds.

1.20.10. Operation Black Board

This scheme launched in 1987. The National Policy on Education, 1986 and Programme of Action have recommended a number of Schemes for the quantitative and qualitative improvement of primary education. One of these has been termed “Operation Blackboard” (OB) which aims at substantial improvement in facilities in Primary education. Operation Blackboard in all elementary schools which have so far been established. It has also prescribed the minimum level of funding for all primary school to be opened in future. The scheme operation blackboard started in 1987- 88 to bring about substantial improvement in facilities in primary schools with the aim of improving retention, has three interdependent components, namely (1) provision of at least two reasonably large room that are usable in all weather with a deep verandah alongwith separate toilet facilities for boys and girls (ii) Provision of at least two teachers as far as possible

¹²³ ibid Srilekha Majumdar and Torist Marak, 2000, pp 132, 133

one of them a women in every primary level and (iii) provision of essential teaching and learning materials.¹²⁴

In order to operationalise the revised policy and programme of Action 1992 regarding school facilities, the following three sub-schemes are proposed under operational Blackboard during the Eight Plan:-

- (i) Continuation of the on-going operation Blackboard to cover the remaining schools identified in Seventh Plan.
- (ii) Expansion of the scheme of operation Blackboard to provide three teachers and three classrooms to the primary schools where enrolment exceeds 100.
- (iii) Extension of the scope of operation Blackboard to Upper primary schools.¹²⁵ According to the 8th Plan Period, there were 988 primary schools building and 1420 additional rooms were constructed. 934 primary teachers were appointed excluding 1621 teachers sanction under centrally sponsored operation Blackboard Scheme in the State of Meghalaya.¹²⁶

Operation blackboard 1986 improve the schools from their backlogs resulted from several constrains, the Department of Education initiated operation Blackboard scheme to provide grant to State to construct (a) additional classrooms (b) post an additional teacher in single teacher schools (c) provide grants to finance the purchase and distribution of teaching materials and teaching learning aids.¹²⁷

In terms of infrastructural facilities created during the 8th Plan Period, commendable progress was made where 988 primary schools building and 1420 additional rooms were constructed, 934 primary teachers and 700 pre-primary teachers were appointed excluding 1621 teacher sanctioned, under the centrally sponsors operation blackboard scheme in the state of Meghalaya.¹²⁸ Since 1993, about 2,000 additional teachers have been appointed in single teacher school

¹²⁴ J.C. Aggarwal; *Development and Planning of Modern Education*; 1982, Vikas publishing House Pvt.LTD. P. 93

¹²⁵ Opcit; *Ministry Of Human Resource Development; Annual Report 1993-94*, PART I P 31-32.

¹²⁶ Opcit; Government of Meghalaya; *Ninth Five year Plan 1997-2002*; P 3

¹²⁷ Opcit, Utpala Konwar; *Primary Education in North Eastern State*; 2003,pp, 50, 51.

¹²⁸ Opcit, *Ninth five year plan 1997- 2003*,p.3

1.20.11. Pupil- Teachers Ratio

There is a limit up to which the teacher can handle the pupil. The method of teaching, classroom practices and organisation of co curricular activities need to modify keeping in mind the number of pupil under the charge of schools teachers. For efficient conduct of teaching and instruction there is an optimum limit of 20 to 25 children on an average. The set of students under his charge is likely to be heterogeneous in term of pace of learning if the number of students is manageable the teacher can give individual attention to students according to their need.

In Meghalaya the total pupil teacher ratio is 1:37. The pupil teacher ratio in different district of the state can be shown in the following table:-

Table 1.6- indicates the total pupil teacher ratio.

SL. No.	DISTRICTWISE	PUPIL TEACHER RATIO
1	Jaintia Hills	1:21
2	East Khasi hills	1:34
3	Ri-Bhoi District	1:34
4	West Khasi Hill	1:38
5	East Garo hills	1:28
6	West Garo hills	1:44
7	South Garo hills	1:42
	Total	1:37

It is observed from the table above that West Garo hills district is the highest pupil teacher ratio in the state i.e. 1:44 and Jaintia hills is the lowest 1:21.

1.20.12. Enrolment in Primary Schools

With the growth of primary or junior basic schools, enrolment at the institution also indicated an increasing trend. It is observed that the total enrolment in primary or junior basic school there were 3,83,258 students in 1997-98. According to latest available data such enrolment in primary and junior basic schools went up to 4,02,343 in 1998-99.¹²⁹

Table 1.7. Class wise Enrolment in Educational Institution.

Class	1996-97	1997-98	1998-99
1	2	3	4
Class I	104154	105121	108493
Class II	64875	65573	66670
Class III	51564	51935	52577
Class IV	41510	41893	46373
Class V	37633	38060	39455

Table 1.8. Enrolment in primary school in the different district

SL. No.	DISTRICT	ENROLMENT		
		YEAR 1997-98		
		BOYS	GIRLS	Total
1	Jaintia Hills	15539	19563	35102
2	East Khasi hills	40157	40402	80559
3	Ri-Bhoi District	12707	13209	25916
4	West Khasi Hill	41046	39657	80703
5	East Garo hills	25986	24312	50298
6	West Garo hills	49865	44900	94765
7	South Garo hills	12533	10958	23491
	Total	197833	193001	390834

¹²⁹ opcit, *Statistical handbook*, 2003, p, 129

The total enrolment of boys is higher than girls' students in Meghalaya during 1997-98.

1.20.13. Management of Elementary Education

In management of elementary education, the authority which has runs a school determines the types of management for it – Government, local body or private body receiving Government aid or not receiving Government- aid. The school may therefore, be classified according to their management as Government schools, local body schools, private schools and private un-aided school.¹³⁰

In Meghalaya “the National policy of Education and its Programme of Action had emphasized the importance of decentralization of planning and management education at all levels. During the 9th Plan it is proposed to improved and strengthen the system of educational planning and management in the State by decentralizing the process at the district, sub-division, block and village level, establishing school complexes, institutional charges at appropriate level and strengthen management information system. An expenditure of Rs. 20 lakhs per year is earmarked for the purpose under the head Direction and Administration and Deputy Inspector of School”¹³¹ In the State, the non-Government Aided Lower Primary Schools are wholly manage by the Government while un-Aided Lower Primary Schools, the State Government granted only for permission to open the schools but the responsibility to maintain depend on their own resources.

Under the Meghalaya Act No.6 of 1994:

- (a) A managing Committee consisting of not more than ten members may be constituted by a village authority or durbar and such

¹³⁰ opcit: NCERT; *Fifth All India Educational Survey*; Vol I P 8

¹³¹ opcit : Govt of Meghalaya; *Ninth Five Year Plan 12997-2002*; p 10

- managing committee member shall required approval of the State Government and, unless so approved shall not be deemed to have been validity constituted.
- (b) The State Government may nominate two of its officers to be ex-officio members of a managing Committee referred to sub section (i)
 - (c) The State Government may from time to time give direction to a managing Committee for managing the affairs of the school and the committee shall comply with such direction.
 - (d) Subject to the provisions of sub section (5) the properties moveable and immoveable, and other assets of a school so taken over shall be managed and administered by the managing Committee of the School.¹³²

1.21. Need of the Study

The Annual report 1977 of the Ministry of Human Resource Development and education of India envisages the policy and resolved to make the right to free and compulsory elementary education, a fundamental right and to enforce it through suitable statutory measures. The Government has accepted Universalisation of education as a national goal since 1956. In order to achieve the national objectives the state of Maharashtra, Goa, Tamilnadu, Kerela, Karnataka, Andhra Pradesh, Assam etc have implemented the scheme of Universalisation of education upto the age of 14 years i.e. Class VIII. The main purpose for this free and compulsory education for all children is to eradicate illiteracy and poverty from the country.

But unfortunately, the Government of Meghalaya has failed to cater the need of the school going children in the State, as a majority of the schools in Khasi Hills District were or are established by churches, like Presbyterian Church, Church of God, Seventh day Adventist, Roman catholic mission etc, local Dorbar, NGOs (self-help group),

¹³²opcit, *Meghalaya Education Code*; 1994; P 65.66

Ramakrishna organisation, Buddhist organization, private or individual parties. At present, there are 595 non-governments Lower Primary School and 133 un-aided newly permitted schools in East Khasi hills District alone. The non-Government aided lower Primary Schools receive and adhoc grants of Rs. 3000 per month. And unaided newly permitted schools are receiving no cash amount or grant in aid except that the Government official recognised their existence. At large, these two types of schools have either one or two teachers at the most. The salary and the expenses of the schools are borne by the managing Committee of the Dorbars, religious bodies or private institution etc. The schools were set up with an aim to impart education to children of the villages. It is therefore, necessary to study how the non-Government aided lower primary schools and the un-aided lower primary schools exist and flourish without the support of either the State Government or the Khasi Hills Autonomous District Council. It is therefore desirable that such investigation will throw light on the contribution of Non-Government aided and un-aided lower primary schools in Khasi Hills districts of Meghalaya. Again no other study on this subject was undertaken by the earlier researcher on Khasi hills Districts. Hence the present study will highlight the contribution of Non-Government lower Primary schools towards the development of primary education in Khasi Hills Districts

1.22. Statement of the Problem

The problem under investigation read as Contribution of non – Government Primary Schools towards the development of primary education in Khasi Hills Districts of Meghalaya: An Appraisal.

1.23. Definition of the Term Used

In the present study the following definition of the terms have been accepted –

- (1) Contribution:- The term contribution in this study refers to the service rendered by the Non-Government Lower Primary schools towards the development of Education in Khasi Hills District.
- (2) Non-Government Lower Primary schools:- Non -Government Lower Primary Schools means the schools run by the different organisation like NGOs, Mission, and Private Parties etc without any Governmental support at the initial stage. Non-Government primary schools classified into two categories (a) aided and (b) u-Aided Lower Primary Schools.
 - (a) Aided Lower Primary Schools means recognised schools which received grant-in-aid from the Government or any authority designated by the State Government for maintenance of the schools.
 - (b) Un-aided primary or newly permitted schools means the schools which is not run by the Central, State Government, District Councils or any authority designated or sponsored by the State Government, but are those schools wholly maintained by the owner of the schools or managing Committee. Un-Aided Lower Primary Schools do not receive any grant-in-aid from the Government. The Government granted only permission for establishing new schools in different areas for the development of education in Khasi Hills Districts.

Primary Education: Means education imparted in a primary or junior basic school or its equivalent. According to the Meghalaya Board of School Education Act 1973.

- (3) Khasi Hills District – Khasi Hills District located in the State of Meghalaya. It comprises two districts namely: East Khasi Hills District with its Headquarter at Shillong and West Khasi Hills District with its headquarter at Nongstoin.

1.24. Objectives of the Present Study

The major objectives of the present study are as follows:-

- (1) To study the growth and development of Non-Government Primary Schools in Khasi Hills Districts.
- (2) To find out the physical facilities available in such schools.
- (3) To find out the human resources available in these schools
- (4) To study the financial status of these schools.
- (5) To find out the problems faced by the school teachers, parents and students.
- (6) To suggest measures for improvement of such schools.

1.25. Delimitation of the Study

The present study is delimited on the following grounds:-

- (1) The study is delimited only in two districts of Meghalaya that is, East Khasi Hills and West Khasi Hills Districts.
- (2) The study is delimited strictly on the Lower Primary schools covering the Classes I to IV

REVIEW OF RELATED LITERATURE

2.0. Introduction

In the present chapter an attempt is made to present all related literature pertaining to the study. This review includes, references extracted from reports of commission, pertaining to primary education in different states and their contribution seem to vary from state to state. The study aims at examining the contribution of non-government lower primary schools towards the development of primary education in Khasi Hills Districts of Meghalaya; an appraisal.

During the ancient period the education system was very different as compared to what we find it during the Modern time. Education was imparted in Ashrams, which were run by learned scholars, and the system of education was free from state interventions. Sanskrits was the medium of instruction in both Ashrams and gurukuls.

The First National Policy of Education (1968) included aspects such as free and compulsory Primary Education, payment of reasonable emoluments to the teachers, the three language formula, common text books for the whole country, protecting the right of the minorities and the 10+2+3 structure of education were recommended. However a major portion of this policy could not be implemented because of lack of will power on the part of the government, paucity of financial resources and lack of initiative among those who were to be implementing these schemes. As a result, unsuccessful efforts were made for about a decade to implement the educational policy. Finally, with the fall of the congress government in 1977 the first National Policy on Education comes to a halt.

In 1979 the Janta Government formulated its own educational policy in which the educational system was to be recognized and elementary education to be made free and compulsory and aim at the development of the personality and character. Provision of Mid-day meal, free textbook, stationery and uniform were to be made along with efforts to develop a common school system. However, the Janta government did not last long enough and consequently the policy could not bear fruits as the government fell in 1980.¹³³

The National Policy of Education (1986) highlights the necessity of a new direction in Indian Education. Its basic orientation are as follow:

1. Education is a unique investment in the present and future.
2. Education is essentially for all and must lay emphasis on the removal of disparities.
3. Education must counteract the erosion of long accepted values and promote a relevant value of system. But the decisive factors for assessment will ultimately be policy implemented, which will present far greater challenges than policy formulations. The National Policy (1986) states that Universalisation of primary education will be available up to 1990. But the target year has already been over yet the statistics are not favourable. According to the statistic, we can say that we have achieved only 3.77 percent increased rate in literacy during the period 1981 to 1989 and finally after four decades of our planning the ratio of literacy and illiteracy in 1990 is 4:6 in the country which is the outcome of the programme implemented through various plan.¹³⁴

¹³³ . Y.P. Singh; A. Joshi; *Parishad Vs Private School: A Comparative Analysis*; 1999; A.P.H. Publishing corporation, Ansai road Delhi; P.4

¹³⁴ . Benedicta Leonilla Ageira; *Crisis In Primary Education* 1999; Y.K. Publishers. Agra (India) P. 81.82

The National Front Government appointed a Committee, headed by Acharya Ram Murti in 1990 to review the National Policy on Education, 1986. The Committee released a paper in September 1990 wherein it was pointed out that the outlay for primary education needs to be hiked significantly. It stressed on the need to have a common school system within a period of ten years in order to have a comparable quality of education all over. The committee also stressed on the need for special allocations for the improvement of the school system in backward areas such as slums, tribal areas, hilly tracts, deserts and marshy areas etc. Again the Revised Programme of Action 1992 of the National Policy on Education aim at ensuring free and compulsory education of satisfactory quality to all children up to 14 years before we enter the 21st century. This programme takes a holistic view of primary education development and aims at operationalising the strategy of universal elementary education by laying emphasis on decentralized management, participatory process, empowerment and capacity building at all levels.¹³⁵

2.1 Finding on the development of Primary Education:

According to M.B. Buch (1987), a study of the “contribution of the Church Mission Society to the progress and development of Education” in Kerela. The Major finding revealed that (i) The Church Christian Mission Society founded in 1816 in England played a vital role in spreading modern education in Kerela between 1816 and 1947. (ii) It was in the field of primary education that the missionaries made the most of their opportunities. The Primary School started by mission like Thomas Morton (1816-40) had definite curriculum, efficient methods of teaching and strict discipline. (iii) The Syrian Church started numerous Parochial Schools but gradually, the missionaries

¹³⁵ Opcit: V.P. Singh, A. Joshi, 1999, P. 6,11

turned to the established a network of primary school for all Children.¹³⁶

Lalthanpuui (1981), A study of the “contribution of Presbyterian Church for the development of Primary Education” in Mizoram. The major finding of the study are (i) Formal education in Mizoram was started by Welsh Presbyterian Church Missionaries in 1984 and was carried on by the natives (ii) The administrative system of education was devised by the missionaries, soon after, the church constituted a separate committee of education which was responsible for education. They made plans for further improvements. (iii) The most important sources of fund were the collection of offerings in church. Besides, villages were also required to pay in kind not in cash. After the government had taken over the schools, even church schools received grants from the government¹³⁷.

Hannah Daphisha Talang (1992) In her study attempt to discover the problem of studying the “contribution of Seng Khasi Schools to development of Education in Meghalaya” found that

- (i) Seng Khasi School is the only non-sectarian secular private educational institution in the state of Meghalaya.
- (ii) Seng Khasi Schools was founded under certain aims and objectives. Their aims are to propagate education and traditional institutions.
- (iii) Administration of the school is carried out by the headmaster and helped by teacher in charge. Even the Managing Committee also does supervise the schools but this too is carried out through Headmaster.
- (iv) The schools is a recognized institution since 1964 (though founded in the year 1921)
- (v) Seng Khasi Organisation promotes formal education in Meghalaya.

¹³⁶ M.B. Buch; *Third Survey of Research in Education 1978-1983*; March 1987; NCERT Sri Aurobindo Marg, New Delhi. P. 67

¹³⁷ Lalthanpuui; *A study of the contribution of Presbyterian Church for the development of Education in Mizoram 1981*; unpublished Dissertation, NEHU, Shillong P. 190, 191

- (vi) Maintenance grant of Seng Khasi Institution are borne by the state government.
- (vii) The school also provides a library for the students where magazines, journal and reference books on difference subject are kept.
- (viii) The school caters education to all section of the people in the Society.
- (ix) Seng Khasi is able to produce eminent writers and philosophers among the Khasis to keep alive the ideas and principles of Seng Khasi¹³⁸.

Vennessa Kharmawphlang (1984), in her study attempted to find out “The contribution of Non-Christian missionaries to the development of education in Khasi Hills”. Kharmawphlang in her study has collected data through different sources and in the light of the analysis; she has made some interesting discoveries. They are the following:

- (i) The author has found out that while Swami Prabhanandaji was the first missionary who worked for the promotion of education among the Khasis living in an around the villages of Cherrapunjee, Nongwar and Mawshamok. The late Rash Mohan Roy Nongrum was the first teacher-cum-secretary of the Seng Khasi School. Both the Ramakrishna Mission and the Seng Khasi Organisation were the promoters of formal education in Khasi Hills.
- (ii) The main philosophy of education was to help people improve their way of living, which would be done only through education. They felt that by educating the Khasi People their poor condition and illiteracy could be improved and their culture could be preserved.
- (iii) After Independence the Seng Khasi Organisation began to receive a considerable amount of grant for the maintenance of the school from the State government, while the Ramakrishna Mission

¹³⁸ Hannah Daphisha Talang; *The Constitution of Seng Khasi Schools to development of Education in Meghalaya* 1992 unpublished dissertation, NEHU, Shillong. P. 42, 43,125-128.

received grant from both the State as well as the Central Government.

- (iv) The appointment of teachers and staff in the Ramakrishna Mission was done by the Managing Committee of the school with the approval of the inspector of schools, whereas the headmaster and the other members of the teaching staff of the Seng Khasi School appointed their own teachers.
- (v) Traditional method of teaching the 3 R's was adopted in these schools. In lower classes Khasi language was being used as a medium of instruction.
- (vi) Ramakrishna Mission school administration and maintenance of the school was responsibility of the managing committee of the Ramakrishna Mission and the local sub-committee and the headmaster of the school was also entrusted for the management and maintenance of the school was the responsibility of the headmistress of the school with the help and advice of other teaching staff.
- (vii) Most of the teachers are untrained teachers.
- (viii) The main sources of income of the Ramakrishna Mission and Seng Khasi Organisation were borne by the Government and also by their own mission and their own management. It also received financial assistance in the form of donation, gifts etc.
- (ix) The expenditure for the construction of the schools, hostel and staff quarter for the Ramakrishna Mission School was borne by the State and the Central Government. Whereas for the Seng Khasi Schools, it was borne by the State Government and the Seng Khasi Organisation¹³⁹.

Similarly attempts was made by C. Khongwir (1990) in his study in Shillong by carrying out his study on the "contribution of St.

¹³⁹ Vennessa Kharmawphlang; "The contribution of Non-Christian missionaries to the development of education in Khasi Hills". Unpublished Dissertation, NEHU, Shillong. 1984, p 173-177.

Anthony's school Shillong, to the development of education in Meghalaya", his finding revealed that

- (i) The region was once in the shadow of darkness in respect of education during the British Government had practically done nothing for the educations of the people in these hill areas.
- (ii) Braving all odds and difficulties the German salvation missionaries opened and ran from 1901 the St. Anthony's schools one of the pioneering schools in the North East.
- (iii) Administration adopted by the school was democratic and management implies the decentralized authority and power. Discipline had also found to be the wave.
- (iv) The Missionaries themselves shoulder the responsibility of appointing local teachers. As financial aid from the government was insufficient the teachers in the earlier days were on the look out for the higher pay government jobs.
- (v) The school maintained records and they are checked periodically and paid scanty attention to the other lesser important record.
- (vi) The school has contributed much to the all round development of its inmates through the years¹⁴⁰.

NCERT (1991), A critical study of "Development Plan and Programmes in Primary Education in the state of Meghalaya" since Independence, the major conclusions were:

- (i) There was progress in respect of various aspect of Primary Education like establishment of new schools, strength of teachers, enrolment of students though there were fluctuations sometimes in the enrolment figures, financial assistance sanctioned by the state government to the district councils relating to various aspects of primary education. There was an

¹⁴⁰ C. Khongwir; *Contribution of St. Anthony's School Shillong to the development of Education in Meghalaya*; 1990 unpublished Dissertation, NEHU, Shillong, P. 87-88

increasing trend in the expenditure on both general and primary education.

- (ii) Meghalaya had implemented several development programmes in the field of primary education to achieved the goal of universalisation. But some of the programmes were implemented only in few schools.
- (iii) The percentage of single teacher schools, female and trained teachers was 42, 56 and 34 respectively. On an average, each school had 2.47 teachers. In East and West Khasi Hills District teachers below Matric ranged from 69 to 75 percent of the total numbers. The same percentage in Shillong Municipal and cantonment areas was 25. About 64 percent respondents felt that new primary schools in rural areas should be opened by the government. No teacher had utilized the programme of assistance to authors for writing or publishing book. About 5 percent of schools possessed a school library. Only five schools had a science laboratory. About 91 percent of the heads of schools expressed great satisfaction over the training received by the staff. Very few teachers attended in-service programme during 1980 – 1983.
- (iv) Though, in the implementation of different programme there was still a lag, the picture became very poor for private un-aided schools under district council administration. Barring a few stray instances, these schools were almost untouched by any of developmental programmes¹⁴¹ .

Dick B. Dewan (1991) reveals that the government of West Bengal, Education department (Primary Branch) issues orders from time to time in a phased programme for the setting up of primary schools both in rural and urban areas, when it considers the number of primary schools to be inadequate to meet the requirements of the

¹⁴¹ NCERT; *Fourth Survey of educational research in Educations* (1983-88) Vol – II, August 1991: NCERT Sri Aurobindo Marg New Delhi. P. 1275

children of the age group 6 – 11 years. All the schools set up in rural areas are to be located in school-less villages only. The new schools are established or granted recognition in the villages predominantly inhabited by Scheduled Caste and Scheduled Tribe population and natural barrier apart from reserved quota for setting up new schools in unschooled villages. The policy of the government has also been to decrease the total number of single teacher schools by the conversion and amalgamation of inefficient and uneconomic school into full fledged efficient primary school¹⁴².

B. Lyndem in her study has highlighted the role of the private voluntary organization in venturing to start new primary schools in remote areas where there were no educational facilities for children¹⁴³.

Further in NCERT, (2000) “Development of the Primary Education in Sundargarh District”, Orrisa with special emphasis on the role played by local leadership. The finding revealed that:

- (i) There was a phenomenal increase in enrolment in the number of schools and teachers at the primary school stage in Orrisa in general and in Sundargarh District in particular between 1951 – 52 and 1988 – 89. Special effort made by the state through the tribal sub-plan approach as well as the introduction of various incentives schemes too have helped to expand primary education facilities in the district.
- (ii) The average expenditure per students on primary education in Sundargarh District was Rs. 154.48 as per the figures for the late 1980s. The average non-teacher cost was 1.02% of the total expenditure.
- (iii) The development trends in primary education in Sundargarh District showed that 68% for the primary schools were set

¹⁴² Dick B. Dewan; *Education in the Darjeeling Hills. An historical survey 1935 – 1985; 1991*; Indus Publishing Company, New Delhi, P. 221

¹⁴³ B. Lyndem; *A Critical Study for the development plans and programme in primary education in the state of Meghalaya since independence*. unpublished thesis; 1984. NEHU, Shillong. P. 15

up in the post independence period, 52% of the total enrolment were tribal children, and 71% of the school did not have the one teacher one class status.

- (iv) The facilities available in primary schools were inadequate, 63% of schools did not have their own playground and games materials. 65% of them were not supplied with science kits and other teaching aids, etc.
- (v) The sevashram types schools had very poor building facilities, the students hostels provided were also found to be inadequately furnished. The amount sanctioned by the government came to Rs. 65 per pupil per month.
- (vi) Leaders from areas where the 'good' schools were located showed an active, participative and positive involvement in matters connected with their local primary schools. The involvement took various forms. It was not so, with the sample of leader living near the 'poor schools'¹⁴⁴

M.B. Buch (1979) in his studies "the role of private agencies in the development of education in Gujarat".

The major findings were the following:

- i) Private agencies had open schools in every remote area where government could not venture to go, because lack of imagination or fear of failure or incurring huge financial loss.
- ii) Private enterprise in education has shown the result and is also proving to be beneficial.
- iii) Private institution has contributed largely to the expansion of educational facilities.
- iv) Great political and social awakening in the masses was largely due to private agencies.
- v) Private agencies had also attended to the weaker section of the community and as a result it had proved to be helpful to

¹⁴⁴ NCERT; *Fifth Survey of Educational Research* 1988 – 92, Vol – II; May, 2000; NCERT Sri Aurobindo Marg, New Delhi, P. 1151

the Government in their effort to elevate the masses in furthering the cause of democracy and had produced a leadership capable of shouldering national responsibility¹⁴⁵.

According to Nirmal Malhotra, Pratibha Mittal (2001) "Non-governmental input in Elementary Education", it was observed that in some of the cases that the economic condition of the schools locality was not discouraging. The responses were not up to the mark. This might be due to the lack of desirable attitude on the part of locality. Analysis showed that the political leadership had also bearing over harnessing public cooperation. In Assam, the different community centres were scattered in the villages, they had no coordination and cooperation. The implementers should take step to place the most active teachers who could induce the heads of the different religious organization to mobilize the funds from the community. It was found in the study, that the financial help given by the government was one of the initiatives for public cooperation. During the course of interview with some political leaders and in course of field visit, it was found that people were of the opinion that elementary education was a state of responsibility. The universalisation of elementary education needed a comprehensive approach reoriented to the local community in the absence of which programme had met failure in the past¹⁴⁶.

Nirmal Malhotra, Pratiba Mittal (2001), "studied the primary education in Mizoram with special reference in Aibawk circle". The finding of their study revealed that some schools were over crowded with enrolment which some schools were lacking needed enrolment. It was stated also that some villages were getting excess number of schools while some areas were left behind to provide educational facilities within a walking distance. There were huge number of single

¹⁴⁵ M.B. Buch: *Second Survey or Research in Educational* (1973 – 1978), 1979; NCERT Ahmedabad, P. 42

¹⁴⁶ Nirmal Malhotra and Pratibha Mittal; *Educational Research in North East India; A source material*; 2001, National Institute of Educational Planning and Administration, New Delhi, P. 222,223

teacher schools and teacher pupil ratio was also not in proper frame. So all programme supposed to be implemented could not expected a good result to develop elementary education in the union territory. The concentration towards universal retention of pupils was particularly nil except that a few individual teachers at their own accord schools were not given target of enrolment in the age group 6-13 years. No incentives were available to poor children either from government or the community that could attract non enrolment children or reduced the incidence of dropout in school¹⁴⁷.

However NCERT (2000) observed that the major finding of “enrolment and retention in primary education in a small community in Harayana”. Longitudinal perspective was:

- (i) The history of the schools revealed that initially in 1954-55, the classes were held in the Panchayat ghar, as there was no school building
- (ii) There were no schools building.
- (iii) The school was barely provided with any teaching aids, furniture, stationery items, sports equipment, book, play facilities etc.
- (iv) The schooling facilities improved and female teachers were recruited and the enrolment of girls also increased.
- (v) Although enrolment did not increase in a linear manner each year, the general trends tend to increase during each decade and appeared to be more stable at the later stage.
- (vi) The number of children who passed class V Examination each year ranged from 3 to 5 during the 1950's, 3 to 9 during 1960s, 7 to 4 during the 1970s and 15 to 21 in the 1980s further got stabilized¹⁴⁸.

¹⁴⁷ Opcit; Nirmal Malhotra, Pratibha Mittal; 2001; P 213, 214

¹⁴⁸ Opcit; NCERT; Vol – II; 2000; P. 1142

Another study was conducted by NCERT (1997) about “the personality traits of primary school teachers of Cuddalore Educational district in Tamil Nadu”, found that

- (i) Age, sex, experience and community did not affect the attitude of teachers towards teaching.
- (ii) Government schools teachers differ from aided schools with regard to the attitude toward teaching¹⁴⁹.

2.2 Finding of Physical Infrastructure Facilities

The fifth All India Educational Survey (NCERT 1992) reports the increase in access to schooling facilities from the time of the fourth All India Educational Survey. The highlights were:

- (a) 94.60% rural population was served by primary section located either within the habitation or upto a walking distance of one kilometer as against the 92.82% population served in 1978.
- (b) However, only 13.25% of the habitation covering 36.98% of the rural population had upper primary schools or sections within the reach from their residence. The corresponding percentage for the fourth survey were 10.74% and 33.47% respectively
- (c) The percentage of pucca or partly pucca primary school building increased from 59.90% to 72.75%, a substantial increase indeed¹⁵⁰.

NCERT (1992) reported that while physical facilities in school especially in rural schools, were inadequate, teaching condition of schools were considerably good in four~~s~~ district of Bihar. In a study conducted by the Fifth All India Educational Survey (NCERT 1992) their conclusions were:

¹⁴⁹ Opcit; NCERT: Vol – I; 1997; P. 293

¹⁵⁰ NCERT; *Fifty Survey of Education Research* 1988 – 92 Vol-I August 1997; NCERT Sri Aurobindo Marg, New Delhi; P. 277

- (i) Lack of physical facilities at schools was a major problem
- (ii) In 81.0% of the school no teaching aids were available. The same team of researches undertook a similar study to identify the problem of the upper primary stage, i.e.; classes VI to VIII. The major findings were that these schools were much better off than the primary schools with respect to physical facilities and teaching aids, i.e.; 74.0% had permanent building as well as blackboards (BBs), 57% had urinals (exclusive of 16% latrines), 44% had drinking water facilities, 68% had teaching aids, 58% had play grounds and 68% had a games teacher. Further NCERT (1992) derived the conclusion that the levels of infrastructure facilities provided teaching learning environment and consequently, the learners' achievement level was raised¹⁵¹.

Regarding the Private investment in Primary Education a study in district Warangal Andhra Pradesh. The finding reveals that:

- (i) The private sector controlled only small percentage of primary education in the district though the number of primary schools under private management increased nearly six fold during a single year from 1981-82 to 1982-83.
- (ii) In 1971-72, 30% of the primary schools were housed in their own building as against 46% in rent free buildings. The rented school building constituted 16%.
- (iii) In 1971-72 only 40% of the schools were housed in pucca building whereas nearly half of the primary schools were run in thatched temporary sheds.
- (iv) Most schools under all types of management had accommodation of less than five rooms.
- (v) Nearly half the schools in the district had playgrounds.¹⁵²

¹⁵¹ Opcit; NCERT; Vol – I; August 1997; P. 278 - 279

¹⁵² Opcit; NCERT; *Fifty Survey of Educational Research* 1988-92. Vol – I 2000; P. 861

In the study conducted by Benedicta Leonilla Ageira (1996), indicated that the infrastructure to achieve universalisation of primary education is inadequate in the rural areas of South Kanara and Raichur districts, especially in Raichur District, 39 percent of the children in the age group 6-12 years do not have the infrastructure for primary education. The available data also shows that there is a significant difference in the facilities, which are available for primary education in the district of South Kanara and Raichur. The evidence supports that efficient infrastructure is necessary to achieve universalisation of primary education¹⁵³

However, Fifth Survey of Educational Research in Education (NCERT 2000) observed 'A study of operation Blackboard Scheme implemented in Sakkottai Panchayat Union, Pasumpon Thevar Thirumagan District. The major findings were:

- (i) Eighty three percent of the primary schools in the panchayat union did not have adequate facilities.
- (ii) All the primary schools had two or more teachers.
- (iii) The operation blackboard materials were utilized by the teachers in primary schools to a great extent.
- (iv) Teachers in government primary school utilized the teaching materials to a great extent than teachers in private primary schools.
- (v) When compared the teachers working in government primary schools and the teachers working in private management schools. It was found that there were no significant difference between private schools and government schools in their utilization of play field materials, games material, mini tools kits, mathematics kits and musical instruments¹⁵⁴.

¹⁵³ Opcit; Benedicta Leonilla Ageira; 1996; P. 141

¹⁵⁴ Opcit; NCERT; Vol – II; 2000; P. 1152, 1153

An attempt was made by NCERT (1997) to investigate the extent of utilization the equipment and educational materials supplied to primary schools in three states viz; Gujarat, Rajasthan and Tamil Nadu under the centrally sponsored Operation Blackboard Scheme (OBS). It reported that:

- (i) 83.8% of the schools had two all weather rooms and 55.6% of schools had verandahs whereas only 9.7% of schools had toilet facilities.
- (ii) While 46.2% schools had at least two teachers.
- (iii) The female teachers constituted less than 50% of the total number of teachers.
- (iv) The majority of the schools received the educational materials although the percentage of item received differed from item to item i.e.; 56% (Syllabi) to 99.5% (mathematic kits).
- (v) The majority of the teachers (93.5%) were using the material supplied and they opined that these materials supplied would help to improve enrolment, retention and achievement level of pupils¹⁵⁵.

Amarjeet Sinha (1998) in his study "Primary Schooling in North India: A field investigation". The findings of this study are most revealing as far as the infrastructure available with schools is concerned.

- (i) Only a percent of the surveyed schools for which reliable data is available; have benches and chairs; only 59 percent of the schools have blackboards; 39 percent schools have a governmental provision for the purchase of chalks (the rest it is the teachers who has to buy the chalk from his own salary or from the collection from the students). 13 percent have toilets; 58 percent have drinking water facilities; 16 percent have teaching materials and 36 percent have a playground of

¹⁵⁵ Opcit; NCERT; Vol – I; P. 278

their own. There is only one private school in Amkhut in Jhabua that possesses all the basic facilities. The basic facilities appear to be poorest in the North Bihar district of Khagaria and Madhubani.

- (ii) As regards the school building, 66 percent of the surveyed schools had a pucca building, 18 percent had a Kaccha building, 13 percent had a dilapidated building and 3 percent had no building at all. The quality of pucca building varies from schools to schools and there are some references to pucca building that leak in the rainy season. There are also references to some Kuccha building that are well maintained. All the dilapidated building is in Bihar, as per survey indicating the poor infrastructure on account of resources crunch¹⁵⁶.

With regard to the facilities in schools it has improved significantly, but a lot more need to be done. For instance, as per the 6th All India Educational Survey, only 5% of the schools have separate lavatories for girls and only 8.7% has separate urinals for girls. Only 65% of the primary schools have pucca building as against 69% of upper primary schools.

The situation of the school infrastructure and facilities has not improved substantially since the 6th AIES. As per the 7th AIES (2002), out of the total 900,000 primary and upper primary schools only around 80% schools have pucca building and surprisingly, around 20,000 schools have no building at all. The situation seems to be alarming in Assam with less than 4% of the schools with pucca building¹⁵⁷.

¹⁵⁶ Opcit; Amarjeet Sinha; 1998; P. 57, 58

¹⁵⁷ Yojana; A development monthly Vol – 49; September; 2005; Anurag Misra (Chief Editor) New Delhi; P. 18

2.3 Finding on the Human Resources

Digumurti Bhaskara Roa (1996) stated that traditionally in most welfare state, economic conditions is funded by the state to a substantial extent. Many countries have an explicit state policy of providing free compulsory education to all, which requires 100 percent financing or primary education by the government itself. However, a small contribution does flow from Non government sources on several developing countries.

In all the major sources of funds for education from the government, including various layers/level of government fees from students' donations and endowments made voluntarily to the education sector, and other miscellaneous sources, have been the most common ones. Government sources include primarily the funds allocated by the state. Out of the general tax, revenue but in quite a few countries special education taxes or educational cess are also common. Further, it is not only the education departments, but also other departments allocate some proportions of their respective budget for education.

In India, the role of central government had been insignificant in financing elementary education for a long time. Though universalisation of elementary education is a constitutional responsibility, the constitution originally placed education, including elementary education in the list of state (provincial) responsibilities. This list continued till the mid 1970s. When the National Policy on Education 1986 was formulated the role of the central government has substantially increased in funding elementary education. At the same time the role of local governments, which used to be significant in the 1950s and even in 1960s declined and so is the role of the non-governmental sectors.

The relative shares of fees and of voluntary contribution in the form of donations and endowments in basic education come down to negligible proportion in several developing countries. In India there has been growth on private schools, many of which are state supported, but some of which do not depend upon state finances. The latter category i.e.; the school do not receive any state aid, is small in number. More importantly, by catering to the need of the better-off section of the society, they contribute in education and to social and economic inequities in the long run. Particularly from the point of view of finances, the role of private sector is negligible as the schools that do not depend upon the state aid are very few and those that receive state aid do not generate any significant level of resources on their own; rather they depend upon the state for almost the whole of their expenditure. In the sense, private schools receive liberal aid from the government¹⁵⁸.

According to Anil Sinha, Srilekha Majumdar, P.K. Barua (1999) Educational Institution at different levels and under different managements receives money from various sources; the amount thus received is considered to be the income of the institutions. Income may be recurring or non-recurring depending upon whether it is received every year or is received as a one time grant or donation. Recurring income in respect of the schools of Assam include governmental grant and income from non-government sources like fees from students. The non-governmental institutions are established through community support and the expenditure is met from donation or contribution.¹⁵⁹

B.K.Nayak (1994) In his study on a “new concept of educational administration in the state of Madhya Pradesh”, the main findings were:

¹⁵⁸ Digumurti Bhaskara Rao; *Encyclopedia of Education for all*; Vol – II; 1996 APH Publishing Corporation Ansari Road, New Delhi; P. 145, 146

¹⁵⁹ Anil Sinha., Srilekha Majumdar, and P.K. Barua; *Educational Administration in Assam*; 1999, Vikas Publishing House Pvt Ltd. Masjid Road, New Delhi; P. 88

- (i) Supervision of teaching was very inefficient and introduction of diversified courses had made it all the worse.
- (ii) Structure of supervision report was different in different regions.
- (iii) Administrators at all levels were dissatisfied with their pay scale.
- (iv) Nobody had thought of training for administrators
- (v) Teachers did not follow the Methodology of teaching that they learnt in their training period.

Another study made by B.K.Nayak on educational administration and management of schools system in the state of Karnataka. The major findings were:

- (i) The offices of the Commissioner of Public Instruction was the unit responsible for policy information, planning and implementation in Karnataka
- (ii) Effectiveness of the inspection system should be made qualitatively and should be coupled with guidance and counseling to teachers.
- (iii) Process of recruitment of teachers should be professionalized and depoliticized¹⁶⁰.

To study the impact of the Panchayati Raj on the administration of primary school in Mehsana district, according to the finding of the Second Survey of Research in Education (M.B. Buch 1979)

- (i) Panchayati Raj was working fairly in the case of those Panchayati that were advanced, progressive and effective.
- (ii) Service minded, committed to democratic ways and means, less politicized and benevolent leadership proved to be successful.

¹⁶⁰ B.K. Nayak; *Administration and Supervision of Primary Schools*; 1994; Deep and Deep Publication Rajouri Garden, New Delhi. P. 19 – 23.

- (iii) The factors of caste and economic status had an impact on the decision making of leaders.
- (iv) The weaker sections of the people were boosted upon by government and politicians played a dominant role in the decision making process at village, block and district level.
- (v) The Panchayati Raj appeared to have impact in the expansion of primary education.
- (vi) Much appeared to be desirable in terms of improving school quality, expanding and enriching pupil welfare services, raising teachers morale and bringing rural community closer.

Another study conducted by Second Survey of Research in Education (M.B. Buch, 1979) regarding the control and administration of primary education by local authorities in Bihar, found that

- (i) Expansion of primary education in Bihar state was undertaken after free elementary education within a period of ten years.
- (ii) Power of mal practice of local bodies was reduced to ashes. The government took over the responsibility of primary education and considerable improvement observed in the administration of primary education and standard of education improved.
- (iii) Irregularities in payment, transfer and posting problem, diversion of funds arbitrary appointment etc were reduced.
- (iv) Withdrawal of local control on primary education did not justify the basic condition of democracy but since local bodies failed to discharge their responsibility the government had to takeover¹⁶¹.

Fifty Survey of Educational Research (NCERT 1997) was made an attempt into the efficiency of the system of supervision of the

¹⁶¹ Opcit; M.B. Buch; 1979; P. 52, 485, 486

universalisation of elementary education programme in Orrisa found out that:

- (i) Their number was insufficient
- (ii) Though the government required them to do extension work, it neither made the provision for the normal TA nor for necessary facilities.
- (iii) The Deputy Inspectors of Schools had less control over the supervision.
- (iv) There were political interferences in the administration of elementary education¹⁶².

In Meghalaya Paul Peta (1998) reported that

- (i) In every aided school, there shall be a fund to be called the school fund like any aid granted by the government, income accruing to the school by way of fees, charges or other payment and contributions, endowments made to the schools.
- (ii) The schools fund and all other funds, established with the approval of the Director shall be accounted for and operated in accordance with the rules as may be prescribed.
- (iii) In every recognized unaided school, not being a minority school, there shall be a fund to be called "The Recognized un-aided school fund" and there shall be credited thereto income occurring to the school by way of fees, any charges and payment which may be realized by the schools for other specific purpose and any other contributions, endowments, gifts and the like made to the school.
- (iv) The managing committee of every aided school shall file every year with the appropriate authority such as financial and other returns as may be prescribed and every such

¹⁶² Opcit; NCERT; Vol – I ; 1997; P. 294

return shall be audited by such authority as may be prescribed.¹⁶³

According to K.M. Warjri (1980) in his study revealed that the main sources of income of the District Council are government grants and its own resources in the Khasi Hills District Council and some interns secure 100% and 60% respectively from Khasi Hills District Council¹⁶⁴.

To study the “Identification of problems of teachers in single teacher or two teacher primary schools, an independent study”, according to Fifth Survey of Educational Research (NCERT 2000), the major findings were:

- (i) Most of the single or two teacher primary schools lacked physical and educational facilities like urinal, school building furniture, library facilities, blackboards, chalks etc
- (ii) About 80% of the primary teachers expressed that they needed a short training in handling operation blackboard material in their classroom.
- (iii) All the responses clearly pointed out difficulties like over crowding and lack of interest in multi-grade teaching and 86% primary teachers needed orientations in multi-grade teaching.
- (iv) Among the problem faced by primary teachers, administrative problems, personal health and stay arrangement at the place of posting were the more pronounced ones¹⁶⁵.

NCERT (1997) studied an experiment of monitors and house leaders in non-graded single and two teachers’ schools. The major finding

¹⁶³ Opcit; Paul Peta 1988; P. 33,34

¹⁶⁴ opcit; K.M. Warjri; 1980; P. 97

¹⁶⁵ opcit; NCERT; Vol – II; 2000 P. 1454, 1455

- (i) It was found that the monitor and house leaders could look after assignment, supervision, distribution and collection materials, engaged in class when teacher was on leave help weak students in their studies, arranging cultural activities and maintenance of discipline.
- (ii) The role played by house leaders included school campus, cleanliness, conduction prayers, news reading, writing news on the notice board, school decoration, leadership role in group activities and writing the number present and absent on the notice board.
- (iii) The role played by monitors and house leaders were common and related to each other. If they were given proper orientation and guidance, the teaching learning process would be more effective.
- (iv) Teachers in the single teacher and two teachers' schools realized that the students could shoulder the responsibilities if they were properly oriented.

The single teachers schools in rural education and development, in the introductory pages of the book describes the situation of schools in the rural areas are reported that of the total number of schools in the Indian union, forty percent are single teachers schools or multi class teaching schools. Problems of these schools in dealing with mass delivery of teaching irregular attendance of pupils, lack of physical facilities, residential accommodation of teachers and other aspects are discussed with practical advice as to how the teacher may handle the situation¹⁶⁶.

According to the tenth plan period of Meghalaya in single teacher school efforts will be made to ensure that none of our schools will remain single teacher schools. The number of such institution at present is around 900. Since, the present policy of the government is

¹⁶⁶ Philip G. Altbach., Deniz Saldanha, and Jeanne Weilar; *Education in South Asia*; 1987 Vistaar Publication, New Delhi: P. 149

that all new schools will be granted permission only if they have a minimum of two qualified teachers. The break up of the 900 single teachers schools are 185 government-aided schools and 715 non-governments lower primary schools. It is proposed that post will be created for government aided single teachers schools. For non-government lower primary schools initially granted a lump sum grant of Rs. 3000 plus per month¹⁶⁷.

2.4. Finding of Financial Resources

Fourth Survey Research in Education (M.B. Buch, 1991), Educational finance for primary education in India after independence (1950 – 1975), the main findings were:

- (i) The main sources of finance for primary education are grants from the state, grants from local bodies, fees and endowments etc.
- (ii) The main source of finance for primary education in aid from the government, the income from fees and other sources accounts for only two to five percent of the total income.
- (iii) About 93 to 97 percent of the total expenditure on primary education is spent on salaries and allowances of the teachers.
- (iv) In 1950 – 51, 10.4 percent of the total and 9.6 percent of the total expenditure was on primary education of boys and girls respectively.
- (v) In 1995, per students expenditure on primary education was twice the per student expenditure in 1965.
- (vi) Progress of primary education in the states of Kerela, Tamil Nadu, Uttar Pradesh and Maharashtra was the best. It was the lowest in Jammu and Kashmir, Bihar and Orrisa¹⁶⁸.

¹⁶⁷ Opcit; Government of Meghalaya; *Tenth Five Year Plan 2002 – 2007*; P. 121

¹⁶⁸ Opcit; M.B. Buch; Vol – I; 1991; p 296

According to the Third Survey of Research in Education (M.B. Buch, 1987) found that:

- (i) The provincial government was dependent upon the central government for financial assistance.
- (ii) The local government bodies, on the other hand were dependent on the provincial government for financial support.
- (iii) In spite of several attempts through different legislative enactments primary education could not be made free, universal and compulsory.
- (iv) The government at the centre as well as in the provinces had intentionally avoided the financial responsibility of mass education.
- (v) In Bengal, tuition fees met a high percentage of the educational expenditure¹⁶⁹.

NCERT (2000) studied the “community participation in primary school of Baroda establishment and finance”. The major findings were:

- (i) With respect to schools finance, community contribution differs across different type of school managements. It was observed that the community had the largest share in the finance of school in Baroda.
- (ii) In certain schools the committee members were also involved in the planning and organization of school activities. They were also involved in purchase and construction and maintenance of school building.
- (iii) In the information of Managing Committee a great deal of variation across different types of schools like CBSE, Private aided and un-aided schools also manage by Baroda Municipal Cooperation were observed¹⁷⁰.

¹⁶⁹ Opcit; M.B. Buch; 1987; P. 78

¹⁷⁰ NCERT; Indian Educational Abstract; Vol – II; No- I; 2002; C.S. Nagarajni (Chief Editor) P 47. 48

A recent study of three states-Chattisgarh, Rajasthan and Karnataka, find that a positive relationship between enrolments and attendance and provision of free meal. In 81 schools that were studied, in which the scheme was introduced in July, 2001 enrolment in grade I increased by 15% in one year. This was especially true with the female enrolment. In Chattisgarh they went up by 17% and in Rajasthan by nearly 29%. Another study noted that the provision of mid- day meal is associated with a 50% reduction in the percentage of girls who are out of school. Similarly results have been noted for district of Rajasthan¹⁷¹.

In Meghalaya, the public hearing on mid day meal to be attended by the officers from the education department, the social activities, educationist, civil society group and political representative will discuss the status of the scheme and the need for effective implementation of the scheme. It may be mentioned that the cooked midday meal scheme was introduced in all government and government aided school in 1995 to ensure that enrolment and nutritional health of children, besides alleviating chronic hunger among the people from below poverty line. The Supreme Court had made it mandatory for the state government to implement mid day meal scheme by providing every child in every government and government aided primary school with a prepared mid day meal for each day of school for minimum 200 days¹⁷². According to Bharatiya had alleged that the government failed to implement the mid day meal scheme as per guidelines of the supreme court, contrary to its won claim before the apex court. The state government in its reports to the supreme courts in September 2004 had stated that 91 percent of the schools in Meghalaya were covered by the schemes¹⁷³.

¹⁷¹ Website: [http://www.earthinstitution.columbia.edu/cgsd/document/baipai-Primary Education Pdf](http://www.earthinstitution.columbia.edu/cgsd/document/baipai-Primary%20Education%20Pdf). P.

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¹⁷² Newspaper; *The Shillong times*; Monday; November; 28, 2005; printed and published Manas Chaudri Press, Shillong. P. 1.7

¹⁷³ Newspaper; *The Shillong Times*; Tuesday, November, 29, 2005 Manas Chaudri Press, Shillong P. 1.5

The educational achievement of mid day meal scheme at the primary schools. It was found that this scheme promoted enrolment and retained pupil in the schools. The beneficiaries of these schemes were mostly from the poorest section of the population. It is also reported that the scheme prove successfully throughout the state of Meghalaya and the financial assistance was extended to the schools for mid day meal programme but few schools receive the benefit of the programme.

According to D. Pulla Roa (1998) in his study on the financial management in India Education, has examined the system of grant-in-aid to non-government schools and suggested the use of performance budgeting for effective management of education system. He says, that under this system of budgeting, it is possible to focus attention not only on the process of expenditure, but also on the process of attainment of physical objectives like number of students getting the mid day meal etc¹⁷⁴.

The Government of India recently launched an ambitious Programme called Sarva Shiksha Abhiyan: An initiative for universal Elementary education. The Programme is planned to initiate in low female literacy district spread over fifteen States to achieve the goal of Universalisation of Elementary Education (UEE). It envisages that all the districts of the country will be covered under the Programme before the end of the Ninth Plan i.e. March 2002. Unlike the District Primary Education Programme (DPEP), the Sarva Shiksha Abhiyan envisages to develop district-specific elementary education plan with the framework of decentralized management of education with focus on Panchayati Raj institutions. In DPEP, the focus was on primary level only. In case in Tamilnadu, money was released to the State Government in two installments to carry over pre projects activities in 22 districts. The

¹⁷⁴ D. Pulla, Roa, *Economic of Primary Education*; 1998; Rawat Publicaiton, Jawahar Nagar, Jaipur. P. 30,31

money was released to the State Government and also to the DPEP. The State Government has yet to release the amount to the DPEP¹⁷⁵.

The Sarva Shiksha Abhiyan is an initiative of the Central Government even though education in India is largely the responsibility of the State Governments. A worrisome factor, however, raised with respect to the Sarva Shiksha Abhiyan is whether the State Government will be able to meet with their share of their financial obligation (which will rise with each five year Plan). In order to be able to do so, the State Government will need to undertake long overdue fiscal reform. In 2001 /2002 the fiscal deficit of all Indian State taken together was as high as 5.1 % of GDP. In eight states their fiscal deficits was more than seven percent of state gross domestic product. The States have very high debt burdens; in some state the debt to revenue ration exceeds 200%¹⁷⁶.

The 73rd and 74th constitutional amendments provide legal authority to local bodies to plan manage and control educational activities both in rural and urban areas. In Sarva Shiksha Abhiyan Programme district level planning and management is the main trust for achieving the target of cent percent enrolment, retentions and achievement by children at the elementary stage¹⁷⁷.

The assistance under the programme of Sarva Shiksha Abhiyan was on an 85:15 sharing arrangement between the central Government and the State Government during the Ninth Plan and at 75:25 during the Tenth Plan, and at 50:50 thereafter. As a result of Sarva Shiksha Abhiyan, the estimated number of out of school children has come down from 2.3 crores in the beginning of 2003-04 to 81 lakhs. More than 3 lakhs additional teachers have been recruited across the

¹⁷⁵ Website: www.Educationforallindia.com/page_165.html

¹⁷⁶ Website. <http://www.earthinstitution.columbia-edu/egsd/docement/baipai/primayeducation.pdt>

¹⁷⁷ Opcit; Upala Konwar; *Primary Education In North Eastern States*; 2003; P. 226

country under Sarva Shiksha Abhiyan to ensure appropriate pupil teacher ratio¹⁷⁸.

In Meghalaya, the total amount of Rs. 4.35 crores had also been released to the District Units and the largest amount of Rs. 1.02 crores was sanctioned to West Garo Hills, South Garo Hills got Rs. 35, 21 lakhs, East Khasi Hills received Rs. 75.30 lakhs, West Khasi Hills received Rs. 75.25 lakhs, East Garo Hills got Rs. 55.07 lakhs, Jaintia Hills Rs. 52.11 lakhs and Ri Bhoi got Rs.39.13 lakhs¹⁷⁹.

With the introduction of 93rd Constitutional Amendment Bill for children between 6 and 14 years has become fundamental right. The state shall provide free and compulsory education to all children between 6 to 14 years. The right to free and compulsory education shall be enforced in such a manner of law. The State shall provide early childhood care and education and for all children until they complete the circle of elementary education. A parent or guardian shall have to provide opportunities to education of their children or ward as the case may be. It is a new commitment by the Government towards achieving the target of Universal Elementary Education by the year 2007 (as visualized by the 10th Five Year Plan)¹⁸⁰.

2.5. Finding related teacher

In a study on “Training of Primary teacher”, NCERT (2000) It was found that:

- (i) States have designed in service education programmes for Primary Teachers, Head Teachers, Head of Cluster Resources Centre (CRCs), Coordinators, Block Resources Centers, number of Villages Education Committee (VECs),

¹⁷⁸ Opcit Govt of India; *Annual Report* 2004-05; P. 56-57

¹⁷⁹ Opcit: *Shillong Time*, dt 08/01/2003; P. 153

¹⁸⁰ Opcit: Utpala Konwar 2003; P. 43

faculty of DIET, and SCERTs Karnataka and Tamil Nadu were yet to set up cluster resources centres.

- (ii) The study revealed that training needs of different functionaries were identified by the state on the basis of
 - (a) The experiences of SCERT/DIET faculty, while working with primary teachers and others functionaries.
 - (b) Findings of the baseline learning achievement studies conducted by the NCERT and the NIEPA, and interaction with concerned personnel. States had however, not identified training needs of these functionaries by conducting research systematically.
- (iii) State had not delineated explicitly objectives of training for different functionaries as revealed from their training designs.
- (iv) The contents of training of different functionaries had been identified by the states. It, however, differed from one state to another.
- (v) Most of the states had planned to provide recurrent training to primary teachers and other functionaries.
- (vi) Activity based approach, demonstration were the transactional approaches, which were planned to be followed in the training of teachers.
- (vii) Most of the states had drawn up plans to monitor and evaluate the quality of training by seeking trainees' perceptions at the end of the programme either through a questionnaire and or through interview.
- (viii) The review or training design developed by different states revealed that they had not paid adequate attention to the follow-up aspects of the training.

Again, another study conducted by NCERT (2000) on “teachers role in influencing enrolment and attendance in primary schools”, the major findings were:

- (i) Poverty, Child labour, household work were some of the prominent reasons for dropout.
- (ii) Teachers were able to involve community in the activities of the schools for its development.
- (iii) Teachers' interaction with pupils, parents and elders had positive impact on enrolment in schools.
- (iv) Regular Parent Teachers Association (PTA) meeting had positive effect on improvement of enrolment and attendance in schools¹⁸¹.

According to Fifth Survey of Education Research (NCERT 1997) reported that

- (i) A large percentage of Scheduled Tribes Schools did not have a required physical facilities
- (ii) There were no fixed criteria for selecting and posting of teachers in scheduled tribe schools.
- (iii) The majority of the scheduled tribes schools reported that they found the syllabus heavy.
- (iv) The problems faced by scheduled tribes schools were
 - (a) Heavy work
 - (b) Lack of expertise
 - (c) Inadequate of equipment
 - (d) Inadequate numbers of books
 - (e) Paucity of funds
- (v) All teachers' educators reported the need for more in service training in all the areas of the syllabus and the induction of preschool education, elementary education and non-formal education¹⁸².

¹⁸¹ NCERT; *Indian Educational Abstract*; July 1999-January 2000; NCERT Sri Aurobindo Marg; New Delhi, P. 43,44,20

¹⁸² *Opcit*: NCERT; *Fifth Survey of Educational Research 1998 – 92*, Vol – I, 1997; P. 292

Another study on the elementary school teachers, According to Fourth Survey of Research in Education (M.B. Buch, 1990), the main finding were”

- (i) Rural and urban teachers had some common characteristic in respect of their attitude towards the teaching profession, job satisfaction, socio-economic status, and overall personality traits.
- (ii) A number of disparities were found in their profiles.
- (iii) A large number of teachers working in rural areas were less qualified, had higher workload interns of number of classes, number of subjects and teaching period spend more time on clerical work besides received less incentives and more disincentives.
- (iv) Teachers working in backward and advanced state schools showed similarities in respect of their attitude towards the teaching profession, socio-economic status and a few personalities characteristic¹⁸³.

According to NCERT (2001), parents participation in children’s academic activities in relation to their achievement at primary level, found that:

- (i) Parents giving direction and guidance at appropriate time contribute towards the better performance of their children in schools.
- (ii) Intrusiveness of parents’ participation in their academic activities does not significantly influence children’s academic achievement.
- (iii) Parents neglect and ignoring children academic activities in relation to their achievement is not conducted for better performances¹⁸⁴.

¹⁸³ Opcit: M.B. Buch; *Five Survey of Educational Research* Vol – II; 2000; P. 1447

¹⁸⁴ NCERT: *Indian Educational Abstract*; Vol – I; July 2001 NCERT; (C.S.Nagarajni (Academic Editor) P. 51

In a study conducted by Sudeshna Ghosh (2005) observed that family background affect children's learning while they are in school not only in India, but also across the globe. Families were aware that education can contribute much to their children's learning achievement, even in disadvantaged district. Again, even when families are motivated to educate their daughters and sons sending a child to school everyday may be impossible to

- (i) Opportunity for child labour especially during peak agriculture season to supplement the family's earnings.
- (ii) Substitution of daughter's (particularly the eldest daughter) schooling for mother's participation in the labour force, where the daughter is required to look after the household and her sibling¹⁸⁵.

There was a high degree of satisfaction among parents concerning the performance of teachers with 33 percent of them expressing their clear dissatisfaction with teachers. The number of satisfied parents was lower than 50 percent and 21 percent of them were either unable to answer or unwilling to comment on teacher performance.

Children in primary school have, it seems, little respect for their teachers. Many of the children said a few teachers never taught in class, even when they come to schools. Sleeping in the classroom, gossiping with colleagues, are the task most of the teachers were complimented of ¹⁸⁶.

M.B. Buch, (1991) found that optimum teacher pupil ratios in school were:

- (i) There was a wide variation (1:20 to 1:55) among the state and union territories in terms of norms of teacher-pupil ratios prescribed by the different states.

¹⁸⁵ Sudeshna Ghosh; *Review of Development and Change*; Vol – X Jan – June 2005; Padmini Swaminathan for Madras Institute Department, Chennai; P. 27

¹⁸⁶ Opcit: *Economic and Political Weekly*; March 13, 2004; P. 1174

- (ii) There was a wide gap between the norms prescribed and the actual position.
- (iii) There were variation in school size, classes size and teachers work load.
- (iv) A large percentage of teachers did not even teach the minimum prescribed periods per week.
- (v) More than half the schools workload is less than 220 days in a year.
- (vi) More than half of primary teachers did not take interest in the Universalisation of Elementary Education (UEE)
- (vii) Nine out of ten schools meant for tribal children did not even conduct an annual census of children of school going age.
- (viii) A large percentage of schools did not fully utilize various incentives provided for Schedule Caste or Schedule Tribe and backward communities.
- (ix) Supervision and guidelines of teachers, students' services and extension work were very limited.
- (x) In class V about 38 percent of schools had more than 50 students per class.
- (xi) The Actual teacher-pupil ratio for the sample schools covered by the study throughout the country for different stages were as under: Primary stage 1:37 (rural), 1:35 (urban), 1:36 (overall);

3.0.0 INTRODUCTION

Research is an attempt to find out the facts, figures and knowledge on certain Subjects of Study as L.V. Redman and A.V. Mary have said, “Systematic effort to gain new knowledge is called Research”¹⁸⁷ Research may be defined as the application of the scientific method on the study of problems. The two terms, research and scientific method are used interchangeably¹⁸⁸. It can be said that, “Research” is the aim and “scientific method” is the mean of attaining it. As C.R. Kothari pointed out, “The philosophy common to all research methods one science to another top usually given the name of scientific method”¹⁸⁹.

According to John W. West “Research is considered to be the most formal, systematic, intensive process of carrying on the scientific ,method of analysis. It involve a more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of result or conclusions”¹⁹⁰.

3.0.1 METHODOLOGY

Methodology is a most significant Part in contribution towards the quality enrichment and drawing of scientific and conclusion of any study. In order to conduct some research, there are numerous methods and procedures to be adopted. However, it is the nature of the Problem under the investigation, which determines the adoption of a particular method that is the most appreciate.

¹⁸⁷ C.N. Shankar Roa; *Sociological Primary Principles*; Published by S. Chand and Company Ltd; New Delhi, 2002; P 54.

¹⁸⁸ Lokesh Koul; *Methodology Of Educational Reearch*; Vikash Publishing House Pvt Ltd; New Delhi; 1998, P 10.

¹⁸⁹ opcit, C.N. Shankar Roa: P 55

¹⁹⁰ Ibid; Lokesh Koul; P 10

The present study is a descriptive research and its main focus is to analyze the contribution of Non-Government primary schools towards the society. It studies the aims and objectives of Non-Government lower Primary Schools towards the development of Primary educations or the eradication of illiteracy. The study aims at the extraction of information through questionnaire and interview schedule from the Non-Government Lower Primary Schools in Khasi Hills District of Meghalaya. In this Chapter a brief description of methodology and procedure followed in the present study is given. It presents the details of how to present study is conducted ad analyzed.

3.0.2 POPULATION

The population of the present study comprises of all the Non-Government Lower Primary Schools in East and West Khasi hills District of Meghalaya. It is officially recorded that in the year 2002-2003, there are 2247 non Government Lower Primary School in both the districts; 1205 non Government lower primary schools exist in East Khasi Hills District i.e. 1005 aided Primary Schools and 200 on - aided primary school. There are 1042 non-government lower primary school in West Khasi Hills District where as 818 are aided primary schools and 224 are unaided primary school.

30.3: Sample:

The investigator has taken due care for selecting the appropriate sample techniques, and after consulting all the available literature and a thorough discussion with the experts, it was decided the random sampling techniques would be base suited for selecting the sample of the present study. A representative sample of the study include 100 Non-Government lower primary schools, of which 50 are Aided and 50 are un-aided lower primary schools of both East and West Khasi Hills district of Meghalaya that formed the sample. The investigator also has included 100 headmaster and 100 teachers of Non-Government lowe3r Primary schools on the sample. Moreover, 400

parents and 400 students are also taken into the sample to know about their perceptions towards the functioning of these lower primary schools and their problems. The selection of the sample is represented in the table below:-

Table 1 showing the sample selected for the study.

SL. NO	Districts	Type of Schools	No. of Schools	Head-Master	Teacher	Parents	Students	Total
1.	East Khasi Hills District.	Aided School	25	25	25	100	100	250
2.	West Khasi Hills District	Aided	25	25	25	100	100	250
	Total		100	100	100	400	400	1000

3.0.4 Tools and Techniques

In the present study the following tools were developed by the investigator to collect the necessary data for the study.

3.0.4 (a) Questionnaire - The investigator before conducting the questionnaire identified the areas where information are needed. Based on these needs, the investigator prepared the questionnaire to elicit the information from the non-Government schools headmasters and teachers. The questionnaire was consulted in such away that the respondents were expected to give accurate responses both open-ended and closed questions were used.

(b) Development of questionnaire.

In the present study the investigator developed two sets of questionnaire, one for Headmasters or Headmistress and second for teachers of non-Government lower primary schools together information regarding the contribution of non-Government lower primary schools towards the development of primary education in Khasi hills districts. The questionnaire was structured and developed

and it was based upon the objectives of the present study. The content of the questionnaire includes the Historical development, Physical infrastructure facilities, Human resources, financial resources and problems of teachers of the lower primary schools.

The first draft of the questionnaire was subjected to scrutiny by the experts from the department. A modification was done and the try out of the questionnaire was conducted to prove its validity. The experts gave full suggestion for improvement of the questionnaire. The final form of questionnaire (shown in appendix) was printed and zerox copies were made ready for use.

(c) Interview:

The present study the investigator also used man interview scheduled for parents and students. The questions used for interview scheduled were different as it covered the views of parents and students on the functioning of the lower primary schools and the perceived problems of both parents and students.

(d) Relevant Record - Regarding the relevant records, the investigator collect information from the offices of the Deputy Inspector of Schools (DIS), Director of Elementary and Mass Education (DEME), file reports, statistical handbook of Meghalaya, official records, documents relevant data etc were also consulted.

3.0.5 Procedure of Data collection:

Data collection for the present study the investigator sought the permission from the head of the schools to undertake the study. With his consent the investigator distributed the questionnaire to them directly with a request to give their free and frank responses. These questionnaires were personally administered by the investigator to all headmasters and teachers of non-Government lower primary schools in Khasi hills district. The investigator collected the complete questionnaire from the school headmaster; some of the respondents returned the questionnaire by sending directly to the investigator.

The investigator distributed questionnaire to 100 schools i.e. 50 schools headmasters and 50 primary school teachers in East Khasi Hills districts and 50 schools headmaster and 50 primary schools teachers in West Khasi Hills districts from both aided and un-aided schools. Out of 100 questionnaire distributed 96 schools headmasters furnish questionnaire and were collected from both aided and un-aided schools and only 4 lower primary schools did not responded i.e. 1 from aided and 3 from the un-aided schools.

The interview were conducted for parents and students from different schools out of 400 parent, 392 parent were met for interviewed i.e. 200 parent from aided and 192 from un-aided parents who send children to non-Government lower primary schools. While 8 parents failed to respond. Again out of 400 students, 395 students were interviewed i.e. 200 students from aided and 195 students from un-aided schools from both East and West Khasi Hills districts. The total number of the respondents showing in table.

Table 2 showing the total number of the respondent.

SL. NO	Districts	Type of School	No. of School	Headmaster Response	Teacher Response	Parent response	Students Response	Total
1.	East Khasi Hills District	Aided Schools	25	25	25	100	100	250
		Un-aided Schools	25	24	24	100	100	248
2.	West Khasi Hills District	Aided Schools	25	24	24	92	95	235
		Un-aided Schools	25	23	23	100	100	246
	Total		100	96	96	392	395	976

3.06. Source of data

The data were collected from the sample using above tools developed by the investigator. The time taken for collecting data was 4 months. The data for the study was collected from primary sources and conscious testimony.

3.07. Analysis of data.

The data that were collected from both primary and secondary source were finally tabulated and analyses in terms of percentage.

ANALYSIS AND INTERPRETATION OF DATA

PART A

RESPONSES OF HEADMASTERS AND TEACHERS

4.0 Introduction

The questionnaire 'A' was distributed to 100 headmasters of Non-Government lower primary schools i.e. 50 aided and 50 unaided. Out of these 96 headmasters or headmistress responded i.e. 49 from aided schools and 47 from unaided schools. Again 100 questionnaires was distributed to the teachers i.e. 50 to aided school teachers and 50 to unaided schools teachers, out of 100 questionnaire 96 teachers responded i.e. 49 from aided and 47 from un-aided primary schools. All teachers who responded returned the replied questionnaire to the investigator.

4.1.0. Historical Background

Establishment and recognition of the school

4.1.1. (a) When was the School established?

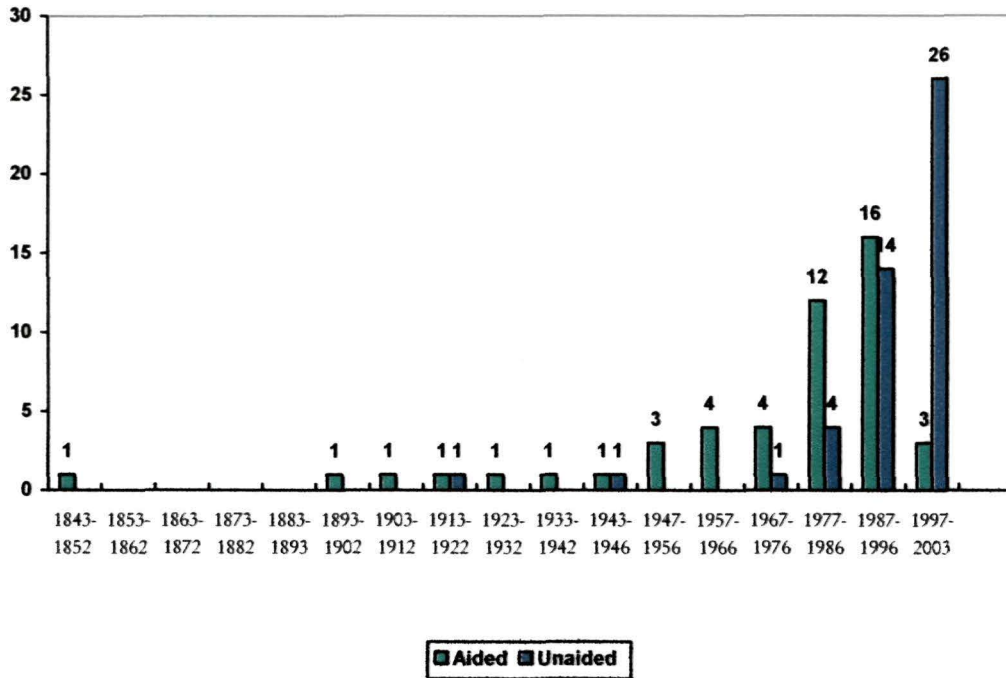
Date ----- Month-----Year-----

(b) When did your School receive official recognition from the government?

Date..... Month.Year..

(a) Establishment of Schools.

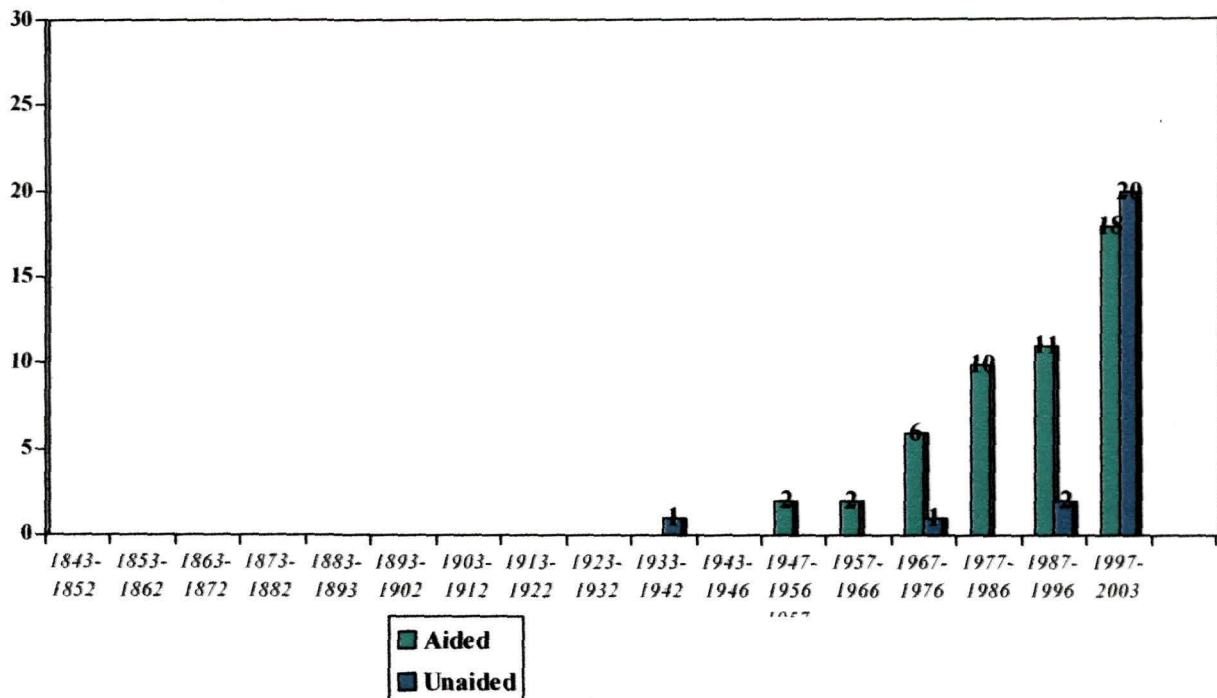
The Figure 4.1. (a) Below indicating the total number of the aided and un-aided lower primary schools established in different years.



The above figure revealed that 16 school headmasters or headmistress of the aided schools stated that the schools were established between the years 1987 -1996 and the rest 33 aided schools stated that they were established in different years. Again, 26 school headmasters or headmistress of un-aided schools stated that the schools were established during the years 1997-2003 respectively, and 21 of the un-aided schools were established in different years as shown in figure 4.1. (a) above.

(b) Recognition of the schools

The Figure 4.1. (b). showing the total number of schools both aided and un-aided that received recognition from the Government before and after Independence.



Again the result revealed that 18 aided schools and 20 unaided schools stated that the schools received official recognitions from the Government during the years 1997-2003 respectively, while the rest, 31 aided and 4 un-aided primary schools received official recognition from the Government in different years. Hence, it showed that 49 respondents from aided schools expressed that they received official recognition from the Government while 23 un-aided primary schools were not yet recognized by the government, as shown in figure 4.1. (b). It seemed that the government was lethargic in the way to discharge its duty promptly.

4.1.2 Who are the founders/donors of the school?

Table 4.1. Percentage of the respondents indicating the founders/donors of the schools is given in table below.

Sl. No	Founders/Donors	Aided		Un-aided	
		N		N	
1	Mission	27		21	
2	Village Durbar(council)	15		10	
3	Private	3		11	
4	NGOs	2		3	
5	Traditional Institution (Seng Khasi)	1		2	
		49		47	

In the table 4.1 it was found that 27 aided and 21 un-aided primary schools were founded by the Christian missionaries and followed by village Dorbars which scored 15 and 10 in both aided and un-aided primary schools respectively. 3 aided and 11 unaided primary schools were founded by private parties or individual person, while 2 aided and 3 unaided were founded by NGOs like Self help Groups, 1 aided and 2 unaided schools were founded by traditional religious institution or Seng Khasi. Hence, the Christian missionaries were largely responsible for opening and setting up primary schools in Khasi Hill Districts and of course, the village Durbars had tried their level best to spread the literacy in their own respective villages.

4.1.3 What are the main objectives for opening new schools?

Table 4.2. Percentage of the respondents indicating the different objectives for opening new schools.

Sl. No	Objectives	Aided	Unaided	Total	%
		N	N	N	
1	To impart education to all children i.e. eradication of illiteracy and also to open school in villages to solve the walking distance of children.	39	35	74	77
2	To impart education for the development of physical, mental, moral and religious value etc.	6	10	16	17
3	To set up English medium school to raise the standard of rural children	4	2	8	6
		49	47	96	100

Table 4.2. above showed that 77 % of the respondents from both aided and un-aided primary schools respectively stated that the main objectives for opening new schools are (1) to impart education to all children i.e. eradication of illiteracy and to open schools in villages to solve the walking distance of little children. (2) 17% of the respondents are indicating that opening new schools is to impart education for the development of physical, mental, moral and religious values etc and only 6% of the respondents showed that setting up English medium schools is to raise the standard of rural children in both aided and un-aided non-government primary schools.

4.1.4. Type of School

(a) Boys

(b) Girls

(c) Co-education

Table 4.3. Percentage of respondent stated the type of school available

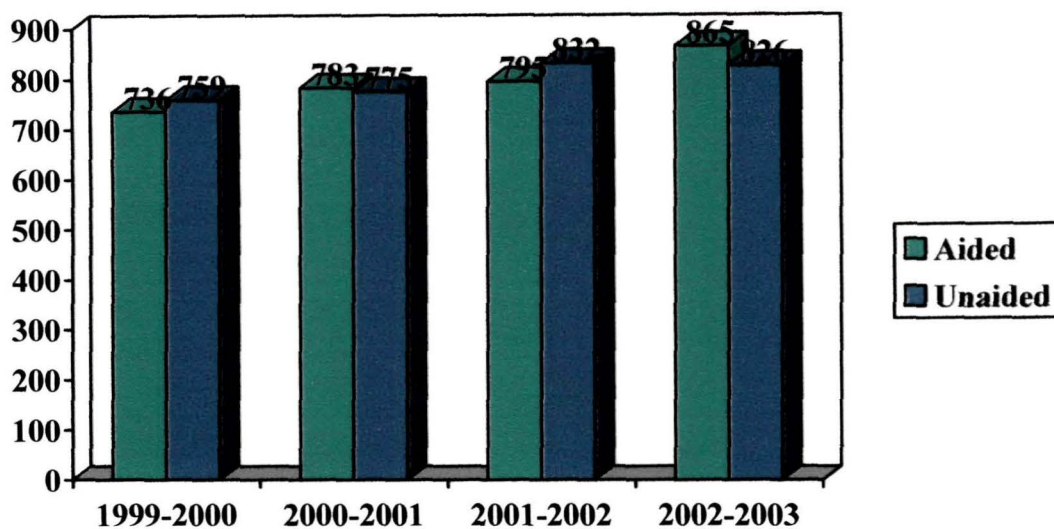
Sl. No	Types	Aided		Un-aided	
		N	%	N	%
1	Boys	-	-	-	-
2	Girls	-	-	-	-
3	Co-education	49	100	47	100
		49	100	47	100

Table 4.3 revealed that 100% of both aided and un-aided primary schools were opened for both boys and girls, which was known as Co-education and there are no separate schools for boys and girls.

4.1.5. Please give the information regarding the enrolment in your school starting from 1999.

Enrolment of Students for Class I

Figure 4.2. The following figure showing the total enrolment regarding the Class I Students both aided and un-aided primary schools.



The above figure 4.2. presenting the total enrolment of Class I students of aided primary schools in the year 1999-2000 there were 736 students, in 2000-2001 the number of students were 783, in 2001-2002 were 795 and in 2002-2003 were 865. While in un-aided primary schools, the enrolment of Class 1 Students in the year 1999-2000 were 759, in 2000-2001 were 775, in 2001-2002 were 832 and in 2002-2003 were 826. Hence, it appeared that the trend of enrolment in both aided and un-aided schools was increasing every year which was a healthy indicator.

Enrolment of Class II Student

Figure 4.3. Indicating the total enrolment of students in class II

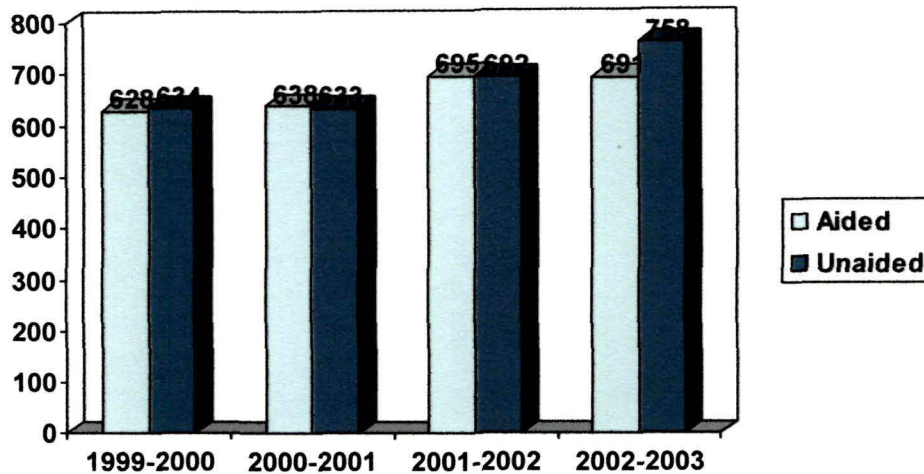


Figure 4.3 showed that the enrolment for class II in the year 1999-2000 was 628 students in aided and 634 in unaided; 638 students in aided and 633 in unaided in the year 2000-2001, 695 students in aided and 692 students in unaided in 2001-2002, 691 students in aided and 758 in unaided schools in the year 2002-2003. Again, there was an upward trend in the enrolment of students in these non-government primary schools in both the districts.

Enrolment of Class III Students

Figure 4.4. Showing the total enrolment of students in Class III.

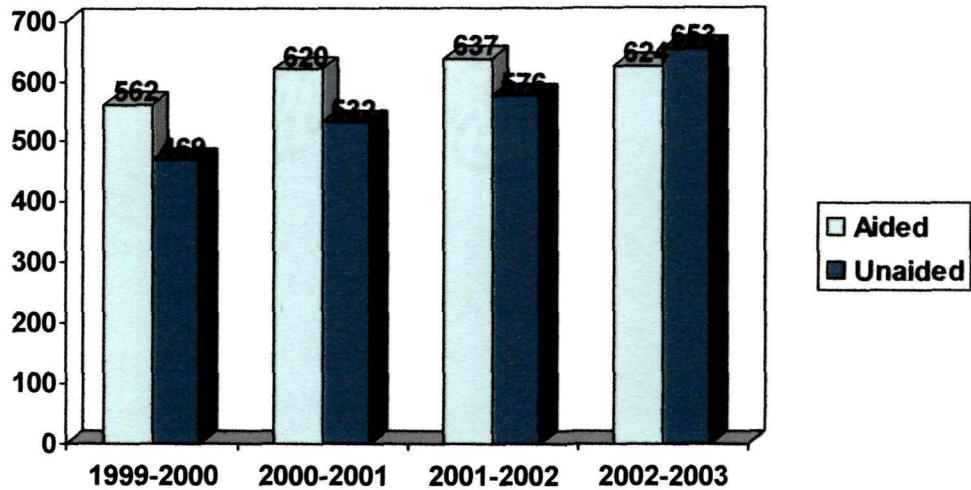
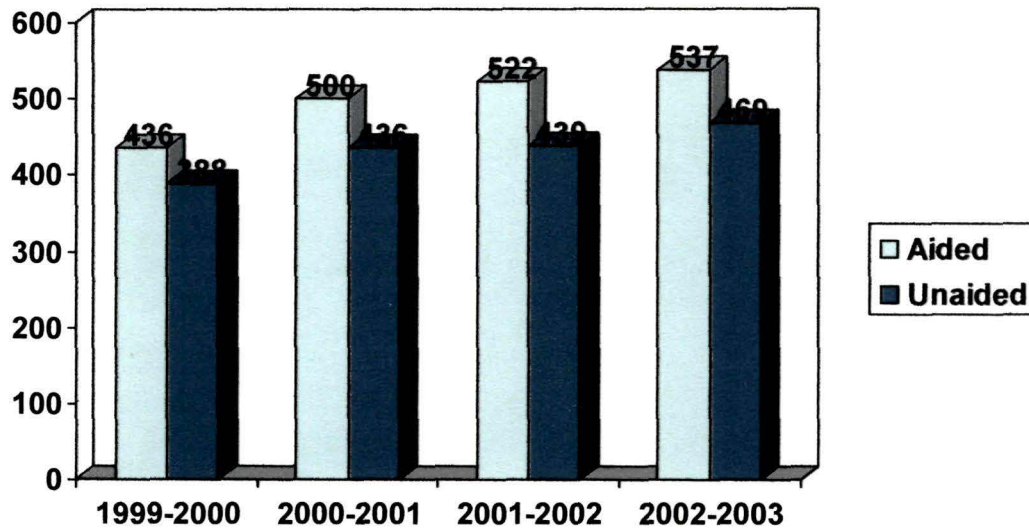


Figure 4.4 indicated that the enrolment of students in class III during the year 1999-2000 was 562 in aided and 469 in un-aided primary schools, 620 students in aided and 532 in unaided schools in the year 2000-2001, 637 students in aided and 576 in unaided schools in 2001-2002, 624 in aided and 653 in unaided schools in the year 2002-2003. Therefore, in both aided and un-aided primary schools the enrolment in Class III students showed an ascending trend.

Enrolment of Class IV Students.

Figure 4.5 below showing the total enrolment of Class IV students in both aided and un-aided lower primary schools



In the figure 4.5 it was shown that the enrolment of students in class IV in 1999-2000 was 486 in aided lower primary schools and 388 in un-aided lower primary schools, 500 students in aided primary schools and 436 in unaided primary schools in the year 2000-2001, 522 students in aided and 439 in unaided primary schools in the year 2001-2002, 537 in aided and 469 in unaided schools in the year 2002-2003. Hence, it suggested that the enrolments of Class IV students in both aided and un-aided primary schools were slightly increased.

Enrolment of Male Students.

Figure 4.6 showing the total enrolment of male students from Class I to Class IV in both aided and un-aided lower primary schools

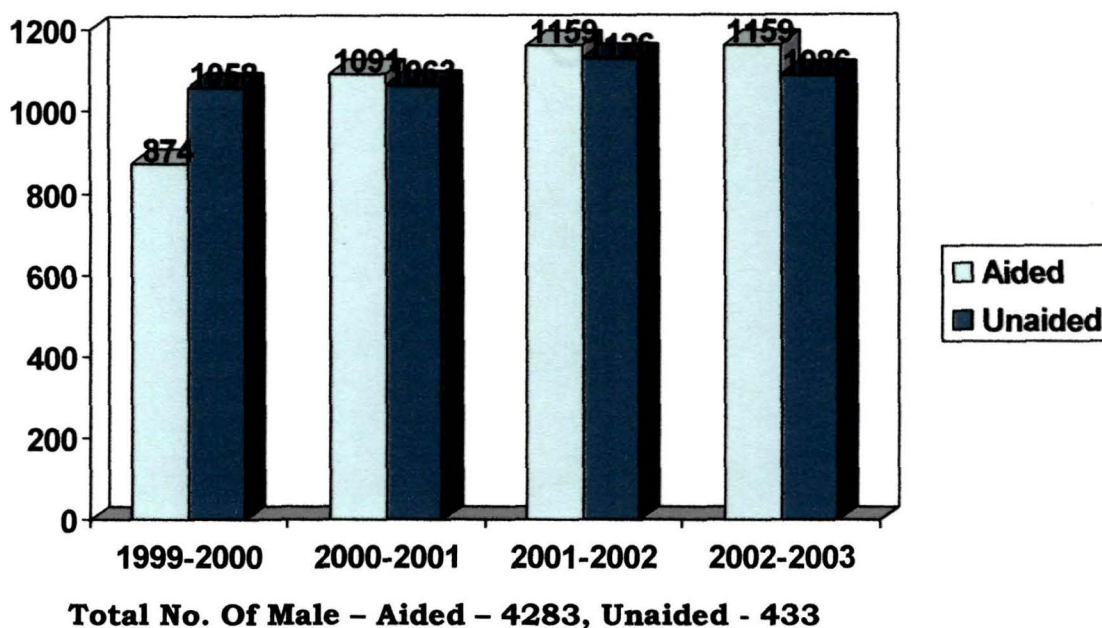
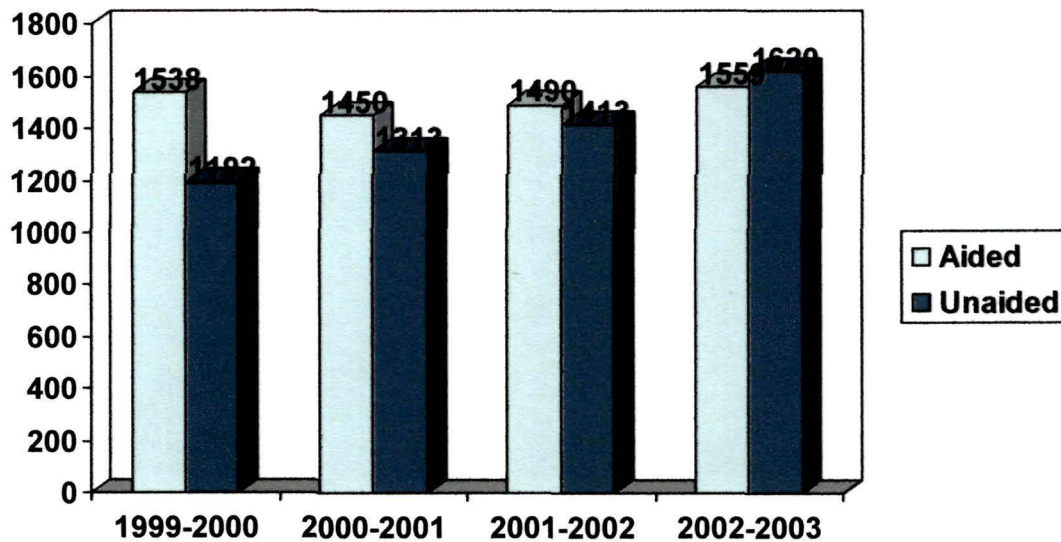


Figure 4.6 showed that the total numbers of males' students was higher in un-aided school than the aided lower primary schools. Therefore the figure 4.6 indicated the enrolment for class I to Class IV students of both aided and un-aided male students in different years.

Enrolment of Female Students.

Figure 4.7. Showing the total enrolment of the female students from Class I to Class IV in both aided and un-aided primary schools



Total No. of Female – Aided – 6037, Unaided – 5438

In the figure 4.7 it was shown that the total enrolment of female students was higher in aided schools rather than the un-aided schools. The figure had also indicated clearly about the total enrolment of female students from Class I to Class IV in different years.

The findings in Figures 4.2 to 4.7 above showing the enrolment in aided and unaided schools were found to have similar results in all classes from the year 1999-2000 till the year 2002-2003, it was also found that the enrolment increased from year to year. Comparing the total enrolment of male students and female students in both aided and un-aided primary schools it was found that female students were more than male counterpart in both aided and un-aided primary schools.

Number of students sends for MBOSE and number of students passed scholarship examination.

Table 4.4 (i) showing the percentage of students from the Aided Primary Schools sent for MBOSE and their results in the year 1999 - 2003.

Sl. No	Meghalaya board of school examination	Sex	Aided						
			1999-2000		2000-2001		2001-2002		2002-2003
			N	%	N	%	N	%	N
1	No. of students sent for MBOSE examination	Male	18	33.33	15	38.46	29	43.94	Not yet
		Female	36	66.67	24	61.54	37	56.06	
			54	100	39	100	66	100	
2	Result passed	Male	17	32.48	13	33.33	23	34.85	Not yet
		Female	36	66.67	22	56.41	26	39.39	
			53	98.15	35	89.74	49	74.24	

Table 4.4 (ii) showing the percentage of students from unaided primary schools sent for MBOSE and their results in the year 1999 - 2003.

Sl. No	Meghalaya Board of School Education	Sex	Un-Aided						
			1999-2000		2000-2001		2001-2002		2002-2003
			N	%	N	%	N	%	N
1	No. of students sent for MBOSE examination	Male	6	60	6	46.15	11	52.38	Not yet
		Female	4	40	7	53.85	10	47.62	
			10	100	13	100	21	100	Not yet
2	Result passed	Male	5	50	5	38.46	9	42.86	
		Female	4	40	5	38.46	9	42.86	
			9	90	10	76.92	18	85.72	

In the table 4.4(i) above it was found that the number of students of aided primary schools sent for MBOSE in the year 1999-2000 was 33.33% males and 66.67% females, 38.46% males, 61.54% females in 2000-2001; 43.94% males, 56.06% females in 2001-2002, while in un-aided primary schools, it was shown in table 4.4 (ii) which indicated that 60% males, 40% females in 1999-2000, 46.15% males and 53.85% females in 2000-2001; 52.38% males and 47.62% females in 2001-2002 were sent for MBOSE Examination.

Again, in the table 4.4(i) the result of passed percentage of the students during these years showed that 32.48% males and 66.67% females in 1999-2000; 33.33% males and 56.41% females in 2000-

2001; 34.85% males and 39.39% females in 2001-2002 from aided primary schools, the passed percentage of the students from the un-aided primary schools was shown in table 4.4(ii) was found to be 50% in males and 40% females in 1999-2000. 38.46% males and 38.46% females in 2000-2001; 42.86% males and 42.86% females in 2001-2002, but in the year 2002-2003 the schools have not yet selected the number of students to appear for MBOSE examination.

4.1.6. Does the M.B.O.S.E allow the students from non-Government primary schools to appear for Scholarship examination? Yes/No. If No, state reason.

Table 4.5. The percentage of the respondents indicating that the M.B.O.S.E allows students from such schools to appear for Scholarship Examination.

Sl.No	Scholarship Examination	Aided		Un-Aided	
		N	%	N	%
	Yes	48	97.96	45	95.74
	No	1	2.04	2	4.26
		49	100	47	100

The result in table 4.5 revealed that 97.96% and 95.74% of the respondents from both aided and un-aided primary schools pointed out that the MBOSE allowed the students from non-government primary schools to appear for scholarship examination. Hence, in Meghalaya the lower primary scholarship Examinations are conducted by MBOSE that is for class IV students only.

4.1.7 Please give details the number of teachers in your schools for five years from the years of establishment of the school?

Table 4.6 (a) Percentage of the respondents showing the total number of male and female teachers for five years from the year of establishment.

Sl. No.	Sex	Aided		Un-aided	
		N	%	N	%
1	Male	58	48.74	34	29.31
2	Female	61	51.26	82	70.69
		119	100	116	100

Table 4.6 (a) above indicated that the total number of teachers was 119 in aided primary schools and 116 in unaided primary schools. Again, it showed that 51.26% were females and 48.74% were male teachers in aided primary schools while in un-aided primary schools 70.69% of the total numbers of teachers were females and 29.31% were male teachers. Hence, it appeared that in both East and West Khasi Hills Districts the number of female teachers were more than male teachers.

Table 4.6 (b): Percentage of the respondents indicating the qualification of teachers

Sl.No	Qualification of teachers	Aided		Un-aided	
		N	%	N	%
1	Under Matric	18	15.13	8	6.90
2	SSLC + HSSLC	76	63.87	65	56.03
3	Graduate	21	17.65	42	36.21
4	Post Graduate	1	336	1	0.86
		119	100	116	100

Table 4.6(b) showed that 63.87% and 56.03% teachers of both aided and un-aided primary schools were Secondary School Leaving

Certificate (SSLC) or Higher Secondary School Leaving Certificate (HSSLC) passed. 16.65% of teachers from aided and 36.21% from unaided were graduated. 15.13% of teachers from aided and 6.90% from unaided primary schools were under Matric. Only 3.36% teachers from aided and 0.86% from unaided schools were a postgraduate. Hence, it appeared that the majority of the primary school teachers were Secondary School Leaving Certificate (SSLC) or Higher Secondary School Leaving Certificate (HSSLC) passed.

Table 4.6 (c) Percentage of respondents indicating the years of teaching experienced

Sl.No	Years of experience	Aided		Un-aided	
		N	%	N	%
1	Below 10 years	58	48.74	103	88.79
2	Below 20 years	41	42.86	9	7.76
3	Below 30 years	10	8.40	4	3.45
4	Below 40 years	-	-	1	0.86
		119	100	116	100

In the table 4.6 (c) above, it was found that 48.74% and 88.79% of the respondents from both aided and unaided primary schools stated that teachers have teaching experienced less than 10 years. 42.86% and 7.76 % of both aided and unaided primary schools indicating that teachers have teaching experience below 20 years. Only few teachers have teaching experience below 30 years. It may be presumed that most teachers left the schools for better jobs and more secure in life.

Table 4.6 (d). Percentage of the respondents showing the total numbers of trained and untrained teachers.

Sl. No	No. Trained & Untrained teacher	Aided		Unaided	
		N	%	N	%
1	Trained	48	40.34	11	9.48
2	Untrained	71	59.66	105	90.52
		119	100	116	100

The result above revealed that 59.66% and 90.52% of the respondents from both aided and un-aided primary schools stated that the teachers were untrained. Again, 40.34% teachers from aided and 9.48% from unaided schools indicated that teachers were given short terms training at times [Table 4.6. (d)]. Therefore, it appeared that majority of teachers in the unaided schools were untrained

4.1.8 After recognition, what grant do you get from the Government?

Table 4.7. Percentage of the respondents indicating the different grants received from the Government are shown under the following table.

Sl. No	Grants	Aided schools		Un-Aided schools	
		N	%	N	%
1	Deficit Grant	11	22.45	-	-
2	Grant-in-aid	12	24.49	-	-
3	Lumpsum Grant	19	38.78	-	-
4	Building Grant	3	6.12	6	12.77
5	Maintenance	4	8.16	-	-
6	Others	-	-	1	2.13
	Not yet received	-	-	40	85.10
		49	100	47	100

The study revealed that 38.78% of aided primary schools received lumpsum grant from the Government after official recognition.

While, in the un-aided primary schools, 85.10% never received any grant from the Government even after the schools were officially recognized. The finding appeared that most of un-aided schools are struggling hard to survive because of the Government apathy in granting financial assistance to them as was shown in the table 4.7.

4.2.0 Physical Infrastructure Facility

4.2.1 What type of school building do you have?

Table 4.8. Percentage of the respondents indicating the types of school building.

Sl. No	School Building	Aided		Un-Aided	
		N	%	N	%
1	Rented house	1	2.04	5	10.64
2	Tin roof and wooden shed	31	63.27	26	55.32
3	Govt. house/building	14	28.57	9	19.15
4	Thatch house	3	6.12	7	14.89
5	Others	-	-	-	-
		49	100	47	100

Table 4.8 above indicated that 63.27% and 55.32% of the respondents from both aided and un-aided primary schools expressed that the types of school building were mostly wooden structures with tin roofed. 28.57% and 19.15% of the respondents from aided and un-aided primary schools stated that their schools were run temporarily in government buildings.

4.2.2 Who own the school building?

Table 4.9. Percentage of the respondents indicating the owners of the school building.

Sl.No	Owners of the School building	Aided		Un-Aided	
		N	%	N	%
1	Mission/Church	26	53.06	21	44.68
2	Village Durbar	15	30.61	10	21.28
3	Private	4	8.17	11	23.40
4	NGOs	1	2.04	3	6.38
5	Traditional institution	3	6.12	2	4.26
		49		47	

In the table 4.9 above, it was shown that the missions played a significant part in owning the primary school buildings in both the districts. In Khasi Hills 53.06% of the respondents from aided primary schools and 44.68% from un-aided primary schools stated that most of the school buildings were owned and managed by the Christian missions. 30.61% and 21.28% in aided and un-aided primary schools indicated that the village dorbar or village council played a very important role in spreading literacy to their own areas by setting up their own school buildings.

4.2.3 Do you use the techniques of school mapping before setting up the School?

Table 4.10 Percentage of the respondents indicating the Techniques of School Mapping

Sl. No	Techniques of School Mapping	Aided		Un-aided	
		N	%	N	%
1	Yes	14	28.57	7	14.89
	No	35	71.43	40	85.11
		49	100	47	100

Table 4.10 revealed that about 71.43% and 85.11% of the respondents from both aided and un-aided primary schools were not aware the techniques of school mapping before setting up the schools. Perhaps, it depends on elderly people to choose the site they preferred or perhaps the land was donated free of cost by an individual or the village Dorbar.

4.2.4. Please supply the following information

- (a) Total Area of your School.
- (b) Total Area of School Building.
- (c) Size of Rooms.
 - Length ~
 - Breadth ~

Table 4.11. The percentage of the respondents indicating the information about the area of the school, building and size of room.

Sl. No	Area	Aided		Un-Aided	
		N	%	N	%
(a)	Area of the school				
	1500-2500 ft	14	28.57	15	31.91
	2600 ft above	35	71.43	32	68.09
(b)	Area of the school building				
	300-800 ft	40	81.63	32	68.09
	900 ft above	9	18.37	15	31.91
	Size of the room				
(c)	Length 10-29 ft	40	81.63	37	78.72
	30 ft above	9	16.37	10	21.28
	Breadth				
	10-14 ft	42	85.71	36	76.60
	15 sq ft above	7	14.29	11	23.40
		49		47	

The above result showed that the area of the school building varied from one school to another. In both aided and un-aided primary

schools 71.43% and 68.09% of the respondents stated that the total areas of the schools were above 2600 sq ft, but in regard to the plinth area of the school building 81.63% from aided and 68.09% from un-aided primary schools stated that the plinth area was 300-800 sq ft. Again 81.63 % and 78.72% of both aided and unaided schools have the room length between 10-29 ft, whereas 85.71% and 76.60% of the schools have the breadth of 10-14 ft for both aided and un-aided primary schools as shown in the table 4.11. The finding revealed that the sizes of classrooms were not congenial for the students to sit comfortably as the space was limited.

4.2.5 (a) Do you have separates Classroom?

How many classrooms do you have?

(b) Do you have separate teachers room?

Do you have partition inside?

Table 4.12. Percentage of the respondent indicating the type of classroom.

Sl. No	Class Rooms		Aided		Un-aided	
			N	%	N	%
a	Separate class room	Yes	16	32.65	19	40.43
		No	33	67.35	28	59.57
	How many class rooms	Less than 4	33	67.34	28	59.57
		More than 4	16	32.65	19	40.43
b	Separate teacher's rooms	Yes	12	24.49	16	34.04
		No	37	75.51	31	65.96
	Partition inside	Yes	21	42.86	9	19.15
		No	28	57.14	38	80.85
			49	100	47	100

The above table 4.12 showed that 67.35% of the respondents from Aided primary schools indicated that the schools did not have

separate classrooms, and in fact the schools have less than 4 classrooms. 75.51% of the teachers stated that there were no separate teacher's rooms and 57.14% of the schools have partitioned inside. In the un-aided primary schools, 59.57% of the schools did not have separate classrooms, besides they have less than 4 classrooms. Again, 65.96% of the teachers stated that there were no separate teacher's rooms and 80.85% of the schools have partitioned inside. Hence, it appeared that classrooms were congested and not congenial for pedagogic activities.

4.2.6. Is the school in possession of the following materials?

Table 4.13. Percentage of the respondents indicating for the school materials under the table below

Sl. No	School materials		Aided		Un-aided	
			N	%	N	%
1	Tables and Chairs	Yes	45	91.84	45	95.74
		No	4	8.16	2	4.26
2	Blackboards, Chalks, Dusters	Yes	49	100	47	100
		No	-	-	-	-
3	Desks and Benches	Yes	49	100	47	100
		No	-	-	-	-
4	Wall Clocks	Yes	17	34.69	15	31.91
		No	32	65.31	32	68.09
5	Almirah	Yes	8	16.33	9	19.15
		No	41	83.67	38	80.85
6	Globes, Maps, Pictorial Charts	Yes	15	30.61	12	25.53
		No	34	69.39	35	74.47
			49	100	47	100

The result in the above table 4.13 showed that 91.84% of the aided primary schools possessed tables and chairs. 100% of the schools

possessed blackboards, chalks and dusters. 100% of the schools possessed desks and benches. 65.31% of the schools did not have wall clocks, 83.67% of the schools did not possess almirah and 69.39% no globes, maps and pictorial charts and other teaching aids. While in un-aided primary schools 95.74% of the schools possessed tables and chairs. 100% possessed blackboards, chalks and dusters. 100% possessed desks and benches, 68.09% of the schools did not have wall clocks; 80.85% of the schools did not possess almirah and 74.47% no globes, maps and pictorial charts, and other teaching aids. The finding revealed that most of the non-government primary schools were not in a position to acquire almirah, wall clock and other teaching materials as required by the schools.

4.2.7 Do you get any grant-in-aid for school materials from the government?

Table 4.14. Percentage of the respondents indicates the Grant-in-aid received for School Materials.

Sl.No	School materials	Aided		Un-Aided	
		N	%	N	%
(a)	Book grant	3	6.12	-	
(b)	Sport and games materials	5	10.20	-	
(d)	Charts/Maps. Globes, Bell	3	6.12	-	
(e)	Furniture grant	9	18.37	-	
(f)	Science apparatus	1	2.04	-	
		49	100	47	100

Pertaining to grant-in-aid from the government with regard to school materials and teaching aids the finding found unsatisfactory. As seen in the above table 4.14, it was found that only 18.37% of aided primary schools received the furniture grant and 10.37% from aided primary schools received games & sports materials while 57.14%

received other grants like Book grants, teaching aids etc. 100% from un-aided primary schools gave no response, which indicated that the government attitude was negative towards the promotion of these schools materials.

4.2.8. How many villages does the school cover for imparting education?

Table 4.15. Percentage of the respondent showing the village covered by the school for imparting education.

Sl.No	Villages	Aided		Un-Aided	
		N	%	N	%
1	One village	26	53.06	24	51.06
2	Two villages	12	24.49	10	21.28
3	Three villages	11	22.45	13	27.66
		49	100	47	100

In the table 4.15 it was shown that 53.06% and 51.06% of the respondents from both aided and un-aided primary schools expressed that the school covered one village only. Fewer percentages of the schools showed that one school covered at least more than two villages to cater the need of the school children.

4.2.9 What is the total population of the villages covered by the schools?

Table 4.16. Percentage of the respondent indicating the total population of the villages covered by the schools.

Sl.No	Population of village covered by the schools	Aided		Un-Aided	
		N	%	N	%
1	Below 900	31	63.27	24	51.06
2	1000 above	15	30.61	19	40.43
3.	Between 10000 -15000	3	6.12	4	8.51

The above Table revealed that 63.27% and 51.06% of the respondents from both aided and un-aided primary schools respectively stated that the total population of the villages covered by the schools was below 900. Again 30.61% aided and 40.43% unaided primary schools stated that the total population covered by the schools was more than 1000.

4.3.0 Human Resources

4.3.1 Are the students complaining about Walking Distance? If yes, please state reason.

Table 4.17. Percentage of the Respondent indicates the reason complaining by students about walking distant.

Sl. No	Walking distant	Aided		Un-aided	
		N	%	N	%
1	Yes	19	38.78	14	29.79
	No	30	61.22	33	70.21
		49	100	47	100

In the Table 4.17 it was shown that 61.22% and 70.21% of the respondents from both aided and un-aided primary schools expressed that there was no complain about walking distant by the students. Only few students i.e. 38.78% and 29.79% of both aided and un-aided primary schools stated that they were complaining about walking distant. The reason was that the schools were far from their residences and they have to walk from their village to another village to attend schools as it was indicated in table 4.15 which showed that two or three villages has got only one school.

4.2.2. In the Academic Performance do you find any difference between students coming from far villages and students who locally stay near the school? If yes, give your observation in brief.

Table 4.18. The percentage of the respondents indicates the difference between students coming from far villages and students who stay near the schools.

Sl. No	Performance	Aided		Un-aided	
		N	%	N	%
1	Yes	8	16.33	9	19.15
	No	41	83.67	38	80.85
		49	100	47	100

Table 4.18 above showed that 83.67% and 80.85% of the headmasters or Headmistress from both aided and un-aided primary schools expressed that there was no difference between students coming from distant villages and students who stayed locally near the schools in their academic performances.

Admission for Children

4.3.2. What is the age of children generally admitted in your school?

Table 4.19 showing the percentage age of children generally admitted in your school

Sl.No	Ages of admitting students	Aided		Un-Aided	
		N	%	N	%
1	3 years	6	87.76	9	87.23
2	4 years	25		28	
3	5 years	12		4	
4	6 years	6	12.24	6	12.77
		49	100	47	100

The result pointed out that students admitted to the schools were in between 3 to 5 years of age. As indicated by 87.76% in aided and 87.23% in unaided schools respectively. While only 12.24% and 12.77% (table 4.19) in both aided and unaided primary schools stated that the average age of students admitted in schools was 6 years.

4.3.4. What is the norm of admitting students to your school?

Table 4.20. Percentage of the respondents showing the norms of admitting students in their schools.

Sl. No	Admitting students	Aided		Un-aided	
		N	%	N	%
1	Personal interview/oral test	16	32.65	19	40.43
2	Information furnished on application or admission form and first come first serve	33	67.35	28	59.57
		49	100	47	100

Table 4.20 above, revealed that 67.35% of the respondent from aided primary schools and 59.57% from un-aided primary schools pointed out that the norm of admitting students in the schools was by information furnished on application or admission form and on first come first serve basis. There were few schools i.e. 32.65% aided and 40.43% unaided primary schools who conducted personal interview.

4.3.5 Does the Government training institute allow the non-government primary schools teachers for training?

Table 4.21 The percentage of the respondents indicating that Government training institutions allow the non-government primary school teachers for training courses

Sl. No	Allow the teachers to join for training courses	Aided		Un-aided	
		N	%	N	%
	Yes	48	97.96	29	61.70
	No	1	2.04	18	38.30
		49	100	47	100

From the table 4.21 it was shown that 77.96% of the respondents from aided primary schools and 61.70% from un-aided primary schools expressed that the government training institutions allowed non-government primary school teachers to join training courses. Hence it appeared that most of the government training institutions preferred to impart training mostly for teachers of aided primary schools rather than un-aided primary school teachers as reflected in the table above.

4.3.6. Why teachers need to attend training course? Please give reason

Table 4.22. Percentage of the respondents indicating the need of teachers to attend training course.

Sl. No	Reasons to attend training course	Aided		Un-aided	
		N	%	N	%
1	To know how to use the techniques and skills of teaching competencies	35	71.42	30	63.83
2	To train our self about the new ideas of teaching	7	14.29	14	29.79
3	To improve the teaching quality and prepare lesson plan, uplift the standard of teaching	7	14.29	3	6.38
		49	100	47	100

The result shown in the table 4.22 above indicating that 71.42% and 63.83% of the respondents from both aided and un-aided primary schools expressed that teachers did need to attend training courses, to know how to use the techniques and skills of teaching competencies. 14.29% and 29.79% from aided and un-aided primary schools voiced against getting trained themselves toward new ideas of teaching.

4.3.7. Who bear the expenditure for such Training?

Table 4.23. Percentage of the respondents indicating the expenditure for such training.

Sl. No	Bears Expenditure for Training Course	Aided		Un-aided	
		N	%	N	%
1	Government	30	61.22	-	-
2	School Managing Committee	3	6.12	18	38.30
3	Private	4	8.16	11	23.41
4	Mission	5	10.21	3	6.38
5	Not yet sent	7	14.29	15	31.91
		49	100	47	100

Table 4.23 showed that 61.22% of the respondents from aided schools stated that the Government bore the expenditure of teachers for such training. On the other hand, 38.30% of teachers from un-aided primary schools stated that the management of the schools bore the expenditure of teachers for such training. The result revealed that the majority of teachers from aided schools were deputed by the Government, while teachers from un-aided primary schools were private candidates.

4.3.8 Are Teachers regularly sent for Training Courses?

Table 4.24 showing the percentage of teachers send for training course

Sl. No	Teachers send for Training Courses	Aided		Un-aided	
		N	%	N	%
	Yes	26	53.06	5	10.64
	No	23	46.94	42	89.36
	One teacher	-	-	-	-
	Two teachers	-	-	-	-
		49	100	47	100

The result in the table 4.24 indicated that 53.06% of the respondents from aided primary schools expressed that the schools were regularly sent teachers for training courses. On the other hand, 89.36% of the respondents of the un-aided primary schools expressed that the schools were not in a position to send teachers for such training courses due to the shortage of funds. It was also found that most of the aided primary schools were having only one or two trained teachers at the most. The un-aided primary schools cannot sacrifice even a single teacher for attending such training courses due to the shortage of teachers in the schools.

Management

4.3.9. Does the school have peon/chowkidar to take care/clean/ring the bell to maintain the school building? If no who look after

Table 4.25 Percentage of the respondents indicating that the schools have Peon/Chowkidar for maintenance the School building.

Sl. No	Peon/Chowkidar	Aided		Un-aided	
		N	%	N	%
1	Yes	7	14.29	11	23.40
2	No	42	85.71	36	76.60
		49	100	47	100

It was found that 14.29% and 23.40% in aided and un-aided primary schools have peon or chowkidar to take care, clean, ring the bells and to maintain the school buildings, while, 85.71% and 76.60% of the respondents from both aided and un-aided primary schools stated that the schools did not have peon or Chowkidar to take care, clean, ring the bells and to maintain the school buildings. Thus these schools have to look after by the senior students, teachers, headmasters or the members of the managing committee of the schools as were indicated in table 4.25.

4.3.10: who are the members of managing Committee/ Advisory Board of your school? (Please furnish information).

Table 4.26. Percentage of the respondents indicating the qualification of the members of Managing committee

Sl. No	Qualification of the members of Managing Committee	Aided		Un-aided	
		N	%	N	%
1	Under Matric/ SSLC	152	46.20	126	56.60
2	HSSLC	77	23.41	77	32.39
3	Graduate	84	25.53	24	10.13
4	Post Graduate	16	4.86	10	4.22

Table 4.26 above showed that 46.20 % and 56.16% of both aided and un-aided primary schools stated that most of the members of the Managing Committee were under Matric or Secondary School Leaving Certificate [SSLC].

4.3.11. Who run the daily management of the school?

Table 4.27. Percentage of respondent indicating the daily management of the school

Sl.No	Management of the schools	Aided		Un-Aided	
		N	%	N	%
1	Headmaster/Headmistress	48	97.96	44	93.62
2	Assistant Head	1	2.04	1	2.12
3	Class Teacher	-	-	2	4.26
4	Any other	-	-	-	-
		49	100	47	100

Table 4.27 above showed that 97.96% of aided primary schools and 93.62% from un-aided primary schools stated that

Headmasters/Headmistresses run the daily management of the schools. 2.04% and 2.12% stated that assistant teachers run the daily management of the schools in both aided and un-aided primary schools, 4.26% in un-aided primary schools stated that class teachers run the daily management of the schools. Hence, it appeared that in both the districts in Khasi Hills, the headmaster/headmistress were solely responsible for running the daily affairs of the Schools.

4.3.12. What is the required qualification prescribed for appointing teachers in Primary Schools?

Table 4.28. Percentage of the respondent showing the qualifications for appointing teachers in Primary Schools.

Sl.No	Qualification for appointment teachers.	Aided		Un-aided	
		N	%	N	%
1	Under Matric	-	-	-	-
2	SSLC	12	24.49	11	23.41
3	HSSLC	34	69.39	33	70.21
4	Graduate	3	6.12	3	6.38
5.	Post Graduate	-	-	-	-

The Table above revealed that 69.39% and 70.21 % of the respondent from both aided and unaided primary Schools in Khasi Hills District indicated that the required qualification for appointing teachers in the respective schools was Higher Secondary School Leaving Certificate (HSSLC).

4.4.0 Financial Resources

4.4.1 Please indicate the sources of funds for the following heads:-

- (i) Who financed the construction of your school building?

Table 4.29 (i). Percentage of the respondents indicating the sources of funds for the construction of school building.

Sl.No	Agencies	Aided		Un-Aided	
		N	%	N	%
1	Self financing by local managing committee	4	8.17	18	38.30
2	Village Durbar	16	32.65	3	6.38
3	NGOs	1	2.04	3	6.38
4	Government	2	4.08	2	4.26
5	Christian Missions	26	53.06	21	44.68
		49	100	47	100

From the table 4.29 (i), it appeared that 53.06% and 44.68% of the respondents from aided and un-aided primary schools stated that Christian Missions played a significant role in financing the construction of school buildings. 32.65% showed that village durbar/council also financed the construction of school buildings. It was found that $53.06\% + 32.65\% = 86\%$ of the schools were being financed by Mission and village durbar, where as the government had indifferent towards opening more schools in villages. Regarding to un-aided primary schools, private parties constituted 38.30% who responsibility for financing the construction of school buildings in the districts.

(ii). Who provide land for the school?

Table 4.29 (ii). Percentage of the Respondent indicating how the land being acquired by Schools under the following table

Sl.No	Land acquired	Aided		Un-Aided	
		N	%	N	%
1	Donation/Contribution/Sub scription	20	40.82	18	38.30
2	Grant from government	4	8.16	-	-
3	Private own	6	12.24	20	42.55
4	Village durbar/village community land	13	26.53	9	19.15
5	Mission	6	12.24	-	-
		49	100	47	100

Table 4.29(ii) showed that 40.82% of the aided primary schools purchased land for school building through donation/ subscription /contribution etc, while 42.55% of the un-aided primary schools stated that the land for school building was purchased privately by individual person and 38.30% of un-aided primary schools purchases land for school building through donation, subscription, contribution, etc. 26.53% of aided primary schools stated that land was being donated by the village Dorbar or village Community

4.4.2 Do you get the lumpsum grant Rs 3000/- per month from the government regularly? Yes/No, if No, how do you manage to pay the salary for teachers? Briefly explain.

Table 4.30. Percentage of Respondent indicates the lumpsum grant get from the Government

Sl.No	Lumpsum Grant	Aided		Un-Aided	
		N	%	N	%
	Yes	24	48.98	-	-
	No	25	51.02	47	100
		49	100	47	100

The result in the above table 4.30 revealed that 48.98% of the respondents from aided primary schools received the lump sum grant of Rs 3000/- per month from the government and 51.02% did not receive the lump sum grant from the government but they manage to pay the salaries of the teachers according to the prescribed pay scale of the government. In regard to un-aided primary schools 100% indicated that they were not receiving any lump sum grant from the government and in such a situation the management of the schools have to raise funds through the collection of fees, donations etc by the managing committee to pay teachers' salaries.

4.4.3. Do you pay the salary for teachers according to their qualification as per the government rule? Yes/No. If Yes indicates clearly and if not what are the methods adopted for paying the salary for teachers.

Table 4.31. Table below showing the percentage of salary of the teachers according to their qualification.

Sl.No	Salary	Aided		Un-Aided	
		N	%	N	%
1.	Yes, Paid	25	51.02	-	-
2.	Not Paid	24	48.98	47	100
		49	100	47	100

Table 4.31 above stated that 51.02% of the respondents from aided primary schools paid teachers' salaries according to the qualification prescribed by the government. 48.98% of the respondents stated that they received salaries only after receiving the lumpsum grant of Rs. 3000/- from the government. In un-aided primary schools 100% were not in position to pay the salaries for teachers according to government rules, but in any way the schools paid their salaries from the funds of the managing committee of the schools.

4.4.4. (1) Do you get any building grant from the following offices?

Table 4.32 (1). Percentage of the respondent indicating the number of Schools who received building grant from the following office

Sl.No	Sources	Aided		Un-Aided	
		N	%	N	%
1	B.D.O.	21	42.86	10	21.28
2	B.A.D.O.	1	2.04	1	2.13
3	D.R.D.A.	2	4.08	-	-
4	Others	4	8.16	-	-
5	Not received any grant	21	42.86	36	76.59
		49	100	47	100

Table 4.32 (1) showed that 42.86% of the aided and 21.28% of un-aided primary schools received building grants from the Block Development offices (BDO), and 2.04% aided and 2.13% un-aided primary schools received petty grant from Border Area Development Office (BADO), whereas 4.08% of the aided primary schools showed that they received building grant from Director of Rural Development Area. About 42.86% aided and 76.59% un-aided primary schools did not respond to this quarry. Thus majority of the un-aided primary schools were not receiving any grants from different government departments.

4.4.4 (2) (a) What is the amount you receive for building grant?

(b) How much money do you spend for building grant annually?

Table 4.32 (2). Percentage of respondent indicating the amount received for building grant and money spent for building grant

Sl.No	Amount of building grant	Aided		Un-Aided	
		N	%	N	%
(a) (i)	Below 25,000	4	8.16	7	14.89
(ii)	30,000 above	24	48.98	4	8.51
		28	54.14	11	23.40
Amount spent for maintenance					
(b)	(i) Below 25,000	10	20.41	9	19.15
	(ii) 30,000 above	18	36.73	2	4.26
		28	57.14	11	23.40

In the table 4.32 (2) (a) was shown that out of 28 aided schools earn marked for building grant, 48.98% of them received above Rs 30,000/- and 8.16% of them received grants below Rs 25,000/-. Similarly, out of 11 i.e. 14.89% unaided schools received grant below Rs 25,000/- whereas 8.51% received more than Rs 30,000/-.

Again in table 4.32 (2) (b) out of 28 aided primary schools and 11 unaided primary schools 36.73 % aided schools and 4.26% unaided schools, spent more than Rs. 30,000 in maintenance of school buildings whereas 20.41 % and 19.15 % from both aided and un-aided primary schools spent less than Rs. 25,000/- for maintenance of school buildings.

4.4.5. Do you get financial helps from MP/MLA or MDC? Yes / No. If Yes, what type of help do you get.

Table 4.33. Percentage of the respondent indicating the financial help received from MP/MLA/MDC

Sl.No	Financial help	Aided		Un-Aided	
		N	%	N	%
	Yes	24	48.98	15	31.91
	No	25	51.02	32	68.09
		49	100	47	100
If Yes					
(a)	Building	18	36.73	7	14.89
(b)	Fencing	2	4.08	2	4.26
(c)	Play ground	-		4	8.51
(d)	Furniture	4	8.16	2	4.26
(e)	Toilet	-		-	
(f)	Water	-		-	
(g)	Electricity	-		-	
(h)	Games and sport materials	-		-	
		24	48.98	15	31.91

In the table 4.33 above it was shown that the public representatives like MP/MLA or MDC did contribute some financial assistance to the schools. The table showed that 48.98% and 31.91% of the schools from aided and un-aided primary schools got financial help from them in the forms of building grant, fencing, play ground and furniture etc. Again it revealed that 51.02% and 68.09% of schools from both aided and un-aided did not receive any financial help from any source.

4.4.6. Do you get any financial helps for students study tour? Yes / No. If yes, please elaborate.

Table 4.34. Percentage of respondent indicating the financial help get for students' study tour

Sl.No	Financial Help for Students' Study Tour	Aided		Un-Aided	
		N	%	N	%
	Yes	-	-	-	-
	No	49	100	47	100
		49	100	47	100

From the above table 4.34, it revealed that 100% of the respondents from both aided and un-aided primary schools pointed out that they did not receive any financial help for the student study tour.

4.4.7. Do you get any grant-in-aid from the government? Yes / No. If Yes what are these grants?

Table 4.35. Percentage of the Respondent showing the school getting grant-in-aid from the Government

Sl.No	Grant-in-aid	Aided		Un-Aided	
		N	%	N	%
	Yes	49	100	-	-
	No	-	-	47	100.00
		49	100	47	100
(a)	Furniture	9	18.37	-	-
(b)	Book grant	3	6.12	-	-
(c)	Games and sport materials	5	10.20	-	-
(d)	Teaching materials	-	-	-	-
(e)	Latrine	1	2.04	-	-
(f)	Building grant	7	14.29	-	-
(g)	Lump sum grant	24	48.98	-	-
(h)	Others	-	-	-	-
		49		-	

The above result revealed that 100% of aided primary schools received grant-in-aid from the government and about 48.98% of the schools received in the form of lump sum grant. In un-aided primary schools 100% did not receive any grant-in-aid from government. The aided primary schools did receive some grants like furniture, games & sports materials, building grant etc.

4.4.8. What are the other sources of income for schools?

Table 4.36. Below indicating the percentage of other sources of income in schools

Sl.No	Sources of Income in schools	Aided		Un-Aided	
		N	%	N	%
(a)	Church contribution	26	53.06	20	42.55
(b)	NGOs	1	2.04	3	6.38
(c)	Fees and Fines	4	8.16	5	10.64
(d)	Durbar funds	7	14.29	10	21.28
(e)	Managing Committee funds	9	18.37	9	19.15
(f)	Donation	2	4.08	-	-
(g)	Others	-	-	-	-
		49	100	47	100

Table 4.36 stated that 53.06% and 42.55% of the respondents from aided and un-aided primary schools showed that church contributions were the sources of income for schools. In aided schools 18.37% of the respondents stated that managing committee raised its own workable fund, and 21.28% from un-aided primary schools stated that durbar or village council fund was the source of income for schools. Hence, the finding revealed that the Christian missions played a significant role in extending financial support to the schools, which was followed by the Village Durbars. While the Government turned a blind eye to the development of such schools.

4.4.9 What are the various Financial Problems faced by your school?
Please put a Tick mark

Table 4.37 percentage of the respondents indicating the Financial Problems faced by the school

Sl.No	Financial problems	Aided		Un-Aided	
		N	%	N	%
1.	Construction of School building.	18	36.73	26	55.32
2.	Fencing of School Compound	7	14.29	5	10.64
3.	Less of teaching staff	9	18.37	8	17.02
4.	Leveling of playground	1	2.04		
5.	Lack of teaching materials	3	6.12	3	6.38
6.	Irregular sanction from the Government	8	16.33		
7.	Lack of furniture			1	2.13
8.		49	100	47	100

Table 4.37 above, stated that 36.73% of the respondents from aided school and 55.32% of the respondent from un-aided primary schools faced financial problems for the construction of the school building. On the other hand, 18.37% and 17.02% in both aided and un-aided schools experienced shortage of teaching staff.

4.4.10. Does the government provide the teacher's representatives with TA/DA for attending meeting at the district headquarters? Yes / No

Table: 4.38. Percentage of the Respondent showing that the Government provides TA/DA for Teachers

Sl.No	TA/DA for teachers	Aided		Un-Aided	
		N	%	N	%
1	Yes	-	-	-	-
2	No	49	100	47	100
		49	100	47	100

From the table above it indicated that 100% of the respondents stated that the government never provided any TA/DA for the teacher's representatives for attending meeting at the district headquarters inspite of their meager salaries.

4.4.11. Do teachers willingly attend such meetings? Yes / No.

Table: 4.39. Showing the percentage of the respondent that teachers' willing to attend such meeting

Sl.No	Teachers Meeting	Aided		Un-Aided	
		N	%	N	%
1	Yes	49	100	38	81
2	No	-	-	9	19
		49	100	47	100

Table 4.39 indicated that 100% and 81% of the respondents from aided and un-aided primary schools respectively pointed out that the teachers are willing to attend such meetings to express their views and opinions to the Government.

4.4.12. Whether the students use to get mid-day meal according to the Government Issue or notification? Yes / No. If yes, how many kilograms of rice the government gives to each student per month?

Table: 4.40. Indicates the percentage of the respondent whether students use to get mid-day meal

Sl.No	Mid-Day Meal	Aided		Un-Aided	
		N	%	N	%
	Yes	47	96	-	
	No	2	4	47	100
If Yes					
(a)	2 Kg	-	-	-	-
(b)	3 Kg	-	-	-	-
(c)	2-3 Kg	47	96	-	-
(d)	More than 4 Kg	-	-	-	-

Table 4.40 revealed that 96% of the aided schools used to get mid-day meal about 2-3 Kg of rice for one student per month and only 4% of the aided students did not get mid-day meal, while 100 % of un-aided primary school children deprived of getting these mid-day meals.

4.5.0. Problems of Teachers:

4.5.1 What are the main problems that teachers are facing with students in classrooms?

Table 4.41. Percentage of the respondent showing the main problem face with students in classrooms

Sl.No	Main problems of teachers	Aided		Un-Aided	
		N	%	N	%
1	Students reaching late	1	2.04	4	8.51
2	Students are not listening and lack of concentration	10	20.41	14	29.78
3	Some students do not have pencils, rubbers and exercise books to do their homework	17	34.69	10	21.28
4	Some students are dull	5	10.21	6	12.77
5	Very few students work very hard	12	24.49	9	19.15
6	Irregular in attendance	4	8.16	4	8.51
		49	100	47	100

From the table 4.41 above, it showed that 34.69% of the respondents from aided primary schools stated that most students did

not possess their own pencils, erasers, and exercise books. 29.78% of the respondents from un-aided primary schools stated that students were not able to concentrate to teaching, this perhaps due to the congested classrooms. Hence, it appeared that the teachers from aided and un-aided primary schools were facing different problems with the students in the classroom.

4.5.2. What are the main problems regarding to teaching materials?

Table 4.42. Showing the percentage of teaching materials

Sl.No	Teaching materials	Aided		Un-Aided	
		N	%	N	%
1	Shortage of maps, globes, pictorial charts, blackboards and desks	17	34.69	20	42.55
2	Non-available of text book	10	20.41	9	19.15
3	Lack of science apparatus	9	18.37	8	17.02
4	No library facilities	13	26.53	10	21.28
		49	100	47	100

The result showed that 34.69% from aided primary schools and 42.55% from un-aided primary schools pointed out that there was a shortage of maps, globes, pictorial charts, blackboards and desks. Hence these became the major problems faced by the non-Government schools in both the districts (Table 4.42).

4.5.3. Are classroom comfortably big with proper ventilation? Yes/No. If No, do you feel the following problems? (Please Tick)

Table 4.43. Percentage of the respondent indicating the Classroom comfortable big with proper ventilation.

Sl.No	Classroom problems	Aided		Un-Aided	
		N	%	N	%
1	Yes	15	30.61	14	29.79
2	No	34	69.39	33	70.21
		49	100	47	100
If No					
(a)	Less number of benches or desks	5	10.20	5	10.64
(b)	Rooms are small/congested	10	20.41	10	21.28
(c)	No separate classroom	19	38.78	18	38.30
		34	69.39	33	70.21

Table 4.43 above indicated that 69.39% and 70.21% of the aided and un-aided primary schools stated that the classrooms were not comfortably big with proper ventilations. Out of these 38.78% and 38.30% of the schools from both aided and un-aided stated that there was no separate classroom for different classes.

Interpersonal relationship.

4.5.4. How do you rate cordial relationship between teachers and students in Schools?

Table 4.44. Indicates the percentage of the respondent for cordial relationship between teachers and students

Sl.No	Teacher and students Relationship	Aided		Un-Aided	
		N	%	N	%
1	Very cordial	20	40.82	16	34.04
2	Cordial	29	59.18	31	65.96
3	Not cordial	-	-	-	-
		49	100	47	100

From table 4.44 it was shown that 59.18% and 65.69% of the teachers from both aided and un-aided primary schools pointed out that there was a cordial relationship between teachers and students in schools. The finding also revealed that there was a good relationship among the teachers and the taught, which was a healthy sign.

4.5.5. How do you rate the cordial relationship between headmaster/headmistress and teachers?

Table 4.45. Percentage of the respondents indicating the cordial relationship between headmaster and teachers.

Sl.No	Teachers and Headmaster	Aided		Un-Aided	
		N	%	N	%
1	Very cordial	45	91.84	42	89.36
2	Not cordial	-	-	-	-
3	Cold	4	8.16	5	10.64
		49	100	47	100

Table 4.45 above showed that 91.84% and 89.36% of the teachers from both aided and un-aided primary schools stated that the relationship between teachers and headmaster/Headmistress in schools was very cordial. Therefore, it appeared that the school climate was healthy and congenial for both teaching and learning processes.

4.5.6. How do you rate the relationship with other teachers?

Table 4.46. Percentage of the respondents indicating the relationship with other teachers

Sl.No	Relation with other teachers	Aided		Un-Aided	
		N	%	N	%
1	Warm	15	30.61	15	31.91
2	Interesting	34	69.39	32	68.09
3	Cold	-	-	-	-
		49	100	47	100

69.39% and 68.09% of the teachers from both aided and un-aided primary schools indicated that the relationship among the teachers was interesting, dependable and co-operative (table 4.46).

Private Tuition

4.5.7 Do you take private tuition? Yes / No. If Yes what is the tuition fees collected?

Table 4.47. Percentages of the respondents indicating the private tuition and fees taken by the teachers.

Sl.No	Private tuition	Aided		Un-Aided	
		N	%	N	%
1	Yes	10	20.41	13	27.66
2	No	39	79.59	34	72.34
		49		47	
If yes					
1	Free	3	6.12	5	10.64
2	20-100	6	12.24	7	14.89
3	Above 120	1	2.04	1	2.13
		10	20.41	13	27.66

Table 4.47 revealed that 79.59% and 72.34% of the teachers from both aided and un-aided primary schools were not able to take private tuition, while 20.41% and 27.66% of the teachers from both aided and un-aided primary schools were taking private tuition but out of these only 12.24% and 14.89% from both aided and un-aided primary schools teachers collected tuition fees from students which ranged from Rs. 20 to Rs.100 only.

4.5.8. Do students pay their tuition fees regularly? Yes / No

Table 4.48 percentage of the respondents indicating whether the students pay their tuition fees regularly or not.

Sl.No	Tuition fees	Aided		Un-Aided	
		N	%	N	%
1	Yes	11	22.45	13	27.66
2	No	38	77.55	34	72.34
		49	100	47	100

It was found in the table 4.48 that 77.55% and 72.34% of the teachers responded from both aided and un-aided primary schools indicated that normally teachers did not want to take any form of tuition for students, while 22.45% and 27.66% of the teachers from aided and un-aided primary schools expressed their willingness of taking private tuition and the students paid their tuition fees regularly.

4.5.9. Do you take private tuition free of cost for poor students? Yes / No

Table 4.49. Percentage of the respondents indicating whether teachers take private tuition free of cost for poor students.

Sl.No	Free of cost	Aided		Un-Aided	
		N	%	N	%
1	Yes	3	6.22	5	10.64
2	No	46	93.88	42	89.36
		49	100	47	100

Table 4.49 indicated that 93.88% and 89.36% of the teachers from aided and un-aided primary schools expressed that they were not taking any private tuition free of cost for the students.

Service Condition

4.5.10. What is the service conditions provided to you by the school management?

Table 4.50. Percentage of the respondents indicating the service condition provide by the school management.

Sl.No	Service condition	Aided		Un-Aided	
		N	%	N	%
1	Medical allowance	-	-	-	-
2	Pension	-	-	-	-
3	TA/DA	-	-	-	-
4	House Rent	-	-	-	-
5	Promotion	-	-	-	-
6	Others (increase salary)	13	26.53	12	25.53

Table 4.50 indicated that the service condition of the teachers provided by school management was in pitiable. They did not enjoy any benefit as the government employees, for instance such as medical allowances, pension, TA/DA, house rent, promotion etc. The table also showed that only 26.53% and 25.53% of teachers from aided and un-aided primary schools respectively stated that the schools management had tried to increase the salaries of the teachers steadily.

Duration of Work

4.5.11. How many working hours do you have per day?

Table 4.51. Percentage of the respondents showing the working hours in schools.

Sl.No	Working hours	Aided		Un-Aided	
		N	%	N	%
1	3 hours	8	16.33	7	14.89
2	4-5 hours	38	77.55	36	76.60
3	6 hours	2	4.08	4	8.51
4	More than 6 hours	1	2.04	-	-
		49	100	47	100

The above table 4.51 showed that most of the teachers have working hours of 4-5 hours per day i.e. 77.55% from aided primary schools and 76.60% from un-aided primary schools. There were few schools from both aided and un-aided primary schools in both the districts indicated that the duration of working hours was about 3 hours a day and most of these schools were run in the morning shift.

4.5.12. Is your school run in (a) morning (b) day time?

Table 4.52. Percentage of the respondents showing that the schools run in morning or day shift.

Sl.No	Time	Aided		Un-Aided	
		N	%	N	%
1	Morning	18	36.73	18	38.30
2	Day	31	63.27	29	61.70
		49	100	47	100

Table 4.52 showed that 63.27% and 61.70% of the teachers from both aided and un-aided primary schools in Khasi Hills district stated that the schools were run in a day shift as per government order.

4.5.13. What is the duration of period? Please tick mark

Table 4.53. Percentage of the respondents indicating the duration of period.

Sl.No	Duration of Periods	Aided		Un-Aided	
		N	%	N	%
1	20 minutes	-	-	1	2.13
2	30 minutes	25	51.02	18	33.30
3	40 minutes	23	46.94	27	57.44
4	More than 40 minutes	1	2.04	1	2.13
		49	100	47	100

Table 4.53 revealed that 51.02% of the teachers responded from aided primary schools stated that the duration per period was 30 minutes. On the other hand in un-aided primary schools about 57.44% of the teachers stated that the duration per period was 40 minutes. The over all finding showed that the teaching duration per period was between 30 - 40 minutes in both aided and un-aided primary schools.

Suggestion

4.5.14. What suggestion will you propose for solving the major problem faced by you as a teacher? (Please tick/mark)

Table 4.54. Percentage of the respondents indicating the suggestions for solving the major problem faced by teachers.

Sl.No	Suggestion	Aided		Un-Aided	
		N	%	N	%
1	To send teachers for training, provide teaching materials, free text books and to have one teacher for each class	35	71.43	29	61.70
2	Co-operation among the staff is a must	5	10.20	6	12.77
3	Promote the standard of teaching	9	18.37	12	25.53
		49	100	47	100

From the table 4.54 it was found that 71.43% and 61.70% of the teachers from both aided and un-aided primary schools suggested that the major problem facing by them was to send teachers for training, provide teaching aids, supply of free text books and providing teachers for each class. The finding, therefore, showed that due to the lack of the above necessities, it became a major problem for teachers to raise the standard of teaching in their schools.

PART B

INTERVIEW SCHEDULED

Analysis and interpretation of data as recorded by the investigator from parents and students.

1. Problem of parents
2. Problem of students.

Interview scheduled conducted by the investigator for parents who send children to both aided and unaided primary schools were 400. 200 parents who send their children to Aided Primary School were taken and 192 parents who send children to un-aided primary schools have responded the questions asked by the investigator. Again 200 students were interviewed from aided and 195 from un-aided primary schools, totaling to 395 students, were recorded. The responses of parents and student about their problems can be analyzed and interpreted as follows:-

4.6.0. Problems of Parents

4.6.1. Occupation of parents

Table 4.55. The percentage of the respondents indicating the main occupation of the parents

Sl.No	Occupation	Aided		Un-Aided	
		N	%	N	%
1	Government servant	11	5.50	25	13.02
2	Driver	3	1.50	3	1.56
3	Teacher	7	3.50	21	10.94
4	Business	16	8	14	7.29
5	Cultivation	144	72	115	59.90
6	House wife	17	8.5	12	6.25
7	Others	2	1.0	2	1.04
		200	100	192	100

72% of the parents who sent children in aided schools and 59.90% parents who sent children to un-aided primary schools indicated that their occupation was basically agriculture like farmers and cultivators (Table 4.55).

4.6.2. Do you want to provide education to all your children? (Please tick)

Table 4.56 The percentage of the respondent indicating whether parents want to provide education to all their children

Sl.No	Provide education to all your children	Aided		Un-Aided	
		N	%	N	%
1	It is not necessary	-	-	-	-
2	Can't afford	12	6.0	12	6.25
3	Yes, if they want	64	32.0	58	30.21
4	Yes, it is necessary	124	62.0	122	63.54
		200	100	192	100

62% of the parents who sent their children to aided schools stated that it was necessary to provide education for all children and 63.54% of parents who sent their children to un-aided primary schools expressed similar views in regard to education for children. Hence, it was clear that the first priority of the parents was to provide education for their children as was shown in table 4.56.

4.6.3. Do you suffer any financial constraint by sending your children to school? If yes, briefly tell the constraint.

Table: 4.57 Percentage of the respondent indicating financial constraint by sending their children to school.

Sl.No	Financial Constraints.	Aided		Un-Aided	
		N	%	N	%
1	Yes	96	48	78	41
2	No	104	52	114	59
		200	100	192	100

Table 4.57 indicated 52% of the parents who sent children to aided schools children and 59% who sent children to un-aided primary schools stated that they have no financial constraint by sending their children to schools. Hence, it appeared that most parents are affordable to provide education for children, while 48% and 41% expressed their difficulties in giving support to children's education.

4.6.4. Do you feel your work is affected when children go to school?

Table 4.58 Percentage of respondent indicating that parents feel their work is affected when children go to school

Sl.No	Feeling works is affected.	Aided		Un-Aided	
		N	%	N	%
1	Yes	80	40	73	38.02
2	No	120	60	119	61.98
		200	100	192	100

The result showed in table 4.58 stated that 60% and 61.98% of parents who sent children in both aided and un-aided primary schools expressed that their works were not affected when children went to schools.

4.6.5. Do you want your daughter / son to dropout of their study to assist you in the fieldwork?

Table 4. 59 The percentage indicating whether parents you want their children to dropout of their study to assist them in the field work

Sl.No	Assist their works	Aided		Un-Aided	
		N	%	N	%
1	Yes	10	5	15	7.81
2	No	190	95	177	92.19
		200	100	192	100

In the above table, it was shown that 95% and 92.19% of the parents who sent children in aided and un-aided primary schools respectively expressed their unwillingness for the children to dropout from school and assist them in their works.

4.6.6. Are school hours convenient?

Table 4.60 the percentage of the respondent indicating that the school hours are convenient.

Sl.No	School hours are convenient	Aided		Un-Aided	
		N	%	N	%
1	Yes	166	83	173	90.10
2	No	34	17	19	9.90
		200	100	192	100

83% of the parents who sent children to aided primary schools and 90.10% who sent children to un-aided primary schools expressed that the school hours are convenient for them (table 4.60).

4.6.7. Is there any meeting between parents and teachers in schools?
Yes / No. If yes (put a tick)

Table 4.61 the percentage of the respondent indicating that there is meeting between parents and teachers in the school.

Sl.No	Meeting between parents	Aided		Un-Aided	
		N	%	N	%
1	Yes	180	90	182	94.79
2	No	20	10	10.0	5.21
		200	100	192	100
If Yes					
1	Once in a year	100	50	118	61.46
2	Twice a year	80	40	64	33.33
3	None	20	10	10	5.21
		200	100	192	100

The result in table 4.61 was shown that 90% and 94.79% of the parents who sent children to aided and un-aided primary schools indicated that there was a meeting between parents and teachers in schools, 50% and 61.46% of the parents further stated that the meeting between parents and teachers is normally once in a year.

4.6.8. How often parents meet the teachers in school? (Please tick)

Table: 4.62 The percentage of the respondent indicating that parents meet the teachers in school

Sl.No	Meeting with the teachers in school	Aided		Un-Aided	
		N	%	N	%
1	Every day	3	1	6	3
2	Once in a week	10	5	14	7
3	Once in a month	123	61	128	66.67
4	Once in a year	51	25.5	35	18.23
5	Never	14	7	9	4.68
		200	100	192	100

61% of the parents who sent children to aided schools and 66.67% of them who sent children to un-aided schools responded that they met the teachers once in a month. Hence, it appeared that parents are conscious about their children's education and as a result they are trying to interact with the teacher regularly (table 4.62).

4.6.9. (a) Do you think that parents co-operation with teacher in school is necessary? Yes / No.

(b). Do you meet them frequently? Yes / No.

Table: 4.63. The percentage of the respondent indicating that parents' cooperation with teachers in school is necessary and meet them frequently.

Sl.No	Parents' Cooperation is necessary.	Aided		Un-Aided	
		N	%	N	%
(a)	Yes	191	95.5	182	94.79
	No	9	4.5	10	5.21
		200	100	192	100
(b)	Yes	127	63.5	156	81.25
	No	73	36.5	36	18.75
		200	100	192	100

Table 4.63 (a) it was shown that 95.5% of the parents who sent children to aided and 94.79% of them who sent children to un-aided schools stated that their co-operation with teachers in schools are necessary. Again in table 4.63 (b) indicated that 63.5% and 81.25% of the parents who sent children to aided and un-aided primary schools respectively stated that they met the teachers frequently to enquire the performances of their children.

4.6.10. Do parents seek help from teachers when children complain about their studies? (Please tick)

Table: 4.64: The percentage of respondents showing the number of parents seeking help from teachers when children complain about their studies.

Sl.No	Seeking help from teachers	Aided		Un-Aided	
		N	%	N	%
1	Yes	139	69.5	153	79.69
2	No	61	30.5	35	20.31
		200	100	192	100

69.5% and 79.69% of the parents who sent children to aided and un-aided primary schools use to seek help from teachers when children complaint about their studies (table 4.640).

4.6.11. Are parents satisfied with the performance of their children in school? Yes / No. If No indicate the specific cases.

Table: 4.65. The Percentage of respondents showing the parents satisfied with the performance of their children in school

Sl.No	Satisfied with the performance.	Aided		Un-Aided	
		N	%	N	%
1	Yes	182	91	159	82.81
2	No	18	9	33	17.19
		200	100	192	100

The table 4.65 revealed that 91% of parents who sent children to aided and 82.81% to un-aided primary schools indicated that they were satisfied with the performances of their children in schools. While, only few parents expressed their dissatisfaction with the performances of children in schools. The main reasons were (a) lots of homework and extra curricular activities for children (b) lack of standard teaching and(c) lots of expenditure for children in schools.

4.6.12. What are the problems that parents facing with their children performance?

Table: 4.66. The Percentage of respondents showing the problems that parents are facing with their children's performance.

Sl. No	Problems of parents.	Aided		Un-Aided	
		N	%	N	%
1	Poor health	15	7.5	12	6.25
2	No books / copies due to poverty & Money problems	63	31.5	48	25
3	Too much home work	19	9.5	18	9.38
4	Too much extra curricular activities	7	3.5	5	2.61
5	Too many subjects	10	5	14	7.29
6	Too much expenditure	26	13	27	14.06
7	Un-educated parents	48	24	40	20.83
8	Walking distance	7	3.5	10	5.21
9	No trained teachers	5	2.50	18	9.38
		200	100	192	100

31.5% and 25% of parents who sent children to aided and un-aided primary schools expressed that the problems with their children's performance was financial constraints. Again 24 % and 20.83% of parents who sent children to aided and unaided primary schools stated that the main problem was due to uneducated parents.

4.7.0. Problems of Students

4.7.1. How do you come to school? (Please tick)

Table: 4.67. The Percentage of respondents showing how the students come to school.

Sl.No	Students coming to school.	Aided		Un-Aided	
		N	%	N	%
1	Walking	195	97.5	179	91.79
2	Bus	2	1	5	2.56
3	Truck	-	-	-	-
4	Taxi	3	1.5	8	4.10
5	Own vehicle	-	-	3	1.54
		200	100	195	100

Table 4.67 it was shown that 97.5% of the school children from aided and 91.79% of them from un-aided primary schools come to schools by walking. Hence, it was clear that majority of the students in Khasi hills went to schools by walking.

4.7.2. Who encourage you to go to school?

Table: 4.68. The Percentage of respondents showing who encourage the students to go to school

Sl.No	Who encourage the students	Aided		Un-Aided	
		N	%	N	%
1	No one	20	10	21	10.11
2	Parents	168	84	158	81.03
3	Uncle	2	1	8	4.10
4	Social worker	-	-	-	-
5	Teacher	4	2	5	2.56
6	Friend	1	0.5	1	0.51
7	Grant father/grant mother	5	2.5	2	1.03
		200	100	195	100

84% and 81.03% of the students from aided and un-aided primary schools expressed that parents was responsible and encourage them to attend schools regularly (table 4.68).

4.7.3. When did your parents get your school books?

Table: 4.69. The Percentage of respondents indicating when their parents get them school books.

Sl.No	Parents get the schoolbooks for the students.	Aided		Un-Aided	
		N	%	N	%
1	At the beginning of the year	144	72	131	67.18
2	Only late in the year	31	15.5	35	17.95
3	Can't afford to buy them	14	7	12	6.15
4	Borrow from friends or relatives	11	5.5	17	8.72
		200	100	195	100

Table 4.69 indicated that 72% and 67.18% of the students from both aided and un-aided primary schools stated that parents bought their schoolbooks at the beginning of the year. Again 15.5% and 17.95% of the students from both aided and unaided primary schools stated that the parents bought their schoolbooks late in the year.

4.7.4. Are you study by yourself at home? Yes / No

Table: 4. 70. The Percentage of respondents showing the number of student study by themselves at home.

Sl.No	Studying by them at home.	Aided		Un-Aided	
		N	%	N	%
1	Yes	160	80	159	83
2	No	40	20	36	17
		200	100	195	100

The above table 4.70 revealed that 80% of the students from aided primary schools and 83% from the un-aided primary schools indicated that they were studying by themselves at home. Again 20% aided and 17% unaided primary school students stated that they were not able to study by themselves at home and needed parent's help.

4.7.5(i) Who help you for home work?

(ii) Can you do it by yourself? Yes / No

Table: 4.71. The Percentage of respondents indicating who help them in their home works or whether they can do it by themselves.

Sl.No	Who help them?	Aided		Un-Aided	
		N	%	N	%
(i)	Parents	108	54	111	56.93
	Brothers and sisters	80	40	54	27.69
	Teachers	10	5	7	3.59
	Grant mother/grant father	2	1	-	-
	Self study	-	-	23	11.79
		200	100	195	100
(ii)	Yes	160	80	154	78.97
	No	40	20	41	21.03

54% and 56.93% of the students from the aided and un-aided primary schools respectively stated that parents extended their help to work out their home works. Again, the table 4.71 (ii) indicated that 80% from aided and 78.97% students from un-aided primary schools stated that their home works were usually done by themselves.

4.7.6. Do you think that the school can make you wiser? Yes / No.

Table: 4.72. The Percentage of respondents showing that the school can make them wiser.

Sl.No	School can make them wiser	Aided		Un-Aided	
		N	%	N	%
1	Yes	198	99	188	96.41
2	No	2	1	7	3.59
		200	100	195	100

The result in the table 4.72 showed that 99% and 96.41% of the students from aided and un-aided primary schools expressed that the schools made them wiser.

4.7.7 What are the main problems faced by you in schools?

Table: 4.73. The Percentage of respondents indicating the main problems faced by students in the school.

Sl.No	Problems faced by students.	Aided		Un-Aided	
		N	%	N	%
1	Punishment, teachers are very strict, shout at me, teacher always carry a stick	130	65	116	59.49
2	Teacher talk very fast, lot of class work, cannot understand	70	35	79	40.51
		200	100	195	100

Table 4.73 revealed that 65% of the students from aided and 59.49% from un-aided primary schools expressed that the main problems faced by them in schools were punishments given by the teachers; teachers were strict and always carried a stick. Again 35% aided and 40.51% unaided primary schools students stated that the problems faced by them in schools were that the teachers talked very

fast, their teaching was not clear and not understandable, in the mean time a lot of class works were given.

4.7.8 (a) Do you have problem with walking distance? Yes / No

(b) Is the school bag heavy? Yes / No

Table: 4.74. The Percentage of respondents showing the problem of walking distance and school bag heavy or not.

Sl.No	Problem of walking distance.	Aided		Un-Aided	
		N	%	N	%
(a)	Yes	62	31	68	34.87
	No	138	69	127	65.13
		200	100	195	100
(b)	Yes	142	71	86	44.10
	No	58	29	109	55.90
		200	100	195	100

The result shown in table 4. 74. (a) stated that 69% and 65.13% of the students from both aided and un-aided primary schools pointed out that there was no problem in walking distance. Again in table 4.74. (b) showed that 71% of the students from aided schools pointed out that their schools bags are heavy, while 55.90% of the students of un-aided primary schools pointed out that their school bags are not heavy.

4.7.9. Do you have electricity facilities at home? Yes / No

Table: 4.75. The Percentage of respondents indicating electricity facilities at home.

Sl.No	Electricity facilities.	Aided		Un-Aided	
		N	%	N	%
	Yes	160	80	164	84.10
	No	40	20	31	15.90
		200	100	195	100

80% and 84.10% of the students from both aided and un-aided primary schools (table 4.75) agreed that they have electricity facilities at home.

4.7.10. Do you understand the teaching of your teachers? Yes / No

Table: 4.76. The Percentage of respondents showing whether they understand the teaching of their teachers.

Sl.No	Understand the teaching.	Aided		Un-Aided	
		N	%	N	%
	Yes	192	96	190	97.44
	No	8	4	5	2.56
		200	100	195	100

Table 4.76 revealed that 96% of the students from aided and 97.44% of them from un-aided primary schools expressed that they understood the teaching of their teachers in schools. Only few students expressed that they could not understand the teaching of the teachers in schools.

4.7.11. How do you rate teacher in school? (Please tick)

Table: 4.77. The Percentage of respondents showing their rating for their teacher in school

Sl.No	Rating for their teachers.	Aided		Un-Aided	
		N	%	N	%
1	Very helpful, friendly, understanding and good guides	130	65	119	61.03
2	Teaching is clear and teach well	70	35	76	38.97
		200	100	195	100

65% and 61.03% of the students from both aided and un-aided primary schools rated the teachers in schools as very helpful, friendly, understanding and good guides as was shown in table 4.77.

4.7.12(a) Do you go for tuition? Yes / No

(b) It is free of cost? Yes / No

(c) Do you pay tuition fees? Yes / No, If Yes how much

Table: 4.78. The Percentage of respondents showing the total number of students going for tuition

Sl.No	Students going for Tuition.	Aided		Un-Aided	
		N	%	N	%
(a)	Yes	51	25.5	56	28.72
	No	149	74.5	139	71.28
		200	100	195	100
(b)	Yes	31	15	29	14.87
	No	179	85	166	85.13
		200	100	195	100
(c)	Yes	30	15	29	14.87
	No	170	85	166	85.13
		200	100	195	100
	Below Rs. 20-100/-	23	11	27	14
	Above Rs 100 - 120	2	1	2	1

In the table 4.78 (a) revealed that 74.05% and 71.28% of the students from aided and un-aided primary schools respectively expressed that they did not go for tuition. Again in 4.78 (b) showed that 85% and 85.13% of the students from aided and un-aided primary schools stated that tuition was not free of cost, while 85% and 85.13%

of the students from both aided and un-aided primary schools never paid tuition fees because they were not going for tuition. According to the table above it was clear that most of the students from their respective schools were not going for tuition. Hence, the finding revealed that most probably students were not affordable for tuition.

FINDINGS, DISCUSSION, IMPLICATIONS AND CONCLUSION

5.0 Introduction

In this Chapter the discussion of findings and their implications are presented. The findings are based on the analysis of historical data of the present status and trends of Non-Government lower primary schools. The findings have already presented in the previous chapter. This Chapter attempts to highlight a brief outline on the objective, methodologies and procedures, followed at the different parts of the study and the finding drawn in the light of the observed fact at the time of data collection and analysis of data. Attempt have also been made to offer conclusion, Suggestion for improving primary Education, Educational implication and suggestion which could be useful for conducting further research in the same area.

Different aspects of the study are briefly summarized as follows:-

5.1 Statement of the Problem

The problem under investigation read as CONTRIBUTION OF NON-GOVERNMENT PRIMARY SCHOOLS TOWARDS THE DEVELOPMENT OF PRIMARY EDUCATION IN KHASI HILLS DISTRICTS OF MEGHALAYA : AN APPRAISAL.

5.2 Operational Definition of the Term

In the present study the following definitions of the terms have been accepted.

(a) **Contribution:** The term contribution in this study refers to the services rendered by the Non-Government Lower Primary schools

towards the development of Education for Children in Khasi Hills Districts.

(b) **Non-Government Lower Primary Schools:**

Non-Government Lower Primary schools mean the schools run by the different organisation like NGOs, Mission, and Private Parties, village council etc. without any Governmental support at the initial stages. Non-Government Primary schools are classified into two categories (a) Aided primary Schools and (b) un-aided Primary schools. Aided Primary schools are schools which received grant – in – aid from the government or any authority designated by the state Government for maintenance of the schools. While un-Aided Primary Schools means the schools which is not run by the Central, State Government, District Councils or any authority designated or sponsored by the State Government, but these schools are self supported by respective Managing Committee of the schools. Un-Aided Primary school do not received any grant-in-aid from the government. The Government granted only permission for establishing new schools in different areas for the development of education in Khasi Hills Districts.

(c) **Primary Education:** Primary Education means education which is imparted in a primary or junior basic school or its equivalent (According to Meghalaya Board of school Education Act, 1973).

(d) **Khasi Hills Districts:** Khasi Hills Districts located in the State of Meghalaya. It comprised two districts namely: - East Khasi Hills District with it headquarters at Shillong and West Khasi Hills District with it headquarter at Nongstoin.

5.3 Objective of the Present Study

The major objectives of the present study are as follows:-

- (1) To study the growth and development of Non –Government Primary schools in Khasi Hills Districts.
- (2) To find out the Physical facilities available in such schools.
- (3) To find out the human resources available in these schools.
- (4) To study the financial status of these schools.
- (5) To find out the problem faced by the school teachers, parents and students.
- (6) To suggest measures for improvement of such schools.

5.4 Delimitation of the Study

The delimitation was done on the following grounds:-

- (1) The study is delimited only in two districts of Meghalaya i.e. East Khasi Hills Districts and West Khasi Hills District.
- (2) The study is delimited strictly on the non-government lower primary Schools covering from Classes I to IV.

5.5 Methodology

Descriptive Method of the present study is given below:-

- (a) **Population:** The population of the present study is strictly covered only the Non-Government Primary schools in Khasi Hills Districts, where data is extracted for the headmaster, teachers, parents and students of both aided and un-aided Primary schools.
- (b) **Sample:** A representative sample of the study includes 100 Non-Government Lower Primary schools, of which 50 are aided and 50 un-aided Lower Primary schools of both East Khasi Hills and West Khasi Hills Districts of Meghalaya formed the sample.

5.6 Tools and Techniques Used

In the present study the following tools were developed by the investigator to collect the necessary data for the study.

(a) Questionnaire

The investigator constructed two sets of Questionnaire one for headmaster or headmistress and the other for the teachers in order to collect information regarding the contribution of Non-Government Primary schools towards the development of primary education in Khasi Hills districts of Meghalaya.

(b) Interview scheduled

The investigator developed an interview schedules for collecting information regarding the problems of parents who send their children to Non-Government Lower primary schools and also to interview students to know their problem as well.

5.7 Procedure of Data Collection

The data was collected by distributing the questionnaire to the headmaster or headmistress and teachers of Non-Government Lower Primary schools to get information regarding the development of primary schools from both Aided and Un-Aided schools in Khasi Hill Districts. Again the investigator conducted interview for parents and students. The investigator before taking interview seeks permission from the headmaster or headmistress to meet the students and parents personally.

5.8 Source of Data

The data were collected from the sample using above tools developed by the investigator. The time taken for collecting data was four months. The data for the study was collected from Primary sources and conscious testimony.

5.9 Analysis of Data

The data was collected from both primary and secondary sources and finally tabulated and analyzed in terms of percentage.

5.10 Major Findings of the Study

In the context of educational development in recent time, the contribution of Non-Government primary schools towards the developments of primary education in Khasi Hills districts of Meghalaya is of great importance. Therefore, the Non-Government lower primary schools in Khasi hills districts have shoulder responsibility in the expansion and improvement of primary education.

On the basis of the analysis and interpretation done in the previous chapter, the major observation and discussion was drawn from the findings. Hence the discussion of the findings and their implications are presented below.

5.11.0. Historical Background

5.11.1. Establishment and Recognition of the school

- (i) The study revealed that out of 50 Non-Government aided Lower primary schools, 16 of them were established during the years 1987-1996, while other 33 schools were established on different years prior to 1987. Further, out of 50 Un-aided schools, 26 were established during the years 2002-2003 and 21 schools were established in different year prior to 2002. It appeared that the general attitude of the government toward primary education in Meghalaya is lacking of loyalty to the cause of education as everything was done unsystematically. NCERT (1991) found that there were progresses in respect of establishment of new schools in various primary educations.

- (ii) Again, 18 aided and 20 un-aided primary schools stated that the schools received official recognition from the government during the years 1997-2003. The finding revealed that the government granted recognition to the schools mostly in 1997-2003, while the rest of the schools were receiving recognition in different years and perhaps other schools are still waiting for the recognition from the government. It was obviously that the government steadily opened up the files to grant recognition to schools though the schools were already functioning for years. Hannah Daphisha Talang (1992) in her study attempted to discover the problem of studying the contribution of Seng Khasi School towards development of education in Meghalaya and she found out that the school was a recognized institution since 1964 (though founded in the years 1921). Her study showed that the government of Meghalaya is slow in taking decisions to implement various developmental projects for improvement of primary educations in Khasi Hills districts

5.11.2. Founder or donor of the schools

The finding revealed that 27 aided and 21 un-aided primary schools were founded by the Christian missions or churches, further, 15 and 10 aided and un-aided primary schools were founded by village Dorbar. Hence it appeared from the result that the non-government lower primary schools were up taking the cause in promoting primary educations in these districts. Hannah Daphisha Talang (1992) in her study on contribution of Seng Khasi School to development of education in Meghalaya found that, Seng Khasi School was founded on certain aims and objectives. These aims and objectives are to propagate education and to preserve the culture and traditional of the Khasis.

5.11.3. Objective for opening new school

The result showed that 77 % of the respondents from both aided and un-aided non-government lower primary schools stated that the main objective for opening new school was (i) to impart education to all children i.e. eradication of illiteracy and to open new schools in villages to solve the walking distance of little children. Opening new schools is generally considered as a social service. B. Lyndem [1985] had highlighted the role of the private voluntary organisation in venturing to start new primary schools in remote areas where there were no educational facilities for children in Meghalaya.

5.11.4. Type of School

100% of the non-government lower primary schools of both aided and un-aided are Co-education schools and there were no separate schools for boys and girls.

5.11.5. Enrolment

The finding revealed that the total enrolment of Class I, II, III and IV in aided primary schools increased every year, while in un-aided primary schools the enrolment increased in the years 1999-2002 but decreased in 2003 in class I, where as class II and III showed subsequent increase every year. Thus, it appeared that the enrolment of Class I, II and III students was higher in aided schools than that in un-aided schools. Further, the enrolment in class IV was found to be equally increased each year.

The total number of male students in aided schools increased every year and in un-aided schools the total numbers of male students was slightly increased each year. The finding showed that the total number of males was slightly higher in un-aided primary schools, than

that of the aided primary school. In the other hand, the total number of female students was higher in aided than in un-aided primary schools.

In accordance of NCERT [2000], the enrolment and retention trend in Primary Education in a Rural Community in Harayana was found that enrolment did not increase in a linear manner each year, but the general trend tended to increase during each decade and appeared to become more stable at the later stage.

The total number of students sent for M.B.O.S.E Examination was found to be higher from aided lower primary schools than the un - aided primary schools. The number of students appeared for Scholarship Examination conducted by M.B.O.S.E in 1999 - 2000 was found to be satisfactory and the pass percentage was about 98.15. In subsequent years the result was slightly declined and the number of pass percentage was found to be more in female than male students.

Again, in un-aided primary schools the pass percentage of the students in the years 1999 - 2000 was satisfactory but on subsequent years the result fluctuated.

5.11.6. 97.76 % and 95.74 % of the respondents from both aided and un - aided primary schools stated that M.B.O.S.E allowed students from non - government lower primary schools to appeared in the Scholarship Examination which was conducted by M.B.O.S.E for Class - IV students only. The present study by NCERT (2000) found that the number of children who passed class - V examination each year ranged from 3% to 5% during the 1950s and 3% to 9% during 1980s. After 1980s onwards the pass percentage was found to be stabilised.

5.11.7 Number of Teachers

- (i) **Sex:** The result revealed that 51.26 % and 70.69 % of the teachers were females in both aided and un - aided lower primary schools.

- (ii) **Qualification:** 63.87 % from aided and 56.03 % from un - aided primary schools showed that the teachers qualification was Secondary Schools Leaving Certificate (S.S.L.C) or Higher Secondary School Leaving Certificate (H.S.S.L.C).
- (iii) **Years of Teaching Experience:** It was found that 48.74% and 88.79 % of teachers from aided and un-aided primary schools have teaching experience less than 10 years. The result clearly revealed that due to meager salary, teachers may leave teaching job whenever they got a better and more secure job elsewhere.
- (iv) **Trained and un - trained Teachers:** The study revealed that 59.66 % and 90.52 % of teachers from both aided and un-aided primary schools were un-trained. Thus the finding showed that majority of teachers from un-aided schools were mostly un-trained and even teachers from aided primary schools did need training courses.

The present study was slightly similar with NCERT (1997) studies about the personality of the Primary School Teachers of Cuddalore District in Tamil Nadu. It was found that (i) Age, Sex, experience did not effect the attitude of teachers toward teaching, (ii) Government school teachers differed from aided - school teachers with regard to the attitude towards teaching.

Grant after Recognition

5.11.8 38.78 % of aided primary schools showed that they received lumpsum grant from the government after recognition. While, in un-aided primary schools 85.10 % revealed that they never received any grant from the government even after recognition. The findings indicated that most of the un-aided schools were surviving even

without financial assistance from the government. M.B.Buch (1985) studied on the contribution of the Church Mission Society to the progress and development of education in Kerela, found out that the government was cooperated with the educational activities of the missionaries and helped them with gifts of land and money. In due course of time, the government entered the field of education and the missionaries cooperated with the Government in promoting education in the State.

5.11.2.0 Physical Infrastructure Facilities

5.11.2.1 The study was found that 63.27 % of the aided and 55.33 % of un - aided lower primary schools' buildings were tin roofed and wooden walled structure.

5.11.2.2. The investigator found that 53.06 % and 44.68 % of the school buildings in non - government lower primary schools of Khasi Hills Districts were owned and managed by Christian Missions or Churches where as 36.61 % and 21.27 % were owned by the village Durbar or Councils. These two organizations played a significant role in setting up of school buildings in different parts of Khasi Hills.

NCERT (2000) study was found that (1) in 1971 – 1972, 30 % of the primary schools were housed in their own buildings as against 46 % in rent-free buildings. The rented school buildings were found to be about 16 %. (2) In 1971 - 1972 only 40 % of the Schools were housed in pucca buildings whereas nearly half of the primary schools were run in thatched temporary sheds. Again, NCERT (2000) conducted their studies on community participation in primary education; it was found that in certain schools the Committee Members were also involved in the planning and organisation of school activities. They were also involved in purchasing, construction and maintenance of the school buildings.

Techniques of School Mapping

5.11.2.3. 71.43 % and 85.11 % of the respondents in aided and un-aided primary schools expressed that they never used the techniques of school mapping before setting up the school building. Instead, they entrusted on elderly people to choose the land and site of the school building. In some cases the land was donated free of cost by individuals or Village Dorbar.

5.11.2.4. Area of School and School building

(a) The investigator found that 71.43 % of the aided and 68.09% of the un-aided primary schools have a total surface area of about 2,600 sq ft for the school building. But it was found that this total surface area of the school building was still too small for a standard school building.

(b) 81.63 % and 68.08 % of the aided and un-aided schools have the school building plinth area of about 300 - 500 sq ft. or 100-167 sq metre which was too narrow to accommodate four Classes.

(c) 81.63 % aided and 78.72 % un-aided primary schools were generally having a total length of each room in between 10 - 29 ft. Again, 81.71 % aided and 76.60 % un-aided primary schools were found that the breath of each room was in between 10-14 ft. The investigation was found that the government did not have guidelines or specifications for sizes of classrooms.

5.11.2.5. Classroom

(a) 67.35 % and 59.57 % in both aided and un-aided primary schools were found that they did not have separate Class rooms.

(b) The investigator found out that 67.34 % in aided and 59.57 % in un-aided schools showed to have classrooms less than four.

(c) 75.71% and 65.96 % of the respondents from both aided and un-aided primary schools expressed that they did not have separate teachers' rooms. In fact, most of the schools were having less than 4

rooms. As a result, there was no provision for separate headmaster and teachers' common room.

- (d) The study revealed that about 57.14 % in aided 80.85 % in un-aided primary schools have temporary partitions inside for classrooms.

In non - government lower primary schools, there should be a minimum of five rooms but in the present study, it was found that majority of the schools have less than five class rooms. Thus, it was clear that class rooms are inadequate; this finding may conclude that due to this reason many pedagogic problems arose in the process of imparting education to the children in the schools. The investigator also found that the findings were related to that of NCERT (2000), where NCERT found out that most of the schools under all types had accommodation less than five rooms. Again, another study conducted by NCERT (2000) on the problem of the children of the Tea Garden Labour Community, it was found that the major conclusion about physical facilities was that the over all condition was far from satisfactory, as about 80 % of the schools have a single hall with no partition between the classes.

5.11.2.6 . School materials

The finding revealed that cent percent of the schools in both aided and un - aided lower primary schools possessed school materials like chairs, tables, black boards, chalks, dusters, desks and benches 69.39% and 74.47% of the schools from aided and un - aided expressed that they did not possess wall clocks, almirah, globes, maps and pictorial charts etc,. Only negligible numbers of schools were having wall clocks, almirah, globes, maps and pictorial charts. The present study was found to be similar with that of NCERT (2000) in which it was concluded that few schools have an adequate number of desks and benches and also found that physical facilities in the schools, particularly in rural areas were inadequate.

5.11.2.7. It was found that 57.14 % and 87.24 % of aided and un - aided primary schools were not receiving grant from the government for school materials. Few aided schools expressed that they received grant for school materials like Book Grant, games and sport materials, charts, maps, globes, furniture and science apparatus. The investigation showed that if any of the members of the school management has political connection, undoubtedly, some benefits could be brought to the schools. The finding was found to have similar result with that of Lyndem [1985] wrote that the poor condition of Schools such as accommodation facilities and other amenities provided in Schools had not attracted Children to attend School. Another study conducted by NCERT (2000) concluded that lack of physical facilities at School was a major problem.

Village Covered by the School

5.11.2.8 The investigator found that about 53.06 % of the aided and 51.06 % of un- aided primary schools expressed that more than one village had only one school.

5.11.2.9. 63.27 % and 51.06 % of aided and un- aided primary schools stated that the total population covered by the school was below 900. From the finding it was evident that physical facilities in most schools were not sufficient. Headmaster or Headmistress had mentioned their difficulties in management of the schools due to inadequate financial assistance from the government; even though the schools were running smoothly to carry on their mission of spreading education to villages.

5.11.3.0 Human Resources

Working distance.

5.11.3.1. About 61.22 % and 70.21 % of the Headmaster or Headmistress responded from both aided and un - aided primary

schools expressed that there were no complaining about walking distance from either students or parents.

5.11.3.2. The study further revealed that 83.67 % and 80.85 % of the Headmaster or headmistress from aided and un-aided primary schools expressed that there was no difference between students coming from distant villages and students who locally stayed near the schools. The present investigation was found to be related to that of The Fifth All India Educational Survey (NCERT) (1992) which highlighted in its report that about 94.60 % of the rural population was served by primary section located either within the habitation or up to walking distance of one Km as against the 92.82 % population served in 1978.

Admission

5.11.3.3. 87.76 % and 87.23 % students were generally admitted in aided and un-aided schools respectively with an average age of 3 - 5 years old.

5.11.3.4. 63.35 % aided and 59.57 % un - aided primary schools pointed out that the norms of admitting students in schools was simply by furnishing the application or admission form and was on the first come first serve basis.

Teacher Training

5.11.3.5. The finding revealed that 97.96 % of the Headmaster or Headmistress in aided and 61.70 % of them in un- aided schools expressed that the Government Training Institutions allowed teachers from non - government lower primary schools to join the training courses.

5.11.3.6. 71.42 % of the Headmaster or Headmistress from aided and 63.88 % from un - aided lower primary schools stated that the

teachers needed to attend training courses to acquaint themselves with the new techniques and skills of teaching.

5.11.3.7. The finding showed that 61.22 % of the respondents from aided lower primary schools stated that the government sponsored the expenditure of teachers for each training course. On the other hand, 38.30 % of teachers in un - aided schools stated that the management of the schools financed their expenditure for such training courses. The result revealed that majority of teachers from aided schools was deputed by the government while teachers from un - aided schools were private candidates with no financial assistance from the government.

5.11.3.8 53.06 % of the Headmasters or Headmistress from aided schools expressed that the schools were regularly sent teachers for training courses while 89.36% of the respondents from un-aided schools expressed that they were not in a position to send teachers for training courses due to paucity of funds and the government also was neither wiling to encourage them nor finance them in this field.

The study was found that the finding was similar to the report of NCERT (2000), who studied the problem of teachers in single teacher or two teachers' primary schools and found that about 80% of the primary teachers that they needed a short training in handling operation blackboards materials in their classroom.

Management

5.11.3.9. About 85.71% and 76.60% of the headmasters or headmistress from both aided and un-aided lower primary schools stated that the schools did not have a peon or chowkidar to look after the schools. Thus senior students, teachers or even the members of managing committee have to take the responsible to look after the schools.

5.11.3.10. 97.76% and 96.62% of both aided and un-aided lower primary schools were regularly managed and supervised by the headmaster or headmistress in both district of Khasi Hills.

5.11.3.11. The findings revealed that 46.20% from aided and 56.16% from un-aided schools stated that most of the members of the managing committee were under matriculation or secondary school leaving certificate.

Hannah Daphisha Talang, in her finding revealed that the administration of the school was carried out by the headmasters or headmistress. It was also assisted by teacher in-charge and even the managing committee also did help to supervise the schools.

Qualification for Appointing Teachers

5.11.3.12 The results showed that 69.39% and 70.21% of the respondents from both aided and un-aided lower primary schools indicated that the qualifications of teachers appointed in their respective schools were HSSLC passed (Higher Secondary Schools Leaving Certificate). In accordance with Vennessa Kharmawphlang (1984) in her study she found that the appointment of teacher and staff in the Ramkrishna mission was done by the managing committee of the school with the approval of the inspectors of schools.

5.11.4.0. Financial Resources

Source of fund.

5.11.4.1 (i). The findings revealed that 53.06% of the aided primary schools and 44.68% un-aided primary schools stated the Christian Missions are responsible for the construction of most of the school buildings.

(ii). 40.82% of the aided primary school stated that the managing committee purchased land for school building through donations or contributions and subscriptions, funds etc while 42.55% of the un-aided primary schools stated that the land for school was bought by the individual person or a group of people or by the managing committee of the school.

5.4.11.2. 48.98% of the aided primary schools received lumpsum grant from the government and 100% of the unaided primary schools did not receive lumpsum grant of Rs. 3000/- per month from the government. Thus, the managing committee of the schools has to pay the salaries for teachers from their own schools' funds.

5.11.4.3. A study showed that 51.02% of the aided schools paid the teachers' salaries according to the qualifications as per the government rules. In regard to un-aided schools 100% of the schools were not in a position to pay the salaries as per to the government rules. But, the payment of salaries for teachers would be according to the decision of the managing committee of the school. Hence, the overall conditions of these non-government lower primary schools were left out without government nurturance and assistance.

Building Grant

5.11.4.4 (i) The study was found that 42.86% from aided schools received building grant from the Block Development Officers and 21.28% from the un-aided schools received building grant from Block Development Officer. The finding indicated that 42.86% from aided schools and 76.59% un-aided schools were not received any building grant from any office.

(ii) (a)The study again showed that out of 49 aided schools only 28 schools received the amount for building grant or in other word, 48.98% received building grants of Rs. 30,000/- while in un-aided

schools out of 47 schools only 11 schools received the amount for building grant below Rs. 25,000/-.

(b) Again, out of 28 aided schools 36.73% schools spent the amount of Rs. 30,000/- in maintenance of the school building. Similarly, out of 11 un-aided schools 19.15% spent around Rs. 25,000/- for maintenance of school building.

The finding revealed that aided primary schools received more amount for building grant rather than the un-aided primary schools. Thus the total amount for spending to the school buildings was found to be more in the aided primary schools than the un-aided primary schools.

5.11.4.5. 51.02% aided and 68.09% un-aided schools did not receive any financial help from MP/MLA/MDC or more till date. While 48.98% of aided and 31.91% un-aided primary expressed that they received some financial help from MP/MLA/MDC like building grants, fencing, playground and furniture. It was found that political links played an important role in getting more grants and schemes from such sources.

5.11.4.6. 100 % from both aided and un - aided primary schools expressed that they did not receive any financial help for students study tours.

Grant - in- Aid

5.11.4.7. The study found that 100 % aided primary schools received grant-in-aid from the government and out of this 48.98 % received the lumpsum grant of Rs 3000/- only and the rest of these schools received grant-in-aids like Furniture, Book Grants, Games and Sport materials, latrine and Building Grant etc. While un- aided primary schools did not receive any grant-in-aid from the government. Thus, Education as a Social Service was neglected entirely by the government and at times, it

helped if some political links were established by any member of the management committee.

5.11.4.8 The study revealed that 53.06 % and 42.55 % of both aided and un-aided primary schools stated that the main sources of income for the schools was from the Church financial contributions whereas the government remained a cynic spectator towards the development of this non - government lower primary schools.

5.11.4.9 36.73 % of the respondents from aided and 55.32 % from un - aided primary schools indicated that they were facing financial limitation for the construction of school building and less number of teaching Staff, this is because of no financial assistance from the government.

5.11.4.10 100 % of the respondents from both aided and un- aided schools indicated that the government never provides TA / DA to teacher representatives in attending Official Meeting at the Districts Head Quarters. Therefore, it showed that the Government Officers were not responsive to solve the hardship faced by these schools. In fact, the schools experienced only step motherly treatment from the Education Department.

5.11.4.11 The finding revealed that 100 % of the respondents from government aided and un - aided primary schools expressed their willingness to attend government meetings and to express their opinions pertaining to the problems of the schools, but their views and voices were only heard in the four walls of the rectangular room of the meeting hall and no outcomes.

5.11.4.12 96 % of the aided primary schools stated that students used to get mid-day-meal 2 - 3 Kg per students per month. While 100 % in un- aided primary schools stated that students were not entitled

for this programme. It showed that students of un- aided lower primary schools were like children of lesser God as the government created two equal faces even at their early childhood stage.

In accordance with Hannah Daphisha Talang (1992) in her studies found that maintenance grants of Seng Khasi Institution were borne by the State Government. Vennessa Kharmawphlang (1984) on her studies found out that the main sources of income of the Ramkrishna Mission and Seng Khasi Organisation were borne by the Government, their own mission and their management. It also received financial assistance in the form of donations and gifts. M.B.Buch (1999) studied the control and administration of Primary Education by local authorities found that irregularities in payment, transfer and posting, problems diversion of funds, arbitrary appointment etc was reduced to a greater extend. NCERT (1991) studied the Educational finance for Primary Education in India after Independence. The main finding of the study was that, the main sources of finance for Primary Education are grants from the State, Grant from Local Bodies, fees and endowment etc. Again NCERT (2000) revealed that in certain schools, the Committee Members were also involved in the planning and organizing of school activities. They were also involved in purchase, construct and maintenance of school building. In Meghalaya, the Shillong Times [29-2005] indicated that the state Government in its reports to Supreme Court in September 2004 had stated that 91% of the schools were covered by the scheme. So, that financial assistant was extended to the schools for mid day meal programme, but few schools did not receive the benefit of the programme.

5.11.5.0. Problems of Teachers

Classroom

5.11.5.1. 34.69% of the teachers from aided schools were facing problems in class rooms where the students were attending their schools without pencils, rubbers and exercise books and also did not

complete their home works. 29.78% of teachers from un-aided schools were facing problems in classrooms due to the noisy atmosphere and without partition inside the schools. Hence it showed that teachers from both aided and un-aided primary schools were facing different problems with the students in the classrooms. As indicated before, most of the teachers from the un-aided primary schools were untrained and this perhaps, made the teachers unable to attract the attention from the students.

5.11.5.2. The study revealed that 34.69% of teachers from aided schools and 42.55% of students from un-aided schools stated that the main problems in teaching were lack of teaching aids like maps, globes, pictorial charts, and other teaching materials. It seemed that due to shortage of teaching materials supplied by the government, teachers were not able to raise the standard of education in these schools.

5.11.5.3. 69.39% from aided and 70.21% from un-aided schools opined that most of classrooms were not comfortably big enough, no proper ventilations and besides the classrooms were not partitioned. This was perhaps resulted to congestions, noise pollution and thus it became inconvenient for the students to learn.

Interpersonal Relationship

5.11.5.4. 59.18% aided and 65.96% un-aided primary schools teachers revealed that there was a good relationship between teachers and the taught which was a healthy indication.

5.11.5.5. About 91.84% and 89.36% of teachers from aided and un-aided schools revealed that the relationship between teachers and headmasters or headmistress in schools was very warm. Therefore, it

indicated that the school climate was healthy and open scope for cooperation.

5.11.5.6. Majority of the teachers from aided and un-aided primary schools (i.e. 69.39% and 68.09%) stated that the relationship among teachers was very interesting, dependable and cooperative. Hence it showed that there was a good interpersonal relationship among the teachers, students and headmasters or headmistress.

Private Tuition

5.11.5.7. The finding showed that 79.59% of teachers from aided and 72.34% from un-aided teachers did not take any private tuition at home. Only few teachers took private tuition as indicated in the finding.

5.11.5.8. The study also revealed that 20.41% and 27.66% of the teachers from both aided and un-aided primary schools who were taking private tuitions stated that the students paid tuition fees regularly.

5.11.5.9. 93.88% of the teachers from both aided and 89.36% from un-aided schools stated that they were not taking private tuitions from students. It seemed that the above finding showed that teachers were not able to take private tuition at home and only few teachers took private tuitions at home for students without taking any tuition fees.

Service Condition

5.11.5.10. The teachers from both aided and un-aided primary schools stated that there were no service conditions and other benefits provided by the school management like medical allowance, pension, TA/DA, house rent, promotion etc. The finding showed that only 26.53% and 25.53% from aided and un-aided schools indicated that

the school management increased only the salary of teachers. It was strongly felt that the government should come out with some policies to provide financial support to those non-government lower primary schools.

Duration of Work

5.11.5.11. 77.55% in aided and 76.60% of teachers from un-aided schools stated that the working hour per day was 4 – 5 hours.

5.11.5.12. 63.27% and 61.70% of teachers from both aided and un-aided primary schools stated that the schools were run in a day shift.

5.11.5.13. The study revealed that 51.02% of teachers from aided schools stated that the duration for one period was 30 minutes while 57.45% of teachers from un-aided schools stated that the duration for one period was 40 minutes.

M.B.Buch (1991) studied on optimum teacher- pupil ratio in Schools. His finding revealed –

- (1) A large percentage of teachers did not have even taught the minimum prescribed period per week.
- (2) More than half of the schools worked for less than 220 days a year.

In accordance with NCERT (2000) He reported that a large percentage of ST schools did not have the required physical facilities. The problems faced by the ST Schools were

- (i) Heavy works load
- (ii) Lack of expertise
- (iii) Inadequacy of equipment funds
- (iv) Inadequate number of books
- (v) Paucity of funds

Again NCERT (2000) study was found that teachers in Government Primary Schools utilised the teachers' materials to a great extent than teachers in private primary schools.

Suggestions

5.11.5.14. 71.43 and 61.70% of teachers from both aided and un-aided primary schools suggested that the purpose for solving major problems faced by them were to send teachers for training courses provide teaching materials, supply free textbooks and to have one teacher for each class. The findings showed that due to the lack of the above facilities creating difficulties to teachers to raise the standard of teaching in schools. It seemed that most of these schools have one or two teachers at the most, since the managing committee of the schools did not have enough financial resources to appoint more teachers. Even the lumpsum grant of Rs. 3,000/- as received by some schools from the Government was meant only for the appointment of two teachers. Therefore, it was well understood the position and agony of these schools who did not receive such lumpsum grant of Rs. 3000.

5.11.6.0. Problems of Parents

5.11.6.1. Occupation of Parents

Majority of parents who sent children in both aided and un-aided primary schools indicated that their main occupation was basically agriculture, farmers or cultivators. It was clearly stated that 71% and 59% of the parents were cultivators. Regarding to the finding on parents' statement it was shown that there were certain imbalances in education of the children from urban and rural backgrounds. Parents in the urban areas were well placed and most of them having government jobs. But parents in the rural areas were generally uneducated and their occupation was to toil the land for agricultural products. Therefore, the finding revealed that most parents were

illiterate and semi-literate but well aware of the importance of education for their children.

5.11.6.2. 62% and 63.54% of the parents who sent children in both aided and unaided lower primary schools expressed that it was necessary to provide education for children. Hence, it was clearly shown that most parents tried to provide education for all children as a first priority.

5.11.6.3. The finding revealed that 53% and 59% of parents who sent their children in both aided and un-aided schools can endeavour to provide education for their children.

5.11.6.4. 60% and 61.98% who sent children in both aided and un-aided primary schools stated that their works were not affected even though children went to schools.

5.11.6.5 95% in aided and 92.19 % of parents of un-aided lower primary schools indicated that they did not want their children to drop out of their studies to assist them in their field works.

5.11.6. A majority of parents who sent their children to both aided and un-aided lower primary schools (i.e. 89% and 96%) stated that the schools hours are very convenient for their children.

5.11.6.7. The study revealed that 90% and 94.79% of parents from both aided and unaided lower primary school indicated that there was a meeting between parents and teachers in schools once or twice a year.

5.11.6.8. 61% and 66.67% of parents who sent children in both aided and unaided lower primary schools expressed that they used to meet the teachers in schools once a week/once a month to know their

performances. Here it showed that parents were very much concerned with their children in schools.

5.11.6.9. The finding indicated that (a) 95.5% and 94.79% of the parents who sent children in both aided and unaided lower primary schools stated that cooperation with teachers in schools was very necessary.

(b) Again, 63.5 % and 81.25 % of parent who sent children in both aided un-aided lower primary schools stated that the school authorities used to meet them frequently.

5.11.6.10. 69 % and 79.59 % of parents who sent children in both aided and unaided lower primary schools used to seek help from teachers when children complaint about their studies.

5.11.6.11. 91 % from aided schools and 82.81% from un-aided schools parents expressed that they were satisfied with the performances of their children in schools.

5.11.6.12. The findings revealed that the main problem that parents were facing was poverty. 31.5% and 20.83% from both aided and unaided lower primary schools expressed that they were trying very hard to fulfill the needs of their children in schools.

The study revealed that parents' cooperation made education more effective for their children. Parents' involvement was one of the best ways to motivate children to go to schools and to attain better results. It appeared that parents were keen to interact with teachers for the welfare of their children and they don't hesitate even if they have to meet teachers every week or once a month. The creation of social distant feeling between teachers and parents did not exist as both were cooperating hands in glove.

NCERT (2001), found out that parents' participation in children's academic activities in relation to their achievement at primary level were

- (i) Parents' giving direction and guidance at appropriate time to contribute towards the performance of their children in schools.
- (ii) Parent neglecting and ignoring children's academic in relation for better performance.

Again NCERT (2000) studied the teachers' role in influencing enrolment and attendance in primary schools found that –

- (i) Teacher's interaction with pupils, parents and elders had positive impact on enrolment in schools.
- (ii) Regular parent teachers Association (PTA) Meeting had positive effect on improvement of enrolment and attendance in school.

So that parents were of the opinion that their children like the Programme but could not grasp the meaning because of the local dialect they spoke which was slightly different from the Khasi standard language.

5.11.7.0. Problems of Students

5.11.7.1. 97.5% and 91.79% of the students from both aided and un-aided schools expressed that they went to schools walking. It was usual to all rural areas that students attending schools on walking.

5.11.7.2. The study revealed that 84% of students in aided schools and 81.03% in un-aided schools stated that parents were responsible for their education and also encouraged them to go to schools regularly. Hence it appeared that most of students were encouraged and motivated by their parents to attend schools.

5.11.7.3. 72% of aided students and 67.18% of un-aided students responded that parents bought school books at the beginning of the year.

5.11.7.4. The finding revealed that 80% aided and 83% un-aided primary school students stated that they studied by themselves at home.

5.11.7.5. The finding reveals that -

- (i) 54% of aided students and 56.93% un-aided students responded that parents helped them to get their home works done.
- (ii) 80% aided students and 78.97 % un-aided students responded that they could do their home works by themselves.

5.11.7.6. The study again revealed that 99% of the aided students and 96.41 % of un-aided students stated that schools could make them wiser. The overall findings showed that parents procured school books at the beginning of the year and more than 50% parents seemed to be literate who could extend help in their child's efforts to study. In regard to homework, majority of students were endeavouring to solve problems by themselves because majority of them thought positively that schools would make them wiser.

5.11.7.7. The finding showed that 65% of aided students and 59.49% of un-aided students were experiencing the following problems:

- (a) Punishments given by the teachers, teachers were very strict.

5.11.7.8. (a) 69% and 65.13% of the students from both aided and un-aided primary schools stated that there was no problem in walking distant.

(b) 71% of the students from aided schools stated that their school bags were not heavy. On the other hand 55.90% of the un-aided students stated that the school bags were slightly heavy.

5.11.7.9. 80% from aided and 84.10% from un-aided primary schools agreed that they had electricity at home.

5.11.7.10. 96% from aided and 97.44% from un-aided primary schools responded that they understood the teaching of their teachers in schools.

5.11.7.11. The study revealed that 65% and 61.03% of students from both aided and un-aided schools stated that the teachers were very helpful, friendly, understanding and they were good guides for them.

5.11.7.12. (a) Majority of the students from both aided and un-aided schools respectively (i.e. 74.5% and 71.28%) expressed that they were not going for tuition.

(b) 85% and 85.13% of students from both aided and un-aided primary schools stated that they never paid tuition fees because they were not going for tuition. Only few students responded that tuition was free of cost.

(c) Only 15% and 14% of the students from both aided and un-aided schools paid their tuition fees. Some students paid tuitions fees in between Rs 20- 100/- and some students paid above Rs. 120. 85% of both aided and un-aided schools' students were not able to go for tuition due to financial difficulties. The finding revealed that only few parents were able to send their children for private tuition.

5.12. Educational Implication

In the present study the educational implication was discussed below:

- a) The finding showed that the non-government lower primary schools had contributed a lot for the expansion of literacy in Khasi Hills District of Meghalaya for all children. The Christian missions and village durbar (council) were solely the major organizations responsible for opening up new lower primary schools in both the districts. These non-government lower primary schools had been classified into aided and unaided lower

primary schools. Aided primary school was partially maintained by the government, while the unaided lower primary school on the other hand, the government granted only permission for setting up of the school, and all the necessities for the school were depended entirely on the managing committee.

- b) The result also showed that the headmaster or headmistress of the unaided primary schools was struggling hard for the survival of the schools as these schools were not receiving any support from the government.
- c) The result also showed that the non-government lower primary schools in the state were lacking trained teachers besides the number of teachers was very less. These schools were in fact, have only one or two teachers at the most and hence teaching two classes in one period was really a tough job to be carried out by the teachers in such schools.
- d) Implication regarding the financial resources, it appeared that aided primary schools received few financial grants from the government for maintenance the schools. While unaided primary schools were not receiving any grant-in-aid from the government. Hence, the unaided primary schools were neglected by the government and as consequences these schools failed to uplift the standard and quality education in the districts.
- e) It was therefore, suggested by teachers that more teachers ought to be appointed besides strong partition in the school's hall was required for four classes, so that the pedagogic exercise will be fruitful to the advantage of students who were learning.
- f) Another finding revealed that non government lower primary schools in Khasi Hills Districts were facing several problems which may hamper the quality education in these schools. Hence, in this regard the government has to improve the quality education at the primary schools level in general and for universalisation of primary education in Khasi Hills Districts in particular.

- g) The school has to organize the parents – teachers meeting frequently to know the parents – child problems and to offer suggestions to parents to improve their perceived problems on the child. Such face to face interaction with parents was helpful for quality improvement.
- h) Rules and regulation were essential for the smooth management of the schools.
- i) Proper maintenance of school records were necessary for the efficient functioning of the schools.

5. 13. Suggestion for Improving Non – Government Primary Schools.

1. It was also significant to make elaborate discussion regarding the role of non-government lower primary schools in Meghalaya.
2. The Non government lower primary schools aimed at the promotion of elementary education for children in villages.
3. At the initial stage, the non-government lower primary schools were opened without the government sanctioned or approvals.
4. The government at the initial stage should in fact extend financial assistance to these schools and also provide encouragement by giving more incentives, benefits and other facilities to the school as well as to teachers.
5. The government attitudes towards these schools ought to be changed, so that the non government lower primary schools especially the unaided schools be treated fairly with full support from the government to enable them to do justice to the teaching profession.
6. The government should pay the salaries of both aided and unaided lower primary schools teacher regularly.
7. To increase the number of teachers in both aided and unaided lower primary schools.

8. Teachers are to be encouraged to prepare and used the teaching aids as and when necessary. They may be sent for training to improve the teaching competencies.
9. In order to retain teachers on their jobs, the government should extend all possible assistance to all these non government lower primary schools and to evaluate their achievements in term of quality products.

5.14. Conclusion

The major contribution of non government primary schools played a significant role in the development of education in Khasi Hills District. The study had been designed to meet the following criteria such as the historical background of the schools, physical infrastructure, human resources and financial resources. The study was appropriate to know the development of aided and unaided non government lower primary schools in Khasi Hills Districts of Meghalaya.

In general it was found that majority of the non government lower primary schools i.e, aided and unaided schools were managed by the different organizations, agencies or councils like the different churches/village councils, or durbar and other missions like Ramkrishna Mission, NGOs and Private Parties. The main purpose of the opening the school was to spread literacy and education for all children in their respective villages.

The analysis of the study revealed that about 96% of headmaster and teachers from aided and unaided lower primary schools were facing certain problems in the schools due to less number of teaching staff, lack of school materials and teaching aids, besides no service condition were provided to the teachers.

The management of unaided lower primary schools was different from that of the aided lower primary schools because the unaided primary schools stated that the Managing Committee of the schools had to look after for the maintenance of the schools and grant-in-aid

from the government. In order to retain efficient teachers in the schools, their salaries ought to be enhanced on the higher side. In fact, the unaided primary schools were facing more serious problems as they depended on their resources like fees, donation, contribution etc and above all the steps motherly attitude of the government towards the schools needed an urgent attention for the improvement of these schools and for their survival. Welfare schemes for teachers must be initiated to uphold their dignity. The government therefore, should take more interest in developing and financing these non government lower primary schools and adequate grants should be allotted to all these schools irrespective of their status, whether aided or unaided primary schools. In this way, the future of these non government lower primary schools will be bright and prosperous in years to come. But it depends much on the political will and the bureaucratic interests.

5.15. Suggestion for Further Research

1. A study can be conducted to find out the contribution of the Non government upper primary schools towards the development of education.
2. Another area would be to find out the difference between academic performances of the aided and unaided lower primary schools in East and West Khasi Hills Districts.
3. To study the management and control of lower primary schools by the government.
4. A study on the problems of single or two teacher schools and the overall result of student performances.
5. A study on the role played by the government in both aided and unaided lower primary schools in Meghalaya.
6. A study on the various problems faced by the non government lower primary schools in the past and at present.

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Appendices - I

To

Sir/Madam,

I would like to inform you that presently I am doing research on the *Contribution of Non-Government primary schools towards the development of primary education in Khasi Hills District of Meghalaya: An Appraisal*. In this connection I humbly request you to kindly cooperate with me, in supplying all informations required in this questionnaire. The information received will be use for my research purpose only.

I shall remain grateful for your act of kindness and cooperation.

Thanking you,

Yours faithfully,

Name of the Supervisor

Name of the Investigator

Dr. Kynsai M. Warjri
Education Department
NEHU, Shillong.

(Jubita Lyngkhoi)
Education Department,
NEHU, Shillong.

**QUESTIONNAIRE FOR HEADMASTER / HEADMISTRESS OF
NON GOVERNMENT LOWER PRIMARY SCHOOL**

1. Name of the school
2. Name of Headmaster / Headmistress
3. Location
4. District.

1.0. HISTORICAL BACKGROUND

1.1. (a) When was the school established?

Date Month Year

(b) When did your school receive official recognition from the Government?

Date Month Year

1.2. Who were the founder / donor of the school?

Sl.No.	Name	Qualification	Occupation	Any other Information
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

1.3. What are the main objectives for opening new school?

- (a)
- (b)
- (c)
- (d)
- (e)

1.4. Type of School.

- (a) Boys
- (b) Girls
- (c) Co-education.

1.5. Please give information regarding the enrolment in your School starting from 1999 A.D.

Year.	Number		Pre-Primary		Primary Class I – IV				Number of students sent for MBOSE	Number of students passed	
	Male	Female	A	B	I	II	III	IV		Male	Female
1999-2000											
2000-2001											
2001-2002											
2002-2003											

1.6. Does the MBOSE allow the student from non-government primary school to appear for examination? YES / NO. If No state the reason.

1. 7. Please give the number of teachers in your school for five years starting from the year of Establishment of the school..

Year	Name	Male	Female	Qualification	Experience	Trained or untrained
1999-2000						
2000-2001						
2001-2002						
2002-2003						

1. 8. After recognition, what grant do you get from the Government (please put a tick (✓) mark)

- (a) Cent percent grant
- (b) Deficit grant
- (c) Grant-in-aid
- (d) Lump sum grant
- (e) Building grant
- (f) Maintenance grant
- (g) Any other (please specify):

2.0 PHYSICAL INFRASTRUCTURE FACILITIES

2.1 What type of school building do you have?

- (a) Rented house
- (b) Tin roof and wooden house
- (c) Government house / building
- (d) Own constructed thatch house
- (e) Any other please specify.....

2.2. Who own the school building? Please tick (✓) mark.

- (a) Village Dorbar
- (b) NGO
- (c) Private
- (d) Any other.

2.3. Do you use the techniques of school mapping before setting up school? YES / NO.

2.4 Please supply the following information: -

- (a) Total area of your school sq.ft.
- (b) Total plinth area of your school building Sq.ft.
- (c) Size of the room: Length sq.ft.
Breadth sq.ft.

2.5. (a) Do you have separate classroom for each class? : YES / NO.
How many classroom do you have?

- (b) Do you have separate teacher's room? : YES / NO.
Do you have partition inside? YES / NO

2.6. Is the school possesses the following materials?

(Please put a tick (✓) Mark)

- (i) Tables and chairs. YES/NO
- (ii) Blackboards, chalks, duster. YES/NO
- (iii) Desks and benches. YES/NO
- (iv) Wall clock. YES/NO
- (iv) Almirah. YES/NO
- (v) Any other.

2.7. Do you get any grant-in-aid for school material from the government?

(Please tick (✓) mark)

- (a) Book grant
- (b) Sports and games materials
- (c) Bell
- (d) Chart / map / globe etc.

- (e) Furniture grant
- (f) Any other

2.8. How many villages do the school covers for imparting education?
 (Please tick)

- (a) One village.
- (b) Two villages.
- (c) Three villages.

2.9. What is the total population of the village converted by the school?
 Approximately.....

3.0. HUMAN RESOURCES.

3.1. Are students complaining about the walking distant? YES / NO
 If YES, Please state the reason

3.2. In the academic performances, do you find any difference between the students coming from far villages and students who locally stay near the school? YES / NO.

If YES, Please give your observation in brief

.....

.....

.....

.....

.....

3.3. What is the age of children generally admitted in your school?

3.4. What are the norms of admitting students to your school? (Please tick (✓))

- 1. Personal interview
- 2. Oral test.
- 3. Simple furnishing information on application or admission form.
- 4. First come first serve.

3.5. Does the government training institution allow the Non-Government primary school teacher for Training? YES / NO

3.6. Why the teachers need to attend the training course?

Please state reason

.....

.....

.....

.....

.....

3.7. Who bear the expenditure for such training?

.....

.....

.....

.....

.....

3.8. Are teachers regularly send for training course ? YES / NO.

If No (Please put a tick (✓) Mark

- (a) One teacher
- (b) Two teachers

3.9. Does this school has a peon or chowkidar to take care / clean / ring bell / maintain the school building etc? YES / NO

If NO, who look after the school:

.....

3.10. Who are the members of the managing committee/ advisory board of your school?

Sl.No.	Name	Qualification
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		

3.11. Who run the daily management of the school? (Please tick (✓) mark

- (a) Headmaster/Headmistress
- (b) Class teacher
- (c) Teachers
- (d) Any other

3.12. What is the required qualification prescribed for appointing teacher in primary school?

Please put a tick (✓) Mark

- (a) Under Matric
- (b) H.S.L.C/S.S.LC.
- (c) Graduates
- (d) Master Degree

4.0. FINANCIAL RESOURCES

4. 1. Please indicate the sources of fund for the following heads:-

(i) Who financed the construction of your school building? Please put a tick (✓) Mark.

- (i). Self –financing by Local Managing Committee

- (ii).Village Durbar
- (iii) NGOs
- (iv). Government.
- (v). Mission/Church
- (vi). Please name the sponsoring authority/mission/church.
.....

(ii) Who provided the land for the school? Please put a tick (✓) mark

- (i) Donation
- (ii) Contribution
- (iii) Subscription
- (iv) Grant from Government
- (v) Privately owned and maintained
- (vi) Village Dorbar Fund
- (vii) Community land.
- (viii) Any other please specify.....

4.2. Do you get the lump sum grant of Rs 3000/- a month from the government regularly? YES / NO

If NO, how do you manage to pay the salary of teacher? Briefly explain

.....

4.3. Do you pay the salary for teachers according to their qualification as per government rules?

YES / NO. If YES, indicate clearly.

- (i) SSLC Rs.....
- (ii) SSLC (Trained) Rs.
- (iii) HSLC Rs
- (iv) HSLC (Trained) Rs.
- (v) BA Rs.
- (vi) MA Rs.
- (vii) Any other qualification Rs.

If no, what are the methods adopted for paying the salaries of teacher?

.....

4.4. (1) Do you get any grant building from the following offices ?
(Please tick)

- (i) Office of BDO
- (ii) Border area development office (BADO)
- (iii) Director of rural development area (BRDA)
- (iv) Any other

- (2). (a) What is the amount you get for building grant? : Rs.
(b) How much money you spend for maintenance for school building annually? Rs.

4.5. Do you get any financial help from MLA / MP and MDC? YES / NO

If Yes, what type of help do you get? Please put a tick (✓) mark

- (i) Building
- (ii) Fencing
- (iii) Playground
- (iv) Furniture
- (v) Toilet
- (vi) Water
- (vii) Electricity
- (viii) Sport & games materials
- (ix) Any other.....

4.6. Do you get any financial help from students study tour? YES / NO.

If yes, please elaborate

.....

.....

4.7. Do you get any grant-in-aid from the government YES / NO.?

If yes, what are these grant-in-aid? Please put a tick (✓) mark

- (a) Furniture
- (b) Book grant
- (c) Sports and games materials
- (d) Teaching materials
- (e) Latrine
- (f) Building grant
- (g) Lumpsum grant
- (h) Any other.....

4.8. What are the other sources of income for the school? Please mention.

- (a) Church contribution.
- (b) NGOs
- (c) Subscription.
- (d) Fees and fines.
- (e) Durbar funds.
- (f) Managing Committees funds
- (g) Donation
- (h) Any other

4.9. What are the various financial problems faced by your school? (Please mention)

- (a) Construction of school building.
- (b) Fencing of the school compound.
- (c) Less of teaching staff.
- (d) Lack of furniture.
- (e) Leveling of playground
- (f) Extension of classroom
- (g) Lack of teaching materials
- (h) Irregular sanction of grant from the Government
- (i) Any other

4.10. Does the government provide the teachers representative with TA/DA for attending meeting at the District headquarter? YES/NO

4.11. Do the teacher willingly attend such meeting? YES / NO .

4.12. Whether the students use to get mid-day-meal according to the Govt. issue? YES / NO

If YES, how many kilograms of rice the Government is giving to every student per month?

- (i) Two kg
- (ii) Three kg
- (iii) Two – three kg
- (iv) More than four kg

5.00. PROBLEMS OF TEACHERS

- 1) Name of the teacher
- 2) Name of the school
- 3) Location
- 4) District.

5.1. What are the main problems that teacher are facing with students in classroom? Please specify.

- (a) Students reaching late.
- (b) Students are not listening.
- (c) Lack of concentration.
- (d) Some students do not have pen, pencils, rubber and exercise book.
- (e) Some students are dull.
- (f) Very few students works very hard
- (g) Students do not complete their homework
- (h) Irregularity in attendance.

5.2. What are the main problems regarding to teaching materials?

Please tick (✓) mark

- (a) Shortage of maps, globes, pictorial charts, Atlas etc.
- (b) Shortage of blackboard and chalk
- (c) Non available of text book
- (d) Lack of science apparatus
- (e) No library facilities.

5.3. Are the classrooms comfortably big with proper ventilation?

YES/NO.

If NO, do you feel the following are the classroom problems?

Please tick (✓) mark

- (a) Less number of benches and desks
- (b) Rooms are small
- (c) Congested classrooms
- (d) No separate classroom

5.4. How do you rate the relationship between the teachers and the students in school? (Please tick (✓) mark)

- (a) Very cordial
- (b) Cordial
- (c) Not cordial

5.5. How do you rate the relationship between the headmaster or headmistress? (Please tick (✓) mark)

- (a) Very cordial
- (b) Not Cordial
- (c) Cold

5.6. How do you rate the relationship with other teachers? (Please tick (✓) mark)

- (a) Warm
- (b) Interesting
- (c) Cold

- 5.7. Do you take private tuition for students? YES / NO.
If Yes, what is the tuition fee collected?
- 5.8. Do the student pay their tuition fees to the teacher regularly?
YES / NO .
- 5.9. Do you take tuition free of cost for the poor students? YES / NO
- 5.10. What are the service conditions provided to you by school
management? Please tick (✓) mark
- (a) Medical Allowance
 - (b) Pension
 - (c) TA/DA
 - (d) Rented House
 - (e) Promotion
 - (f) Any other
- 5.11. How many working hours do you work in the school per day?
Please tick (✓) mark
- (a) 3 hours
 - (b) 4 hours
 - (c) 5 hours
 - (d) 4-5 hours
 - (e) 6 hours
 - (f) more than 6 hours
- 5.12. Is your school run in (a) Morning (b) Day Time? Please tick (✓)
mark
- 5.13. What is the duration of period? (Please tick (✓) mark)
- (a) 20 minutes
 - (b) 30 minutes
 - (c) 40 minutes
 - (d) More than 40 minutes.

5.14. What suggestion will you propose for solving the major problem faced by you as a teacher?

- (a) To send teachers for various trainings
- (b) To provide teaching materials
- (c) The Government should provide free text book for students
- (d) To have one teacher for each class
- (e) Cooperating among the staff is a must
- (f) To promote the standard of the school
- (g) Any other

6.00. PROBLEMS OF PARENTS

1. Name of the parent
2. Sex: Male/female
3. Name of the village/place
4. District.

6.1. Occupation.

6.2. Do you want to provide education to all your children? Please tick (✓) mark

- (a) It is not necessary
- (b) Can't afford
- (c) Yes, if they want.
- (d) Yes, it is necessary

6.3. Do you suffer any financial constraint by sending your children to school? YES/NO.

If YES, briefly tell the constraints.

6.4. Do you feel your work is affected when children go to school? YES/NO.

6.5. Do you want your daughters/sons to drop out of their study to assist you in the field work? YES/NO

6.6. Are the school hours convenient? YES/NO

6.7. Is there any meeting between parents and teachers in school?
YES / NO.

If yes, please put a tick (✓) mark.

- (a) Once a year
- (b) Twice a year
- (c) None.

6.8. How often do parents meet the teachers in the school? (Please put a tick (✓) mark)

- (a) Every day
- (b) Once in a week
- (c) Once in a month
- (d) Once in six months
- (e) Once in a year.
- (f) Never

6.9. (a) Do you think that parents cooperation with the school is necessary? YES / NO.

(b) Do you meet them frequently? YES/NO.

6.10. Do parents seek help from teachers when children complain about their studies? YES / NO

6.11. Are parents satisfied with the performance of their children in school? YES / NO.

If NO, indicate the specific cases:

.....

.....

6.12. What are the problem faced by the parents in relation with their children's performance. Please put a tick (✓) mark

- (a) Poor health.
- (b) No books/copies due to poverty
- (c) Too much homework
- (d) Too many extra curricular activities

- (e) Too many subjects
- (f) Too much expenditure.
- (g) Uneducated parents
- (h) Money problem
- (i) Walking distance
- (j) No trained teachers.

7.0. PROBLEMS OF STUDENTS.

1. Name of the school
2. Name of the student
3. Class Roll No.....
4. Name of village/Place
5. Sex: Male/Female

7.1. How do you come to school? Please put a tick (✓) mark

- (a). Walking
- (b) Bus
- (c) Truck
- (d) Taxi
- (e) Own vehicle

7.2. Who encourage you to go to School? Please put a tick (✓) mark

- a) No one
- b) Parent
- c) Uncle
- d) The social worker
- e) Teacher
- f) Friend
- g) Grandfather/Grandmother

7.3. When did your parents get your school book? Please put a tick (✓) mark

- a) At the beginning of the year
- b) Only late in the year
- c) Cant afford to buy them
- d) Borrow from friends/relatives

7.4. Are you study by yourself at home? YES/NO.

7.5. (i) Who help you for homework? Please put a tick (✓) mark.

- a) Father
- b) Mother
- c) Brother
- d) Sister
- e) Teacher
- f) Grandmother/Grandfather

(ii) Can you do it by yourself? YES / NO.

7.6. Do you think that the school can make you wiser? YES / NO.

7.7. What are the main problems faced by you in the school? Please put a tick (✓) mark.

- (a) Punishment
- (b) Teacher talk very fast
- (c) Lots of class works
- (d) The teacher is very strict
- (e) Teacher always carry a stick
- (f) Teacher shouts at me
- (g) Cannot understand

7.8. Do you have problem with walking distance? YES / NO.

Is the school bag heavy? YES / NO

7.9. Do you have electricity facilities at home? YES / NO.

7.10. Do you understand the teachings of your teachers? YES / NO

7.11. How do you rate your teachers in school?

- (i) Very helpful
- (ii) Teaching is clear
- (iii) He/she is friendly
- (iv) Understanding our limitations
- (v) He guides us
- (vi) Teaches well

7.12. (a). Do you go for tuition? YES/NO.

(b). It is free of cost? YES/NO.

(c) Do you pay tuition fee? YES/NO

How much/ Rs.

...

APPENDICES - II

LIST OF SCHOOLS IN KHASI HILLS DISTRICTS.

AIDED SCHOOLS.

1. Diengsong Presbyterian Lower Primary School, Shella Bholaganj.
2. St. Peter RCLP Mawkisiem, Shella Bholaganj.
3. Cherra Presbyterian Lower Primary School, Nongsawlia, Shella Bholaganj.
4. St. Peter Lower Primary School, Mawjrong.
5. Mawkdok Presbyterian Lower Primary School, Khadar Shnong, Laitkroh.
6. Mawsawa Presbyterian Lower Primary School.
7. RCLP School Laitmawsiang, Mawsynram.
8. Mawdiengkhied Lower Primary School, Mawsynram.
9. Lower Phlangwanbroi Presbyterian Lower Primary School, Mawsynram.
10. Pynursla Presbyterian Lower Primary School, Pynursla.
11. Nongmadan Lower Primary School, Pynursla.
12. Umsaw Lower Primary School, Mawkynroh
13. RCLP School Madanhangsning, Mawkynroh.
14. Urmasi Ujoh Presbyterian Lower Primary School, Mawryngkneng.
15. Seng Khasi Lower Primary School, Smit, Mawryngkneng.
16. Unitatian Lower Primary School, Nongkrem, Mawryngkneng.
17. Seng Khasi Lower Primary School, Mawkhar, Shillong.
18. Synjuk Wahingdoh Lower Primary School, Shillong.
19. Jaiaw Presbyterian Lower Primary School, Shillong.
20. Qualapatty Presbyterian Lower Primary School, Shillong.
21. Raid Laban Lower Primary School, Shillong.
22. O.M Roy School, Mawlai Kynton Massar.
23. Nongkyntir Lower Primary School, Myllem
24. Seng Khasi Lower Primary School, Marbisu, Mawphlang.
25. Phaniawlah COG Lower Primary School, Lyngiong, Mawphlang.

26. Tiehbah Presbyterian Lower Primary School, Nongstoin.
27. Rev. J.J.M Nichol Roy School, Nongstoin .
28. Lower Primary School, Kynroh, Nongstoin.
29. Nengshnong Presbyterian Lower Primary School, Nongstoin.
30. Upper New Nongstoin Lower Primary School, Nongstoin.
31. Mawlangniang Presbyterian Lower Primary School.
32. Bynther Lower Primary School, Mairang.
33. Langtor Lower Primary School, Mairang.
34. Little Star English Medium School, Mairang.
35. Mawhiang Mawkyllei Lower Primary School, Mairang.
36. Mission Mairang Lower Primary School, Mairang.
37. Nongshillong Lower Primary School, Mairang.
38. Run Thabah Memorial Lower Primary School, Mawthadraishan.
39. Mawkohngei Presbyterian Lower Primary School, Mawthadraishan.
40. Laitlawsnai Presbyterian Lower Primary School, Mawkyrwat.
41. Mawkhlaitngap Lower Primary School, Mawkyrwat.
42. Mawbidong Lower Primary School, Mawkyrwat.
43. Singilarwir Lower Primary School, Mawkyrwat.
44. Rngi Mawpat Lower Primary School, Ranikor.
45. Church of God Lower Primary School, Mawthunglang, Ranikor.
46. Nongshram Presbyterian Lower Primary School, Mawshynrut.
47. Tynrong Runnar Presbyterian Lower Primary School, Mawshynrut.
48. Iawnaw Presbyterian Lower Primary School, Iawnaw, Mawshynrut.
49. Kmawan R.C. Lower Primary School, Mawshynrut.

UN-AIDED SCHOOLS.

1. Mawnang Presbyterian Lower Primary School, Khadarshnong.
2. Ram Krishna Mission, Lower Primary School, Sohbar, Shella.
3. Lower Primary School, Mawlatang Shella.
4. Youngstar Lower Primary School, Pongkung.
5. Sixster Lower Primary School, Nongdom, Mawsynram..
6. Pearly Stone Lower Primary School, Mawryngkang, Mawsynram..

7. Weiloi Private Lower Primary School, Mawsynram.
8. Dongbangla Lower Primary School, Mawtewibah, Mawsynram..
9. Presbyterian Lower Primary School, Lyngngai, Pynursla.
10. Ribin Memorial Lower Primary School, Wahlyngkhot, Pynursla.
11. Church of God Lower Primary School, Thangsning, Mawkynew.
12. Women Social Welfare Lower Primary School, Laitkyrhong, Mawkynew.
13. Mercy Child Lower Primary School, Thangsning, Mawkynew.
14. St. Francis Lower Primary School, Smit, Mawryngkneng.
15. Mission Lower Primary School, Mawryngkneng.
16. Seven day Adventist Lower Primary School, Mawryngkneng.
17. Kristy Academy Lower Primary School, Nongkrem.
18. Step by Step School, Shillong.
19. Pearly Dew School, Shillong.
20. Iewrynghep Lower Primary School, Mawnianglah, Myllem.
21. Malai Christian School, Myllem.
22. Sunray Lower Primary School, Lower Mawprem, Shillong.
23. Rev. J.J.M Presbyterian Lower Primary School, Mawphlang.
24. Arise N. Shine Lower Primary School, Wahlyngkien, Mawphlang.
25. Lyngiong Presbyterian Lower Primary School, Mawphlang.
26. Assembly of God Lower Primary School, Mondein, Nongstoin.
27. K.P.S Memorial Lower Primary School, Mawiwamah, Nongstoin .
28. St. Anthony's RCLP, Jaidoh, Nongstoin.
29. Perrim Domsophian Lower Primary School, Mawkyllei, Mairang..
30. Lumsohkhur Presbyterian Lower Primary School, Mairang.
31. Seven Brother Secondary School, Kynshi, Mairang.
32. Mairang Presbyterian Lower Primary School, Mairang.
33. St. Thomas RCLP School, Pyndenumiong, Mairang.
34. Lumjyrngam Lower Primary School, Pathaw, Mawthadraishan.
35. Mawlai Syiem Presbyterian Lower Primary School, Mawthadraishan.
36. Church of God Lower Primary School, Mawkohngei, Mawthadraishan

37. Khlur Barit Lower Primary School, Umlieh, Mawthadraishan.
38. Mawkohngei Lower Primary School, Mawkohngei, Mawthadraishan.
39. Gatherson Lower Primary School, Mawthawpdah, Mawkyrwat.
40. Mawjarain Presbyterian Lower Primary School, Mawjarain, Mawkyrwat.
41. Mawiwakon Laitkroh Lower Primary School, Rangmaw, Mawkyrwat.
42. Nongdiat Lower Primary School.
43. Mawbri Lower Primary School.
44. Christian Lower Primary School, Nongdaju.
45. Permawlai Lower Primary School.
46. Nongdiangrang Presbyterian Lower Primary School.
47. Riangkang Lower Primary School.

BIO DATA

- 1) Name : Smti Jubita Lyngkhoi
- 2) Father's Name : Mr Soliwel Nongsiej
- 3) Address : Mawten (Vill)
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Shillong - 793114
- 4) Date of Birth : 16th June 1976
- 5) Religion : Christian
- 6) Academic Qualification :

Examination passed	Year	Board/University	Division
MA	2000	NEHU SHILLONG	II
BA	1998		II
P.U	1994		II
H.S.L.C.	1991	Meghalaya Board of School Education.	III

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