

ROLE OF THE CATHOLIC CHURCH IN
ELEMENTARY EDUCATION
IN MEGHALAYA

ABSTRACT

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1. INTRODUCTION

The State of Meghalaya is situated at the location of a latitude of 20.1' N and 26.5' N and a longitude 85.49' E and 92.52' E with an area of 22,429 Sq. Kms. It is a land of beautiful landscapes with virgin forests, high plateaus, tumbling waterfalls, crystal clear rivers and meandering streamlets. Meghalaya emerged as an Autonomous State on 2nd April 1970 and as a full-fledged State on 21st January 1972. It is bounded on the north by Goalpara, Kamrup and Nowgong districts, on the East by Karbi Anglong and Cachar districts of Assam and on the south and west by Bangladesh.

Meghalaya is subject to the vagaries of the monsoon. The climate varies with altitude. The climate of Khasi and Jaintia Hills is pleasant and bracing but over the plains of Garo hills the climate is warm and humid except in winter. The Meghalayan climate seldom remains free of clouds. The Cherrapunji-Mawsynram range the wettest place in the world receives 12000 millimetres of rain annually, whereas Shillong the capital city situated about fifty kilometers receives an average rainfall of 2200 mm annually.

The Khasis, the Jaintias and the Garos are the major ethnic groups of the State. The Kochs, the Hajongs, the Rabhas, the Mikirs and other minor tribes inhabit the State. Assamese, Bengalees, Nepaleese, Punjabi, Biharis and other Hindi speaking communities have also settled in the State. 86 per cent of its population is tribal.

Khasi and Garo are the main spoken languages with English as the official language. While English is used for communication with different communities and tribes, Hindi is also widely spoken. The medium of instruction is the mother tongue at Primary level and English in higher levels.

As per the 2001 Census, Meghalaya has a population of 23,18,822, out of which 11,79,087 are males and 11,42,735 are females. About 80% of the population lives in rural areas and depends on agriculture for their livelihood.

The basis for the administrative set up is the district. The seven districts are East Khasi Hills, West Khasi Hills, Jaintia Hills, East Garo Hills, West Garo Hills, South Garo Hills and Ri-bhoi.

The literacy rate is below the national average of 65 per cent. The literacy rate of Meghalaya is 62.6 with 65.4 for males and 59.6 for females. The literacy rate urban areas is 86 per cent while the rural areas it is 56.3 per cent.

Although it is over 160 years ago since the Christianity and education came, Meghalaya still has a very high illiteracy rate in comparison with other North Eastern States and an alarming school drop out rate (72%).

2. NEED AND IMPORTANCE OF THE STUDY

ELEMENTARY EDUCATION

Elementary education from Class I to Class VIII is the first years of formal, structured education that occurs during childhood. In most Western countries, elementary education is compulsory for children to receive primary education though in many jurisdictions it is permissible for parents to provide it. Primary elementary education generally begins when children are four to seven years of age. The division between primary and secondary elementary education is somewhat arbitrary, but it generally occurs at about twelve years of age (adolescence). Source: Internet

Elementary Education is the base of the whole educational structure. In India it is now recognized as the period of compulsory schooling vide the constitutional amendment making education a fundamental right. The commitment of the nation in this regard is enshrined in the Article 45 of the Constitution, which states “The country shall endeavour to provide universal, free and compulsory primary education to all children of the age 6 to 14 years within a period of ten years.”

The beginning of this period marks the formal introduction of the child to reading and writing, culminating in the introduction of the formal disciplines such as the sciences and social sciences, towards the end of elementary school. The period of eight years is one of tremendous cognitive development and shaping of reason, intellect and social skills and attitudes necessary for work. (National Curriculum Framework 2005)

As the effort to achieve Universal Elementary Education (UEE) is stepped up, the elementary school grades now cater to a vast variety of children of the school going age. Plurality and flexibility without compromising on standards needs to be become the hallmark of education for this period. Education during this period must be of an integrated character, enabling children to acquire facility in language and expression and grow in confidence in themselves as learners, both within and outside school. (National Curriculum Framework 2005).

The Christian missionaries including the Baptists, the Methodists, the Lutherans and the Catholics have played a monumental role in the progress of education in the North East.

The Catholic missionaries have given the greatest impact to educational development in the Region. The network of educational institutions they have established have brought about the light of literacy to various sectors of the population and transformed its social-cultural and developmental pattern which otherwise would not have been achieved if the Catholic missionaries had not arrived.

In view of the above, the investigator felt the need for a study on the Role of the Catholic Church in Elementary Education in Meghalaya. Again, no earlier researchers have undertaken any study on the same subject. Hence the present study is justified.

The present study will throw light on the Role of the Catholic Church in Elementary Education in Meghalaya and investigate into the related problems and suggest measures for improving Elementary Education in the Church-run schools and in the State in general.

3. STATEMENT OF THE PROBLEM

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

“Role of the Catholic Church in Elementary Education in Meghalaya.”

4. DEFINITION OF THE TERMS USED IN THE PRESENT STUDY

Elementary Education in the present study means an education in the State of Meghalaya comprising Class I to VII, ages 6-14.

Role in this Study refers to the contribution made by the Catholic Church in the development of elementary education in Meghalaya.

Catholic Church has reference to a group of Christians whose chief character is catholicity, embracing all people of the world of all times and places, races, tribes and colour.

5. OBJECTIVES OF THE STUDY:

The main objectives of the present study are as follows:

1. To study the background and development of the Catholic Mission-run schools in the State of Meghalaya at elementary level
2. To assess the extent of the contribution made by the Mission towards development of elementary education.
3. To identify the strengths and weaknesses and uniqueness features, if any, of these institutions and their influence on school education.

4. To suggest measures for improvement of elementary education in the State of Meghalaya.

6. DELIMITATION OF THE STUDY:

1. The study is limited to a sample of heads of schools, a sample of teachers and selected retired teachers from deficit, private-aided and private primary/elementary schools runs by the Catholic Church in Meghalaya.

7. METHODOLOGY

The investigator followed the descriptive survey type method, which primarily describes the position of Elementary Education in Meghalaya under the management of the Catholic Church. The descriptive survey method of educational Research is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs and others.

- (a) **Design of the Study:** Since the study has been designed as a survey type requiring description of what exists, the investigator had to decide on the sample and tools to be used in the study.
- (b) **Population:** The population of the present study comprises all elementary schools managed by the Catholic Church in the State of Meghalaya. These schools fall under the following categories.
 - (i) Deficit schools receiving grants from the Government
 - (ii) Private-aided schools receiving financial assistance from the Government
 - (iii) Private schools receiving no grant at all from the Government

The information regarding the total number of elementary schools was obtained by the investigator after consulting statistical records, relevant books, Directory of the Catholic Church, North East India and other documents maintained at the Catholic headquarters in Shillong and Tura and Catholic churches in Meghalaya. From the records it was learned that there were 1205 elementary schools run by the Catholic Church. All the heads and the teachers working in these schools formed the population of the study.

- (c) **Sample:** The sample for the present study was drawn from the elementary Schools (Classes I-VII) managed by the Catholic Church in the State of Meghalaya. There are 1205 Elementary Schools run by the Church. The investigator has selected 290 schools for the present study. The investigator followed the stratified random sampling method which included the school strata as Deficit, Private-Aided and Private-Unaided as proportionately as possible.

However, data could be collected from 265 schools only. Finally these 265 schools formed the sample of schools for the study. All the heads of these 265 schools were included in the study and one teacher from each of these 265 schools was also included in the sample of teachers. Besides, some retired teachers who were readily available were also involved in the data collection process by the investigator. They numbered 13 in all.

(d) **The Tools**

For collecting data for the present study the following tools were used.

- (i) A questionnaire for the heads of elementary schools.
- (ii) A. Questionnaire for assistant teachers
- (iii) Interview schedule for retired teachers.

- (i) **Questionnaire** – The investigator developed two questionnaires, one for the heads and the other for the assistant teachers of elementary schools to collect information. The questionnaires included the following broad areas-: general information, historical background, physical resources, human resources financial resources, welfare measures, management of the schools, structure, functions, record, planning of work, uniform of students, medium of instruction, supervision and inspection, examination and evaluation, contribution of the school, strengths and weaknesses of the school, problems and suggestions. Many items were common to both but many were also different.

The draft questionnaires were then submitted to five experts from the Department of Education, NEHU, for ascertaining content validity of the questionnaire. The experts were requested to judge the content and forms of the questions used in the questionnaire and give their comments and suggestions for improvement of the draft questionnaire. The experts gave useful suggestions for improving the questionnaire and accordingly the questionnaires were modified. Some questions were removed while some were added as per the suggestions given.

The questionnaires were finally constructed and photocopies were made ready for the collection of data.

- (ii) **Interview Schedule:** The investigator also drafted an interview schedule for the retired teachers. The interview schedule was also submitted to the same experts. On their suggestions, the interview schedule was modified by reducing the number of questions to 20. Five questions were removed as suggested by the experts in order to avoid overlapping. The investigator also realized the same and accepted the suggestions given by the experts.

All the tools were then finalized and adequate numbers of copies were made for administration to the respondents.

SOURCES OF INFORMATION:

Primary and secondary sources were used in the collection of pertinent information regarding the elementary education in schools run by the Catholic Church in the State of Meghalaya.

- (i) The investigator used all the primary sources such as records of Basic Information on Education in the Office of the Elementary and Mass Education (DEME), Shillong and Directorate of Educational and Research and Training (DERT), Shillong. Data were collected from the 265 heads, 265 assistant teachers by means of the questionnaires and 13 retired teachers through the interview schedule.
- (ii) Relevant records, files, information, reports and statistic handbooks of Meghalaya published by Economics and Statistics Department as well as records and statistics available from the Church Headquarters were also consulted. Books written on the topic were also consulted.

8. COLLECTION OF DATA

After having made the copies of the tools, the next step for the investigator was to distribute them among the respondents. The investigator first proceeded to the Garo Hills District and distributed the questionnaires to the heads of the selected schools either personally or through messengers. Some of the questionnaires however, had to be mailed. Each respondent was provided with a stamped envelope for returning the questionnaire duly responded. After having distributed the questionnaires in the Garo Hills, the investigator distributed the questionnaires to the heads and assistant teachers of selected schools in the Khasi Hills and Jaintia Hills in the same way either personally or through messengers. Besides, in some cases questionnaires were sent by post. Stamped envelopes were sent to the respondents for returning of the questionnaires.

The respondents were requested in writing as well as through telephones and personal contacts to return the questionnaires as early as possible. They were also requested to feel free to respond to each question since their responses would be treated as confidential. The distribution of questionnaires took about three months' time and the investigator had to keep on reminding the respondents to return the questionnaires. In some cases questionnaires had to be supplied for the second time.

The data collection process, which included the administration of the aforesaid questionnaires and the interviews of selected 13 retired teachers required almost one year's time. Even with repeated requests and reminders, only 265 heads and 265 assistant teachers returned the questionnaires. Since it had already taken a long time and since non-receipt of questionnaires from 25 respondents did not affect the representativeness of the same, the investigator decided not to pursue the 25 respondents and analyzed the 265 questionnaires for the purpose of the study.

9. ANALYSIS OF DATA

Data collected through the questionnaires from 265 heads and 265 assistant teachers and the data collected through the interview schedule from 13 retired teachers were tabulated and analysed using simple descriptive statistics by the calculation of the percentages. Conclusion and findings were drawn after analyzing and discussing the data. While interpreting the data, the findings were compared with the findings of relevant early studies wherever necessary.

10. MAJOR FINDINGS OF THE STUDY

BACKGROUND

1. The study revealed the highest percentage of qualifications of the teachers was HSLC / SSLC (26.30%). However it was interesting to note that a small percentage of B.Ed. passed (15.09%) and M.Sc and M.Ed qualified (2.26%), were teaching in rural schools.

2. It was found that 91.69 per cent of managements in the sample comprising 11.69 per cent Deficit Schools, 61.13 per cent and 18.86 per cent were serving in rural areas.
3. The responses of assistant teachers revealed that the educational status of teachers was 46.79 percent trained and 53.20 percent untrained teachers.
4. 91.69 percent categories of management - deficit (11.69%) Private Aided (61.13%) and Private (18.86%) are situated in rural surrounding. It appears that the major beneficiaries are the weaker section of society.
5. The study found that the primary objectives of these schools as perceived by the heads were 'to meet the educational needs of people' (72.45%), 'to improve their standard of life' (61.88%) and to cater to the well being of the people (53.20%).
6. According to the assistant teachers, the primary objectives of the school were preparing youth for a career (73.96 %), promoting mission work (71.69 %) empowering people (70.56 %) uplifting the poor (69.25 %) providing basic and elementary education (61.54 %) and providing moral/spiritual development of the young (53.85 %).

RESOURCES OF THE SCHOOL

1. All the elementary schools (100 %) in the sample run by the Catholic Church possessed their own land and building.
2. It was found that all the schools (100%) in the Study operated in permanent school buildings and there were no thatched buildings in the sample. That is to say, that the permanent building included both concrete buildings and buildings with the roof having C.I. sheets (Assam Type).
3. It was revealed that in general, almost all schools provided the following basic facilities such as Blackboard, chalk and dusters ((90.95%), chairs and tables for teachers (90.96%), benches and desks for pupils (90.94%).

4. It was found that the following facilities such as room for the Head teachers (56.22%), office room (55.84%) , teachers' common room (51.69%, pupils' common room (96.60%), science laboratory (83.77%), auditorium (89.43%), library(83.77%), computer room(82.77%) and storeroom(75.03%) were not provided by majority of school.
5. The Study found that the majority of the sample schools made provision for classroom with adequate space (58.11%), proper ventilation and lighting (76.22%) and that classrooms (57.74%) were also made attractive with charts, pictures etc.
6. Regarding the provision of suitable and adequate books for reading it was found that 61.50 per cent of the schools did not provide this facility.
7. Most school in the sample did not provide modern facilities like radio (84.53%) and television 93.97%).
8. The Study found that the majority of schools 64.15%) provided playground.
9. It was also found that though playgrounds were provided 65.66 per cent were not sufficiently large.
10. It was found that (50.56 %) of the schools provided Boarding/Hostel facilities.
11. The benefits a child received by being in the boarding/hostel were better in academic opportunities (26.41%), preparation for life (32.83%), physical development (21.56%), intellectual development 15.84% and spiritual development 15.84%).
12. It was found that the preference in hostel admission was given to orphans (81.50 %), handicapped children (71.69 %), economically underprivileged (67.92 %) and children from far away places (47.54 %). It appears that the weakest and the socially and economically disadvantaged, therefore, were given due consideration.

13. It was found that majority of schools (76.23 %) provided drinking water. And 53.96 per cent provided sanitation. Provision of the following facilities were far from being adequate, first-aid (30.19 %), medial check-up (16.60 %) and sick room (10.56 %),
14. It was revealed that most of the schools (74.33%) provided adequate number of teachers while 25.67 per cent did not have adequate number of teachers. In some schools therefore teachers had the burden of extra workload.
15. In the case of 60 percent of the schools in the sample, the Governing Body of the schools gave appointments of teachers. These schools were deficit schools. In the case of private-aided or purely private schools appointment of teachers was done by the Headmaster who was also the administrator and financier of the school.

PARENT-TEACHER RELATIONSHIP

1. It was found that 57.36 per cent of the schools did not have a parent-teacher association (PTA).
2. It was revealed by 69.43% respondents that the parent-teacher association was found to be helpful in maintaining the school discipline.
3. In the opinion of the large majority (61.14%), the parent-teacher association played an important role in improving the quality of education in the schools.
4. There was a high degree (69.43%) of consultation by the parents with the teachers regarding the education of their children.
5. It was revealed by 67.17 per cent of the respondents that the teacher-parent meeting was held as and when required, which may be inferred that there was cooperation between teachers and parents.

STUDENT-TEACHER RELATIONSHIP

1. Responses of Assistant teachers indicated that a friendly relationship existed between students and teachers. 81.50 percent mentioned that they praised children when they did well.
2. 70.56 % of the teachers revealed that they instilled confidence in students when they failed.
3. Regarding interaction with students outside classrooms, it was found that 46.41 % interacted with the students always and 30.04 % interacted often.
4. It was found that teachers monitored the progress of children through class work (89.43 %), home work (85.66 %), weekly tests (46.16 %) and monthly tests (49.81 %).

FINANCE

1. It was found that the main source of income (67.56%) of deficit schools was Government Grant. The sources of income of Private-Aided schools were Government grants (53.20%), Church contribution (26.74%) and the rest came from fees, donations and other items. The total outlay (100%) of Private-unaided schools was borne by the Church.
2. The types of financial assistance received by the schools were Government grant-in-aids for salary of teachers (66.03%), non-recurring grants for buildings, (41.88%) furniture (33.96%). Besides, book grants, scholarships grants for students and library grants were sanctioned by the Government from time to time.
3. Regarding the preparation of the school budget, it was found that in 40 percent cases it was prepared by the managing committee, in 33.96 percent by the headmaster/headmistresses, in 17.74 percent by the office clerk
4. A large majority of the schools (75.09 %) did not have a reserve fund.

5. It was found that auditing of the schools in the sample was carried out by local auditors (15.47%), by internal auditors (14.71%) and by chartered accountants (12.84%)

WELFARE MEASURES

1. Majority of teachers (68.30%) pointed out that midday meal was provided in schools, thereby contributing to the implementation of the midday meal scheme at the lower primary level and greater retention of children in schools.
2. It was found that regarding free textbooks (84.52%) and uniforms (96.22%) and transport (98.86%) were not provided by the sample schools
3. It was found that a large majority (62%) provided opportunities for teachers to attend workshops, seminars, and orientation courses.
4. Regarding that deputation of teachers for the study found that 47.16 per cent of the heads sent their teachers for training.
5. A large majority (70.99%) of the respondents could not avail themselves of the opportunity to attend orientation programmes because of heavy work in the schools.
6. The study found that schools fostered creative talents of teachers in the teaching-learning activities. Majority (64.52%) of the teachers revealed that the school encouraged the use of innovative techniques in classroom teaching.
7. It was found that 76.98% of heads took their teacher into confidence in dealing with important matters.
8. With regard to salary, the study found that the majority of assistant teachers (59.24%) were not satisfied with their salary. In majority of the schools (61.88%) payment was regularly made every month. The mode of payment was mostly cash (84.15%).

9. It was found that 52.07 per cent of schools provided annual increment to teachers. In large majority of cases (74.33 %) teachers were not provided house rent allowance and 74.47 did not enjoy medical allowances.
10. The facilities of provident fund (9.43%) and gratuity (7.54%) were provided by very few schools. In almost all cases (96.98%), the facility for pension was not provided except in the case 3.01 percent schools were found to provide pension benefit.
11. With regard to leave benefits, a large majority (72.45%) provided casual leave and majority (55.09%) provided maternity leave. Other leave benefits such as medical leave, maternity leave and commuted leave were not provided by almost of all schools.

MANAGEMENT

1. It was found that in almost all the schools (94.71 %), a duly constituted managing committee was in operation.
2. 84.90 per cent of the schools in the sample revealed that the managing committees were of three years' duration.
3. The study found that 87.16 per cent respondents revealed that Managing Committee included representatives of both teachers and parents.
4. Regarding Parents' representatives in the Managing Committee, 87.16 per cent respondents revealed that parents were included. Parents were thus enabled to exercise their primary and undeniable right and duty for educating their children.
5. The meeting of the Managing Committee was held regularly (63.77%) and the Minutes Books (76.98 %) were maintained.
6. The responses from the head teachers (87.16%) showed that the Managing Committee had great influence in framing school policies and played an active part (78.49 %) in maintaining the academic quality of the school.



7. The managing Committee also rendered assistance to the school through co-operation (63.01%), guidance 52.07%, consultancy 43.39% and finance 29.05%).
8. It was found that the majority of schools maintained the following requisites:

(a) Students' Attendance Register	96.60 %
(b) Teachers' Attendance Register	92.07 %
(c) Admission Register	84.90 %
(d) Students' Marks Register	75.84 %
(e) Teachers' Acquaintance Register	56.98 %
(f) Transfer Register	55.84 %
(g) Account Books	51.69 %
(h) Teachers' Service Book	37.73 %
(i) Proceeding Register for guardians' meeting	34.71%
(j) Scheme of Work Book	19.24 %
(k) Student Conduct Register	23.39%
9. The teachers (82.26 %) felt that the management of the schools was democratic.

PROCESS

1. Strategic planning is essential for achieving objectives. It was revealed that majority of schools (62.64 %) had long term and short term plans for sustained development of the schools.
2. The study revealed that admission procedure in Catholic schools was on first-come-first-serve basis (44.75 %) and interview (35.60 %). Depending on the situation other considerations were also given as and when necessary.
3. The study found that admission (91.69 %) in Catholic schools was open to all.
4. In majority of schools (51.69 %), children were admitted at the age of four though in some cases (26.41 %) they were taken at the age of three and even five (21.88 %).

5. The study found that a large majority (75.84 %) of head teachers were of the opinion that the school uniform was of great benefits to the students.
6. The views of the respondents regarding the benefits of having uniforms in schools were the following:-
 - (a) The school uniform promoted a sense of equality between the rich and the poor students. (78.49 %)
 - (b) It generated a sense of identity in students. (65.28 %)
 - (c) It encouraged cleanliness and neatness. (67.92 %)
 - (d) It prevented misbehavior on the part of students or misbehaviors towards them. (49.05 %)

CURRICULUM

1. It was found that the majority (57.73 %) of the respondents were of the opinion that the Board of Elementary Education developed the curriculum. In actual practice the Education Department of the Government Of Meghalaya has currently entrusted this responsibility to the Directorate of Education Research and Training (DERT).
2. The study found that the majority of head teachers (64.52%) were satisfied with the present curriculum. The same question was asked to the assistant teachers and 73.96 per cent of them indicated that were satisfied with the curriculum.
3. The reasons given for dissatisfaction included: (i) the curriculum did not cater to the needs of the pupils (11.69%). (ii) It was too bookish (13.56%) and theoretical (12.83 %). (iii) It was too heavy (13.58%). Such a curriculum may place too much burden on the young minds and does not allow children to enjoy their childhood and benefit from the normal pace of physical and psychological growth.

4. It was found that almost all schools (97.35 %) provided religious/moral education for their pupils. This indicates that one of the chief characteristics of Catholic school education is a diligent teaching of its values to catholic students and education in moral values to students of all other communities.
5. The view of the heads was sought on the importance of religious/moral education. 97.73 percent expressed that religious/moral education was very important in the life of the children.

Education helps to draw out the ethical dimension in the child. According to Dr. Radhakrishnan ‘...Man is here to be honest, to be decent, and to be good. Whether you get a prize post or not, it is open to you to be useful to your fellows and to work for truth, not because you hope to win, but because your cause is just’.

6. It has been found that almost all schools (95.09%) have included SUPW (Socially Useful Productive Work) and majority (72.07%) has included Work Experience (WE) in the syllabus. 24.52 per cent schools taught craft and only 16.60 per cent of schools provided computer education.
7. Most respondents (89.81%) pointed out that schools did not provide vocational training at elementary stage. However, it may be mentioned that the catholic missionaries were the pioneers of vocational training. As far back as 1907, they saw the danger of producing an ever-increasing number of educated youth at that time and took measure to address this need. Vocational training was provided to youngsters in trade schools (printing, carpentry, shoe making, smithy) in Shillong. Skills in agriculture were imparted to the youth.
8. The present ‘Don Bosco Technical School’ of Shillong has developed from the trade school that began in 1907. This is a unique technical institution not only in Meghalaya but also in the whole of the North Eastern Region. A similar technical school was set up in Gauhati in 1969.
9. With regard to the medium of instruction, it was found that 86.03 percent imparted elementary education in the mother tongue.

10. The study found 55.84 per cent of assistant teachers opined that the workload of teachers was heavy. In addition to class-room teaching, they were also involved in framing the time-table (83.77%), planning the school work (67.18%), examination duties (80 %), library duties 28.67 %), co-curricular activities (59.24 %) maintaining order and discipline (99.22 %) and in the parent-teacher association (PTA 72.07%) . The inadequate number of teachers (25.67% shortage) in the schools might have been responsible for the workload being heavy.
11. With regard to the methods of teaching, it was found that the most used was the question-answer method (84.52 %) the play-way method (69.05 %), the textbook method (64.15 %), the lecture method 51.32 % and the discussion method (48.67 %).
12. It was found that teaching aids were used by a vast majority of teachers (86.03%) who had also opined that the use of teaching aids made the teaching-learning process more effective.

CO-CURRICULAR ACTIVITIES

1. In the Lower Primary Stage, the following co-curricular activities were largely organized for Art activities like drawing, colouring and painting (71.69 %) singing competition (66.41%), dance competition (54.33 %) and recitation (40.75 %).
2. At the Upper Primary Stage, the following co-curricular activities were organized quiz (50.56%), and essay writing (40.37%). Others were team system (30.18%), debate (25.28%)and extempore speech (14.52%).
3. Majority of schools having been set up in rural areas, games and sports like jumping (76.77%), tug of war (49.81%) and cock fight (24.15%) were organized. Other games were also organized like basketball 31.32%), cricket (30.56%), volleyball (16.60%) and badminton 10.94%).
4. Physical education was not provided in most school (88.30 %) and no physical instructor was provided. However, it was found that respective class

teachers organized physical exercises such as drill (88.30%), parade (64.52%), gymnastics 2.26%) and others (9.38%).

5. It was found that the following co-curricular activities were not popular among rural schools of they were not feasible. They were organized only to a small extent, like Boy- scouts (11.69%), Girl-guides (10.18%), NCC (2.64%) and Bull-bull (1.50%),
6. The study revealed that creative expression at the upper primary stage consisted of singing (80%), dance (63.01%), painting (56.22%) and competition in essay writing (41.13%), extempore speech (33.20%) dramatization (29.43%), debates (22.26%), and recitation (4.15%).
7. The schools (61.50%) were also found to participate in inter-school and interstate sports.

SUPERVISION

1. It was found that the majority of heads (59.24%) made a daily round of the classes. 26.03 per cent revealed that occasional visits to the classes were also made due to specific needs.
2. Inspection by the Inspector of Schools was not regular (77.73%) and it was gathered that the schools were not inspected for many years.
3. It was found that whenever inspection by the Inspector of schools was undertaken the following areas were examined: academic achievement (23.77%) of the students, infrastructure facilities (23.77%) and effectiveness of the administration 27.16%).
4. The study found that in order to improve the examination system, the examination paper included a combination of objective type questions, short answer questions and essay type question (69.81%). The short answer type was also used (51.32%). The least popular was the essay type question. (34.33%).

5. A large majority of schools carried out the final assessment of students' achievement on the basis of their performance in the annual examination (82.26 %) and the half yearly examination (77.35%). In some schools monthly tests and quarterly examinations were also made use of in evaluating the performance of students.
6. It was found that attainment of pass marks was the condition for promotion to higher classes (67.92%).

CONTRIBUTION OF THE CATHOLIC SCHOOLS

The respondents had indicated the contributions of the school to the development of elementary education. The most common ones are listed below:

1.	Raising the literacy rate in the state	69.43%
2.	Improving the standard of life of the people	69.43%
3.	Helping to make 'primary education for all' available	63.39%
4.	Uplifting the poor	78.49%
5.	Producing leaders for society	72.83%
6.	Producing enlightened citizens	79.62%
7.	Preparing professionals like teachers, doctors, lawyers, social workers and others.	79.62%

PROBLEMS OF THE SCHOOL ADMINISTRATION

Regarding problems of the school administration 79.24% heads revealed that 'lack of funds' as the biggest problem. Other serious problems were uneducated parents (75.09%) and lack of trained teachers (56.60%). It was also found that non-cooperation of parents (24.90%), indiscipline (10.56%) and non-cooperation of teachers (5.66%) were problems faced by the schools.

STRENGTHS OF THE SCHOOLS

The strengths of the Catholic Schools as revealed from the present study are given below:

1. ***Contribution to the development of the people:*** The majority (68.76%) of the respondents had revealed that contribution to the development of the people was the strength of the schools. The education that these schools provided had prepared the people to cope with the changes that took place after Independence. The development in free India would have remained outside the reach of the people of State and the Region if were it not for the education imparted to young people by the Church.
2. ***Teachers acting as resource persons:*** In the opinion of head teachers (52.07%) the schools had produced teachers who served as resource persons, in their respective localities and willing to insert themselves into the life of the people. They had produced numerous social and political leaders who have become agents of change and transformation of their people. The excellence demanded in these institutions and the leadership qualities fostered in them have empowered them to take their place in society.
3. ***Popularity of the Schools for the good education they impart:*** It was found that 63.39 per cent of the respondents had revealed that the Catholic schools were widely known for their popularity. The quality of these educational institutions was borne out by their considerable reputation.
4. ***Involvement in Literacy activities in rural areas:*** The study found that 91.69 per cent of catholic elementary educational institutions were in rural Meghalaya. It may be pointed out that 55 per cent of Catholic educational establishments in the entire country were situated in villages.¹ Apart from increasing literacy in the State these schools were also the nurseries for the

¹ Arch. Menampampil, T., Catholic Church and the Church's Concern for the Marginalized, 2006, 27.

number of young boys and girls pursuing higher studies in local universities and outside the region.²

5. ***Availability of school facilities for the community.*** 55.84 per cent of the respondents had revealed that the school facilities were made available for use to the community.
6. ***Hostel/boarding facilities:*** 50.56 of the respondents had revealed that hostel/boarding facilities were provided. It has also been the Church's policy from the beginning to attach a boarding to a school.
7. ***Resource Centres of Training:*** It was found that 76.60 per cent of the school heads had revealed that the schools were resource centers of training to all categories of people. It has been seen that the enlightenment the people have received in these institutions has taught the people to assert themselves. They are able to understand their role in the present day society. They are able to see, weigh and act in order to express their demands for what is their just due in development and social justice.
8. ***Preserving one's identity:*** As perceived by the respondents (62.64%) the education received in these schools has aroused in the young a sense of their identity. Amidst all the social pressures and changes, the education they have received has made them keenly aware of their unique identity.
9. ***Commitment:*** It was found from the records maintained by the Church and some relevant books that the missionaries were committed to the people and their uplift. They could do it because of their selfless dedication. In the words of Gandhi, 'The first thing needful is sufficient number of self-sacrificing people who would devote themselves to educational work as a labour of love'. The Church had people of this caliber who were qualified and ready to render academic education in all levels, to all people, in good conditions and in difficult conditions.

² Report of 27th General Body Meeting of Catholic Bishops' Conference of India (CBCI) February 2006.

10. Involvement in literacy activities in villages. 76.60 per cent respondents revealed that literacy activities of the Catholic Church has contributed to the rise in the literacy rate in the State. Retired teachers revealed that the literacy rates in their localities at the time of the establishments of the schools were between 10 percent and 40 percent and that presently the literacy rates ranged between 50 per cent and 95 per cent depending on the location.

UNIQUE FEATURES

The Study revealed Catholic elementary schools the following unique features:

1. **Religious/Moral Education:** An outstanding feature of education in Catholic educational institutions is religious/moral education. Without the development of spiritual intelligence the all round development of the individual cannot be achieved. On the part of parents 97.93 per cent of them favoured this aspect of education in schools. This appears to be unique about the Catholic-run Elementary schools.
2. **Hostel/Boarding:** From the very beginning hostels/boardings have been attached to Catholic mission centers and they have rendered an immense service for the education and the formation of future leaders. These institutions were run on charitable bases with no profit motive. ‘...The Roman Catholic Mission started Boarding-cum-Orphanage convents which no other missions had attended to before’. In the absence of road links and transport facilities in villages, the only way to enable the young to continue education was to open boarding facilities for them.
3. **Missionary Commitment:** A Missionary commitment is one of the hallmarks of the Catholic Church. Religious personnel who voluntarily and freely committed their lives to the uplift and development of peoples have animated the Catholic educational institutions. This was found to be a unique feature of these schools.

4. **Technical Schools:** In order to help educated youth gain employment a trade school was started as early as 1907. This trade school today has become the Don Bosco Technical School, a unique institution of its kind not only in the Northeast but also in the whole of India. Later another technical school was opened at Maligoan (1969) 10 km from Guwahati.
5. **No thatched buildings:** According to the responses of the retired teachers 23.07 per cent of the original buildings were thatches. Since their inception, the schools had developed the infrastructure so that it was found that all schools (100%) in the sample conducted the education in concrete buildings.
6. **Rural Education:** 91.69 per cent of the Catholic-run elementary schools have been set up in rural areas, thereby playing an important role in promoting education in rural areas.
7. **Pursuit of Excellence:** It may be pointed out that consistently good academic performance was found to be a unique feature of the schools under study.
8. **Discipline:** One of the primary reasons for the parents and guardians both from the rural and urban areas for preferring to admit their wards in a Catholic-run Educational institution is the superior discipline that is prevalent in these institutions.

WEAKNESSES

In spite of the many positive aspects, there are weaknesses which should be attended to. These include

1. Improvement of the professional qualification of teachers needed to be addressed. As per the response of assistant teachers 53.20 percent of teachers at primary level were not trained.
2. Though the management paid the teachers regularly, the responses (59.24%) indicated that they were not satisfied with their salary, implying that the salary paid to the teachers should be enhanced.

3. Facilities like separate room for the head teacher, office-room and teachers' common room were provided by a number of schools while a vast majority 77.96 % did not provide requisite rooms like pupils' common-room, Science Laboratory, Library, Computer room and store-room.
4. In some cases, more classrooms and more teachers were needed.
5. Though the majority of schools (64.15 %) were provided with playgrounds, they needed to be adequately developed. Other infrastructure aspects that needed to be developed included sanitation and adequately spacious classrooms.
6. Provident fund, gratuity and pension benefits were not adequately provided by the majority of schools.
7. Suitable and adequate books were not provided.
8. 75.09 per cent of the schools did not have reserve fund.
9. It was found that there were fewer incentives for teachers, like medical allowances, house-rent allowances, etc.

11. SUGGESTIONS

On the basis of the findings of the study the following suggestions are offered for improvement of elementary education in the Catholic schools:

1. Having numerous elementary schools under its jurisdiction, the Church may undertake at this point of time an evaluation and critique of its educational activities particularly at the elementary level, which is the base of the entire education edifice.
2. Much has been done. However there is the need for forward planning for the work that still remains to be done.

3. Another area that needs to be mentioned is the quality of teaching in some of the primary schools under the auspices of the Church throughout the State.
4. Efforts may be made by the schools to send teachers for in-service training to help them keep abreast of the latest development in the methodology of teaching. Sustained professional growth of the teachers can be ensured only through in-service trainings.
5. Steps must be taken to ensure that on the completion of elementary education, children have acquired the competencies and the skills to live a decent human life in this fast changing global world.
6. The standard of teaching needs to be improved. Arrangements may be made for getting the teachers trained.
7. Efforts should be made by the Government to reorganize the pre-service training programme as well as the system of recruiting teachers in such a way that regular appointment is given only the successful completion of the pre-service training. Only the trained teachers may be recruited from now onwards so as to reduce the backlog of untrained teachers.
8. Government also should bear responsibility in quality improvement by extending adequate financial assistance to all private-aided schools and bring the private schools under the purview of its financial plan. This would be beneficial to all, as it would enable the Church to use its resources for the uplift of the poor and underprivileged particularly in rural areas. We cannot forget that 'India lives in its villages'.
9. The Government may ensure release of the salary of teachers in Government and deficit schools while the pay of teachers in time. It is justice that should not be delayed. School managements should introduce time scale of pay for the teachers working in private-unaided schools.

10. Schools with inadequate number of teachers must make arrangements for recruiting more teachers.
11. Workload of teachers should be equally distributed. The number of periods to be taken by teachers per week should be uniform in all schools. The inspectorate may prescribe the total number of periods to be taken by the teachers per week.
12. Study leave facilities should be extended liberally to teachers who wish to pursue higher studies. Teachers may also be encouraged to undertake various courses under open learning system so as to equip themselves better.
13. The inspectorate may ensure regular inspection of the schools. The inspection should include both the administrative and academic activities of the schools.
14. The school curriculum should be revised from time to time, at least once in five years. The school board may do the needful in this regard..
15. Communitization must be part and parcel of the education policy in which the community is facilitated to share responsibility for the education of its members as well as the beneficiary of the education its members received.
16. The schools should reach out to the community in the neighbourhood with beneficial activities, like literacy programmes, non-formal education, balwadis, street plays and activities leading to removal of difficulties in getting essential needs fulfilled
17. Unaided private schools may be elevated to the status of Government deficit schools by the State Government on a phased basis .
18. If Education for All (EFA) and Universal Elementary Education (UEE) are to become a reality, there is need for community participation all the way.

19. If India lives in its villages, there is needed to build more schools and provide infrastructure facilities for them. There is therefore, the need for networking with other agents of education.
20. Special attention must be given to the education of the weakest, socially and economically disadvantaged, all those who are victims of new forms of poverty. 'India's main problem of inequality is not in income but education'.
(Swaminathan Anklesaria Aiyar)
21. More centers for the training of retarded children and those in need of special attention are required. It will be of great benefit to our entire population if the Government comes in with more substantial assistance to the already existing centers.
22. Steps should be taken for inclusive education to provide opportunities for children with disabilities to join the main stream of education.

12. **SUGGESTIONS FOR FUTURE RESEARCHERS**

1. The present investigator conducted the study on the elementary schools run by the Catholic Church in Meghalaya. Similar studies may be undertaken on the elementary schools run by other missionaries and non-missionary bodies.
2. Again studies maybe undertaken on the secondary schools run by the Catholic Church as well as other organizations in the State.
3. Some other topics that could be undertaken by other researchers are given below:
 - (a) A study of the pre-vocational/vocational courses in the elementary education programme in Meghalaya.
 - (b) A study on the problems of education of the girl students at the elementary level in Meghalaya.

- (c) Investigation into the problems of Wastage and Stagnation at the Elementary school levels in Meghalaya.
- (d) A study of the socio-economic problems of elementary school teachers in Meghalaya

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ROLE OF THE CATHOLIC CHURCH IN
ELEMENTARY EDUCATION
IN MEGHALAYA

BY
BIOLA SHADAP

SUBMITTED IN FULFILMENT OF THE REQUIREMENT
OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN
EDUCATION

DEPARTMENT OF EDUCATION
NORTH EASTERN HILL UNIVERSITY
SHILLONG
2006

NORTH EASTERN HILL UNIVERSITY

SEPTEMBER, 2006

DECLARATION

I, Biola Shadap, hereby declare that the subject matter of this thesis entitled 'Role of the Catholic Church in Elementary Education in Meghalaya' is the record of the work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge, to any body else and that the thesis has not been submitted by me for any research degree in any other university.

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



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Shillong

Dated 27th September 2006



(Biola Shadap)

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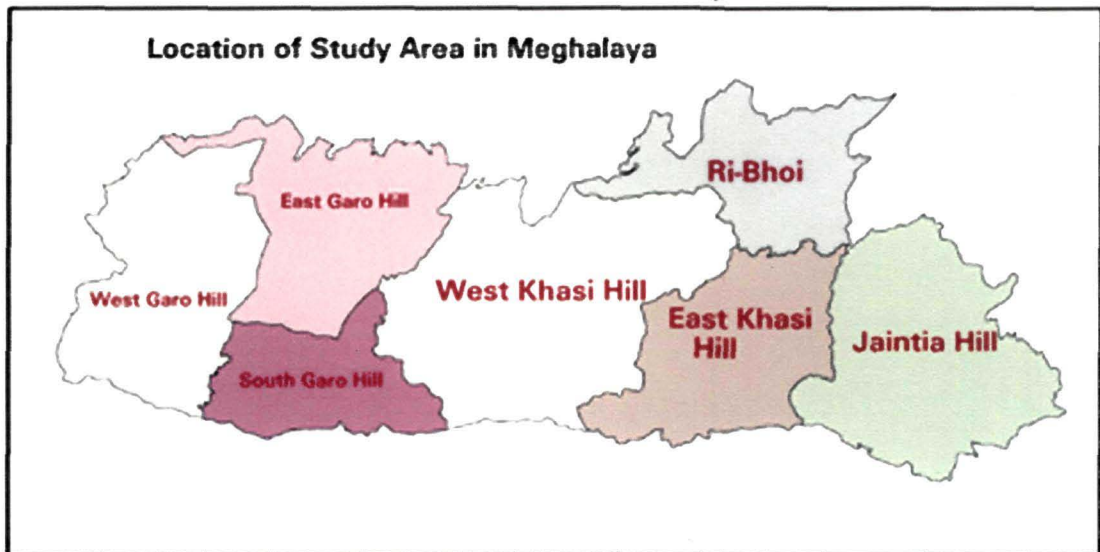
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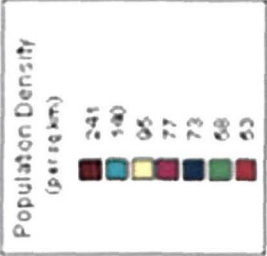
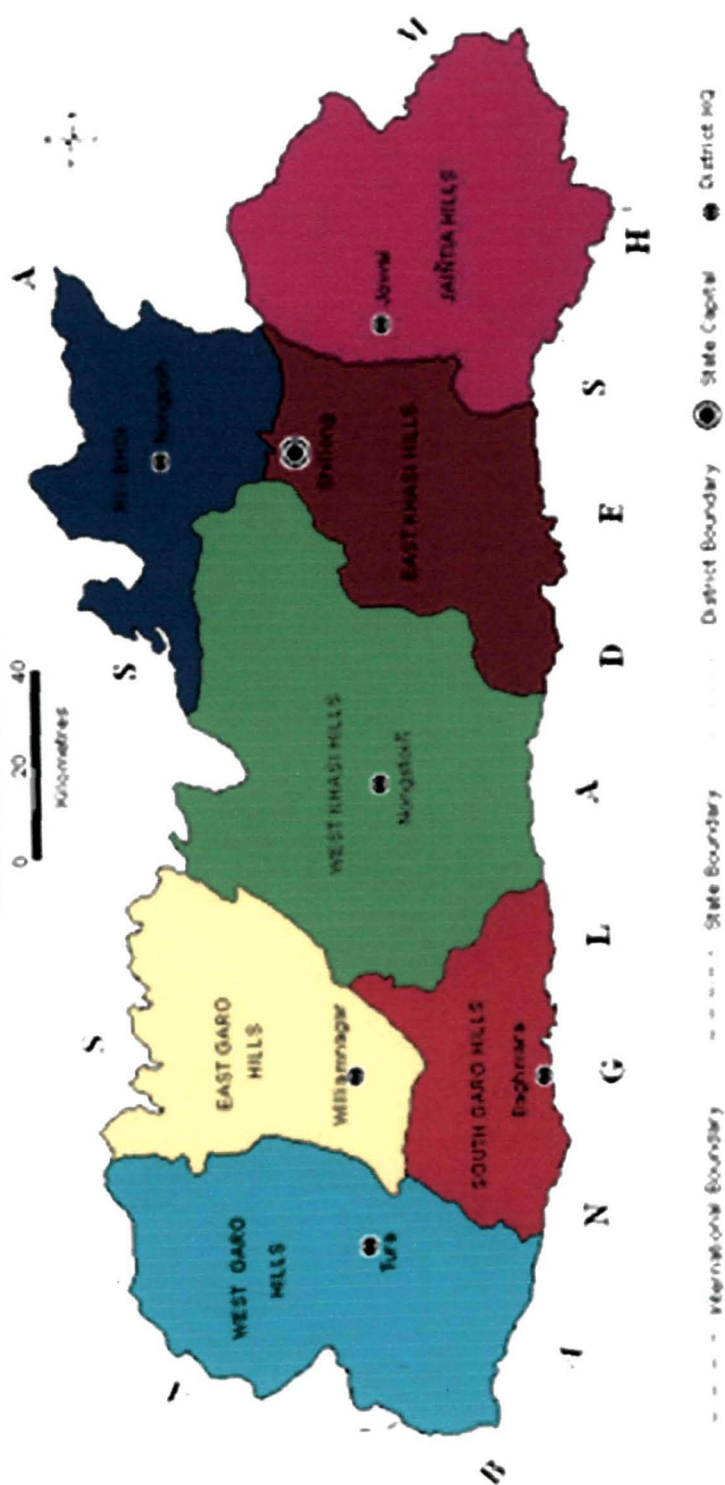
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MEGHALAYA

0 20 40
Kilometres



--- International Boundary
- - - State Boundary
- - - District Boundary
● State Capital
● District HQ

MEGHALAYA



- International Boundary
- State Boundary
- - - - - District Boundary
- State Capital
- District HQ

CHAPTER I
INTRODUCTION

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INTRODUCTION

1.1 GENERAL PROFILE Of MEGHALAYA

At the outset a general profile of the State of Meghalaya is considered necessary to be given in view of the fact that such a profile would throw light on the background of the study and thereby give a theoretical orientation to the problem under study.

1.1.1 Historical Perspective

“Meghalaya”, (a Sanskrit name christened by Dr. S. K. Chatterjee) as the name itself indicates is ‘the abode of clouds’ sculptured out of the Khasi, Jaintia and Garo range of hills emerged as a full – fledged State under the North Eastern Areas (Reorganisation) Act, 1971 with Shillong as its capital on January 21, 1972. It is the land where rainfall is the heaviest on earth in which the town famously known as Cherrapunjee in East Khasi Hills District is the wettest place on earth with the highest average annual rainfall of 12,000 millimeters (Directorate of Economics & Statistics).

The creation of Meghalaya, initially as an Autonomous State in April 2, 1970 within the composite state of Assam, and later as a full-fledged State, was the culmination of a long political struggle brought about by the declared need and aspirations of the predominantly tribal people of the then United Khasi and Jaintia Hills and Garo Hills Districts, “to develop according to their own genius”.

1.1.2 Geographical Features:- The Land, Area and Location

The State has an area of 22,429 Sq. Kms. and the plateau of the Khasi, Jaintia and Garo Hills is strategically located in the North Eastern Region of the country. Tucked away in one corner of the country, Meghalaya lies between the Latitudes 20° 1’ and 26° 5’ North and of 85°49’ and 92° 52’ East Longitudes (DIPR, 2004). It is one of the smallest among the Seven States in the North East, and one of the most beautiful states in the country made picturesque by many hills, dales, waterfalls and

steams. It extends for about 300 kilometres in length and about 100 kilometres in breadth. It is bounded on the North by Goalpara, Kamrup and Nowgong districts, on the East by Karbi Anglong and North Cachar Hills districts, all of Assam, and on the South and West by Bangladesh. The length of this International boundary with Bangladesh is about 496 kilometres. The altitude varies in the Hills from 300 meters to 2000 meters above Mean Sea Level (MSL). Its capital Shillong that derives its name from the manifestation of the creator called 'Lei Shyllong' is located at an altitude of 1,496 meters (MSL) and enjoys a bracing climate throughout the year.

1.1.3 Climate and Vegetation

Meghalaya is blessed with a bracing climate, abundant rainfall, virgin forests, high plateaus, tumbling waterfalls and clear limpid rivers. The Khasi and Jaintia Hills enjoy a uniquely pleasant climate compared to the Garo Hills where the climate is warm and humid except during the winter months. A cloudless Meghalaya sky is a rare sight with Sohra (Cherrapunjee) and Mawsynram lying in the southern parts of the plateau receiving an annual rainfall of about 14,000 mm which is the highest amount of rainfall in the world. But Shillong is located at distance of about fifty kilometers from Sohra receives an average of 2200 mm of rainfall annually.

One can find a unique array of vegetation ranging from tropical and sub-tropical to temperate or near temperate type of vegetation in the state. Besides the varied and colourful orchids with as many as 325 varieties, the hill-slopes and meadows and jungles of the state is also the natural habitat of one of the rare botanical wonders, the Pitcher Plant. It is now a common feature to see families taking up flower gardening and horticulture as one of their hobbies if not an added source of income to the family. Medicinal plants are also found in abundance in the state; in fact a Meghalaya section has been set up recently in Rashtrapati Bhavan where herb saplings from the state have been planted. Unique to this place is the existence of sacred-groves or "Law Lyngdoh" where from time immemorial, these special forests have been left intact as they are linked with religious beliefs and myths. These groves are a home to a variety of plant-life found nowhere else. One such sacred-grove is situated at Mawphlang about 25 kilometers from Shillong.

1.1.4 Demographic features - The People

These hills are inhabited by the three main tribes the Khasis, the Pnars and the A.chiks (Garos), all of Mongoloid stock who are well known for their unique matrilineal and matriarchal family status.

In fact the inhabitants of Meghalaya can be broadly divided into the following:

1. The Pnars of Jaintia inhabiting on the east,
2. The Bhois inhabiting on the north,
3. The Wars inhabiting on the south,
4. The Lyngngams inhabiting on the west,
5. The Khyntriams inhabiting the highland – middle portion, and
6. The A.chiks inhabiting on the west

Besides these, there are other communities, like the Bengalese, Assamese, Nepalese, Manipuri, Biharis, Punjabis, etc. who are mostly confined in the urban areas. Other tribal societies that settle here are the Mizos, Nagas, Rabhas, Koch, Hajongs, Mikirs, Lalungs, Boros, etc.

The indigenous people of the Khasi and Jaintia Hills that is the Khasis, the Pnars, the Bhois and the Wars are similar to each other, having more or less the same language with very little variations, common ethnicity and more or less common mythology. Whereas, those of the Garo Hills both their language and culture is totally different, but they are similar in the sense that all these clans traced their origin to their mother's title which make them matrilineal and matriarchal societies. The Khasi society is divided into clans or "Kurs" and marriage within a clan is taboo. The A.chik society is divided into three major clans or "chachis", which are further sub-divided into a number of lineage called "Machongs" and the dominant machong in a village selects its 'Nokma' or headman.

1.1.5 Population

Meghalaya has a total population of 23, 18, 822 (Census 2001), of which 11, 76,087 are males and 11, 42,735 are females, with a density of 103 per square kilometer. Out of the total population of Meghalaya, the Scheduled Tribes constitute 85.94 %, altogether totaling 19, 92,862 and the Scheduled Castes and others 14.6 % that is, 11,139. Other than the three major tribes, the State is also the home of various minor tribes like the Rabhas, Koch, and Hajongs having their own linguistic and cultural identities.

1.1.6 Economy

Meghalaya has abundant but untapped natural resources including coal, limestone, gypsum, kaolin, feldspar, quartz, mica, bauxite and other minerals. Meghalaya has no heavy industries; small scale industries include cement, plywood and beverage factories with agriculture as the dominant economic activity.

Agriculture is the mainstay of the people of the state. Agriculture gives the people of the State subsistence level income as they are still with traditional and primitive practices. The hilly terrain of Meghalaya does not permit mechanized cultivation and settled cultivation by terracing the hill-slopes, covers only a small percentage of the area under cultivation. About 80% of the population of the state depends on agriculture for their livelihood. According to the statistics released by the Directorate of Economics and Statistics, GOM, 2001-02 the contribution of Agriculture towards the state economy is 22.78 p.c. in 1993-94 though it slightly decreased to 22.32 p.c. in 2000-01. In the hilly regions of the state, shifting cultivation or 'Jhum' cultivation or the slash and burn method is still widespread. Some of crops cultivated in the region are rice, pepper, short staple cotton, maize, wheat, pulses, and cash crops like potatoes, turmeric, oilseeds, tapioca, areca-nut, and a variety of other crops.

Devoid of cheap transport communication infrastructure, the state is politically connected only through the state of Assam with the rest of India. As such, road communications has become the life-line of the state. In-spite of these handicaps, nature has beautifully endowed the area with mineral wealth and wonderful scenery of green vegetation ranging from sub-tropical to tropical and temperate forests and

enchanting waterfalls. It is a storehouse of vast natural resources such as minerals, agricultural and forest products, and surplus hydel power.

1.1.7 General Administration

In Meghalaya, the Secretariat of the State Government is the apex of general administration in the state after which comes the various Directorates each with the designated head of either the Director, the Commissioner, the Registrar or by any other designation. At the base or the ground level is the District Administration. These different levels of administration are responsible for the general administration in the State within the areas and subjects assigned to them by law or by orders of the State Government.

1.1.8 Administrative Structure

The basic unit of administration in Meghalaya is the District. Initially when the state came into being in 1972, there were only two Districts in the State, namely, the erstwhile United Khasi & Jaintia Hills District and the Garo Hills District, with the headquarters at Shillong and Tura respectively. These two districts were detached from Assam by the Assam Re-organisation (Meghalaya) Act 1969 to become the territories of the new State of Meghalaya. The District of United Khasi and Jaintia Hills was created by the British when they first conquered the Khasi and Jaintia Hills in a protracted war which lasted for over four years from 1829 to 1835, with Cherrapunjee (Sohra) as their headquarter before they shifted to Shillong in 1864 after the Jaintias were subdued in 1863. Similarly was the case with Garo Hills District, when formal administration was introduced by the Garo Hills Act 1869 only after the British subdued them and Tura was made the District Headquarter.

Over the years the Government of Meghalaya created new Districts. The United Khasi and Jaintia Hills District was bifurcated and a separate Jaintia Hills District was created and inaugurated at Jowai on 22nd of February 1972. At present, there are seven districts as shown below:

Table 1.1 Name of the Districts and their Headquarters

District	Headquarter	Date commissioned
East Khasi Hills	Shillong	28.10.1976
West Khasi Hills	Nongstoin	28.10.1976
Jaintia Hills	Jowai	22.02.1972
West Garo Hills	Tura	22.10.1976
East Garo Hills	Williamnagar	22.10.1976
South Garo Hills	Baghmara	18.06.1992
Ri Bhoi	Nongpoh	04.06.1992

1.1.9 District Administration

The Head of the District in Meghalaya is the Deputy Commissioner (DC) and as the Administrative Head of the District, he has his office in the District Headquarters. The District has within it the Sub-Division and an Administrative Unit with the Sub-Divisional Officer (SDO) as the administrative head of the Civil Sub-Division. For Rural Development purposes the District is organized into Community Development Blocks though not a unit of general administration has now come to be considered as such for all practical purposes.

Another aspect of District administration in Meghalaya is the District Council. At present there are three Autonomous District Councils – the Khasi Hills Autonomous District Council, the Jaintia Hills Autonomous District Council, and the Garo Hills Autonomous District Council with 29 elected members each and one member nominated by the Governor. The District Councils have three wings – the Legislative, the Executive, and the Judiciary.

In 1869, a subdivision known as Jowai subdivision was created which comprised the hills portion of the then Jaintia state making it the second subdivision after the Shillong subdivision. Originally with two Districts and three Sub-divisions, and 24 Development Blocks, at present, there are seven Administrative Districts, eight Civil Sub-divisions and 39 Community Rural Development Blocks, 5780 villages, 16 small Towns and the Shillong Urban Conglomeration in the State. It may be noted that the

Government of Meghalaya had issued a Notification No.GAD-141/99/19, dated 12.1.2001 stating that the Boundaries, Police Stations, Development Blocks, etc., within the state of Meghalaya stand frozen with effect from 1.1.2000 as such, during the Census of India 2001, there were seven Districts, eight Sub-Divisions, and only 32 Community Development Blocks in the state whereas presently (2004) these C.D. Blocks have increased to 39 in the state as can be seen in the following Table 1.3 below.

Table 1.2 Administrative Divisions of the State

District	Headquarter	No. of BRC	No. of CRC	No. of Sub-division	No. of villages	No. of Towns	No. of Comm. Dev. Blocks
East Khasi Hills	Shillong	9	45	1	899	8	8
West Garo Hills	Tura	9	45	2	1481	1	8
Jaintia Hills	Jowai	5	50	2	465	1	5
West Khasi Hills	Nongstoin	6	35	2	914	2	6
East Garo Hills	Williamnagar	6	25	1	856	2	5
Ri Bhoi	Nongpoh	3	30	-	570	1	3
South Garo Hills	Baghmara	4	20	-	595	1	4
Total	-	42	250	8	5780	16	39

Source: Department of Economics & Statistics GOM, 2001

The Districts are further grouped into two Divisions.

1. The Khasi and Jaintia Hills Division
2. The Garo Hills Division

Each of the Division is under the charge of a separate Commissioner of Division.

Table 1.3 List of administrative Divisions of the State

Sl. No	Name of Districts	Name of Civil Subdivisions	Name of Towns	Name of Community Rural Development Blocks
1.	Jaintia Hills	1. Amlarem 2. Khliehriat	1. Jowai	1. Thadlaskein 2. Laskein 3. Khliehriat 4. Amlarem 5. Saipung
2.	East Khasi Hills	1. Sohra	1. Cherrapunjee 2. Madanrting 3. Mawlai 4. Nongmynsong 5. Nongthymmai 6. Pynthorumkhrah 7. Shillong Municipality 8. Shillong Cantonment	1. Shella Bholaganj 2. Mawphlang 3. Myllem 4. Mawryngkneng 5. Mawkynrew 6. Mawsynram 7. Pynursla 8. Khatarshnong Laitkroh
3.	West Khasi Hills	1. Mairang 2. Mawkyrwat	1. Mairang 2. Nongstoin	1. Mairang 2. Nongstoin 3. Mawshynrut 4. Ranikor 5. Mawkyrwat 6. Mawthadraishan
4.	East Garo Hills	1. ResuBelpara	1. ResuBelpara 2. Williamnagar	1. ResuBelpara 2. Samanda 3. Dambo Rongjeng 4. Songsak 5. Kharkutta
5.	West Garo Hills	1. Dadenggiri 2. Ampati	1. Tura	1. Selsella 2. Dadenggiri 3. Tikrikilla 4. Rongram 5. Betasing 6. Zigzak 7. Dalu 8. Gambagre
6.	South Garo Hills	Nil	1. Baghmara	1. Baghmara 2. Chokpot 3. Rongara 4. Gasuapara
7.	Ri Bhoi	Nil	1. Nongpoh	1. Umling 2. Umsning 3. Jirang

Source: Department of Economics & Statistics GOM, 2001

Language

The main languages spoken by the majority of the population in Meghalaya are Khasi and Garo with English as the official language of the State. The different tribes and communities communicate with each other through English, Hindi and some tribal dialects. Besides these, Bengali, Assamese, and Nepali languages are used commonly. The medium of instruction in the educational institutions is English except at the primary stage where the mother tongue is the medium of instruction.

1.1.10 Religion

Major religions in Meghalaya are Christianity (64.58 %), Hinduism (14.67 %), Muslims (3.46 %), Buddhism (0.16 %), Sikhism (0.15 %), Jainism (0.02 %), and other indigenous tribal religions (16.82 %).

1.1.11 Literacy

According to the 2001 Census of India, the Literacy rate (percentage of literate population age 7 years and above) of Meghalaya is 63.31%. There is an increase of about 14.21 % from the 1991 literacy rate which was 49.1%. In 1971 Meghalaya was ranked 17th position amongst the States and Union Territories (UTs) of India with the literacy rate of only 29.5%.

After a decade the literacy rate crawled up to 34.1% in 1981 though its rank plummeted to 22nd. position and remained in the same ranking position in 1991 in spite of the literacy rate having gone up to 49.1%

1.2 EDUCATIONAL PROFILE

1.2.1 Meghalaya Education Code

In order to ensure both qualitative and quantitative improvement in all spheres of school education, the Government introduced and enacted a number of Amendments and Acts passed by the Meghalaya State Assembly. These education codes are adhered to by all those connected with education one way or the other without penalizing anyone.

1.2.2 The Meghalaya Board of School Education Act, 1973

This Act was passed “to provide for the establishment of a Board of School Education to regulate, supervise and develop School Education in Meghalaya”. With the coming into force of this Board of School Education Act, 1973 the Board of Secondary Education, Assam, had ceased to exercise its jurisdiction over the educational institutions in the then newly formed State of Meghalaya. Under this Act, the Board has the power, subject to any general or special order of the State Government, to regulate, supervise and control School Education while exercising the powers and duties spelt out in the Act. Some of these functions are as spelt out below:

- (i) to prescribe courses of instruction for Primary, High/Secondary and Higher Secondary Schools and Professional or Vocational Schools;
- (ii) to conduct and supervise examinations based on such prescribed courses;
- (iii) to prescribe examination fees, admit candidates for examination, and take disciplinary action against the erring candidate;
- (iv) to prescribe cut-off marks for pass in any subject and the examination as a whole, and for credit and distinction in any subject, publish its examination results, grant certificates to successful candidates, institute and award scholarships, prizes, etc.;
- (v) to prepare, publish and select textbooks and supplementary books;
- (vi) to lay down conditions for recognition, take disciplinary action against the erring institution and withdraw recognition for non-compliance to regulations;
- (vii) to prescribe necessary qualifications of teachers in recognized schools;
- (viii) to organize seminars and provide “in-service” Training Courses;
- (ix) to advise Government on re-organisation and development of School Education;

- (x) to appoint the following Committees for carrying out its duties and functions, namely:
 - (a) Curriculum and Syllabus Committee,
 - (b) Examination Committee,
 - (c) General Education Committee,
 - (d) Professional and Vocational Education Committee, and
 - (e) Such other Committees as may be found necessary.

1.2.3 The Meghalaya School Education Bill, 1980

In pursuance of the recommendation of the Meghalaya Education Commission, it was considered essential for Meghalaya to have a comprehensive legislation on education which would replace the executive rules and orders prevalent during the period of the composite State of Assam, for which the Meghalaya School Education Bill, 1980 was introduced in the Meghalaya Legislative Assembly on the 13th June, 1980 and subsequently published in the Gazette of Meghalaya, Extraordinary dated the 3rd of July, 1980.

1.2.4 The Meghalaya School Education Act, 1981

This Act was passed by the Assembly “to provide for better organization, management and development of School Education in the State of Meghalaya and for matters connected therewith or incidental thereto”. Under this Act the Government has the power to regulate education in schools, establish and maintain any school in Meghalaya; and from the commencement of this Act, the establishment of a new school or the closing down of an existing school, or the opening of a higher class in any existing school is subjected to the provisions and rules of this Act. For the purpose of advising the Government on the matters of policy relating to education in Meghalaya, the Government shall constitute the ‘Meghalaya School Education Advisory Board’ consisted of the Secretary to the Government in the Education Department as Chairman, the Director of Education as member-Secretary and fifteen other members nominated by the Government. Under this Act, all recognized schools

and educational institutions are subjected to inspection by the Government during the normal working hours and inspect any record or other documents etc.

1.2.5 The Meghalaya Board of Primary School Education Act, 1988

This is an Act to provide, until such time the Government feels otherwise, for the establishment of a Board of Primary School Education to supervise, regulate and develop Primary Education in the State and in part, some of the functions needed to be carried out are as follows:

- (i) prescribe courses of study and syllabi for different stages of primary education, including the use of Mother Tongue in Primary Schools;
- (ii) conduct primary school examinations and declare results;
- (iii) award certificates, prizes, scholarships and other incentives to students;
- (iv) publish or select text or supplementary books for the Primary Schools;
- (v) *grant recognition to Primary Schools for various purposes;*
- (vi) prescribe qualifications for teachers;
- (vii) inform Government of the action it proposes to take on all important matters;
- (viii) appoint one or more of the following Committees for such period as it may think necessary:
 - (a) Curriculum and Syllabus Committee,
 - (b) Examination Committee,
 - (c) Academic Committee,
 - (d) Such other Committees as may be found necessary for purposes of the Board.

1.2.6 The Meghalaya State Council for Technical Education Act, 1993

To provide for the establishment of a State Council for Technical Education for the promotion of technical education at polytechnic level and for matters connected therewith. Some of the powers and functions of the Council are as follows:

- (i) to recognize and grant affiliation to polytechnics in the State;
- (ii) to prescribe the syllabus, course of study and examinations and instructional facilities to be provided in a polytechnic;
- (iii) to prescribe the educational and other qualifications of a student and the terms and conditions for his admission to a polytechnic;
- (iv) to conduct examinations of students of recognized polytechnics and to lay down conditions subject to which students may be permitted to sit in an examination:

Provided that the Council may authorize a polytechnic to conduct examination of its own students according to such standards and conditions as it may prescribe;

- (i) to publish the results of examinations and to grant certificates and diplomas to the students who have passed the examinations;
- (ii) to advise the State Government on all matters relating to technical education for meeting so far as practicable the need of the State;
- (iii) to coordinate and maintain the standard of technical education in polytechnics;
- (iv) to cooperate with the All India Council for Technical Education or its branches and other similar organizations for the purpose of effecting as far as possible uniformity of standards in the polytechnics in the State;
- (v) to give direction and guidance to a polytechnic and to make inspections.

1.2.7 The Meghalaya Taking Over of District Council Lower Primary Schools, Act, 1993

To provide for the taking over of Primary Schools of the District Councils in Meghalaya by the State Government and for matters connected therewith. Accordingly, on and from the appointed day all DCLP Schools in the autonomous districts stand taken over and vest in the State Government. Experiences gained by the State showed that the District Councils could not discharge their educational functions efficiently, and the Government of Meghalaya had to intervene under provisions of the Districts Council Act, and took over administration of Primary Schools, initially for a period of six months as a temporary measure, but subsequently on a permanent basis from 1993 under provisions of the Act (GOM, 1993) passed by the Meghalaya State Assembly. This was a major turning point in the State's efforts towards promotion of its school education.

Till the year 1975-76 there were 3195 Primary/Junior Basic Schools in Meghalaya, with 1,320 in Khasi Hills (East & West), 1,491 in Garo Hills (East & West) and 384 in Jaintia Hills District. According to available statistics these Primary Schools have increased to 9,565 (Table: 2.0).

1.2.8 Administrative Set-up

The Education Department is headed by the Principal Secretary to the Government of Meghalaya. Under him there are:

The Commissioner & Secretary,

The Secretary,

The Joint Secretary,

The Deputy Secretary, and

Three Under-Secretaries.

The Department has three Directorates under its administrative control. These are, the Directorate of Elementary and Mass Education, the Directorate of Higher & Technical Education, and the Directorate of Educational Research & Training.

For administrative convenience, the former Directorate of Public Instruction (DPI) inherited from the erstwhile/previous Department of Education, Government of Assam was restructured and trifurcated in 1997 (vide Notification No. EDN. 220/95/27 dated Shillong the 4th September 1997) with the main aim of focusing on the special needs and priority of the Department which is the overall qualitative improvement of education in the state. The three newly created Directorates are the Directorate of Elementary & Mass Education, the Directorate of Higher & Technical Education, and the Directorate of Educational Research & Training. Each Directorate has been entrusted with specific functions, powers, jurisdiction, and subjects including such other works that may be entrusted to them by the Government from time to time. With the functioning of the three Directorates, the functions, powers and jurisdiction of the Directorate of Public Instruction has ceased to exist.

1.2.9 The Directorate of Elementary and Mass Education (DEME)

This Directorate is responsible for looking after the whole area of Elementary Education i.e. from Pre-Primary School to Class VII. Primary School Level includes classes I to IV, and the Upper Primary School Level include classes V to VII. All establishment matters of both Government and Non-Government Primary and Upper Primary Schools including opening permission, creation of posts, appointments, transfer, Managing Committees, deputation of teacher-trainees, grant-in-aid to Non-Government schools, Scholarships, Educational Statistics, Adult and Non-Formal Education, Inspectorate, Teachers' Association etc. fall under the purview of this Directorate.

The Directorate is manned by the following officers:

- | | | |
|----|---|-----------|
| 1. | Director, Elementary and Mass Education | - 1 (one) |
| 2. | Joint Director, Elementary and Mass Education | - 2 (two) |
| 3. | Deputy Director, Elementary and Mass Education | - 1 (one) |
| 4. | Monitoring Officer | - 1 (one) |
| 5. | Assistant Research Officer, Elementary and Mass Education | - 1 (one) |
| 6. | Registrar | - 1 (one) |
| 7. | Administrative Officer | - 1 (one) |
| 8. | Statistical Officer | - 1 (one) |



The main thrust of the Department is to provide free and compulsory Education to all children till the age of 14 years in fulfillment of the Constitutional Directive in Article 45 of the Indian Constitution. The Directorate was also entrusted with the coordination of the Total Literacy Campaign (TLC), Post Literacy Programme (PLP), and Continuing Education (CE). Now the Directorate has also been entrusted with the implementation of the Sarva Shiksha Abhiyan (SSA) programme in the state with a view to provide useful and relevant education for all children in the age group 6-14 years.

1.2.10 Educational Institutions

There has been considerable progress in the spread of educational institutions during the last 32 years that is from what it was in 1972-73 to what it is now in 2003-04. This is evident from Table: 2.0. below.

Table: 2.1 Growth in the Number of Schools: Government, Deficit, Deficit Pattern, & Ad-hoc

Years	Primary Schools	Upper Primary Schools	Secondary School	Higher Secondary/ + 2 Schools	Public Schools	Board
1971-72	2627	226				Nil
1978 *	3575	374	163	Nil		1
1986 *	3692	665	288	2		1
2003-04 **	5851	1559	542	52	4	1

Source: * Fifth and Sixth All India Educational Survey, Meghalaya

** DEME, 2004

Although there has been a marked increase in the number of Primary Schools from only 2627 schools in 1971-72 at the time of attaining statehood, to 5851 schools in 2003-04 and the increase in the number of Upper Primary Schools from 226 schools in 1971-72 to 1559 schools in 2003-04, yet quality improvement in education is still a major issue for the State and the Government is going all out to try and achieve this goal of quality education at all levels of education.

The Net Enrolment Ratio (NER) is 64.63% at the Primary level and 57.59% at the Upper Primary level with a dropout rate 56.33 % at the Primary stage.

One of the major problems of the State in achieving the goals of UEE are access to education, high dropout rate, presence of a high number of in-service untrained teachers in the schools, and lack of proper infrastructure.

The following table will give us a picture of the spread of elementary schools in the state.

Table 2.2 Number of Primary Schools

D/I of Schools	Government	Non-Government	Adhoc SSA	Adhoc SSA	Adhoc State	TOTAL
Shillong	160	572	42	86	82	942
Sohra	34	63	12	30	15	154
Nongpoh	134	174	60	98	0	466
Mairang	75	109	11	23	44	262
Nongstoin	95	200	17	38	144	494
Mawkyrwat	104	172	15	39	69	399
Jowai	152	103	6	34	7	302
Khliehriat	108	75	5	28	3	219
Amlarem	61	21	2	8	4	96
ResuBelpara	241	76	-	15	65	397
Williamnagar	245	47	-	35	27	354
Tura	285	98	-	74	15	472
Ampati	242	68	-	54	34	398
Dadenggiri	324	72	-	75	4	475
Baghmara	279	70	-	30	42	421
TOTAL	2539	1920	170	667	555	5851

Source: GOM, Directorate of Elementary and Mass Education, 2004

Table 2.3 Number of Upper Primary Schools in Meghalaya

D/I of Schools	Government	Deficit	Improved	Ad-hoc	Up-graded	Up-graded (SSA)	TOTAL
Shillong	9	23	78	84	24	46	264
Sohra	-	1	18	10	8	14	51
Nongpoh	3	12	21	51	30	42	159
Mairang	5	5	10	13	18	14	65
Nongstoin	5	5	29	44	20	9	112
Mawkyrwat	3	9	26	43	12	7	100
Jowai	7	13	11	24	26	22	103
Khliehriat	4	8	11	15	11	20	69
Amlarem	1	7	3	5	3	8	27
ResuBelpara	8	8	23	16	24	10	89
Williamnagar	1	11	18	16	36	15	97
Tura	1	8	43	35	7	11	105
Ampati	2	6	26	23	3	5	65
Dadengiri	3	12	38	59	10	9	131
Baghmara	4	8	29	22	40	19	122
TOTAL	56	136	384	460	272	251	1559

Source: GOM, Directorate of Elementary and Mass Education, 2004

Table 2.4 Number of Elementary School Teachers

District	Lower Primary Schools			Upper Primary Schools		
	Govt.	Non-Govt.	Total	Govt.	Non-Govt.	Total
East Khasi Hills	609	2162	2771	89	1248	1337
Ri Bhoi	325	657	982	23	635	658
West Khasi Hills	814	1639	2453	84	1074	1158
Jaintia Hills	1155	527	1682	83	797	880
East Garo Hills	1107	474	1581	61	735	796
West Garo Hills	1889	855	2744	37	1229	1266
South Garo Hills	580	241	821	25	487	512
Total	6479	6555	13034	402	6205	6607

Source: GOM, Directorate of Elementary and Mass Education, 2004

Table 2.5 Number of Primary School Teachers in Meghalaya

D/I of Schools	Government	Non-Govt	Adhoc (SSA)	Adhoc (SSA)	Adhoc (State)	TOTAL
Shillong	530	1502	84	172	164	2452
Sohra	79	126	24	60	30	319
Nongpoh	325	341	120	196	0	982
Mairang	228	184	22	46	88	568
Nongstoin	263	350	34	76	288	1011
Mawkyrwat	323	305	30	78	138	874
Jowai	619	187	12	68	14	900
Khliehriat	304	106	10	56	6	482
Amlarem	232	40	4	16	8	300
ResuBelpara	566	118		30	130	844
Williamnagar	541	72		70	54	737
Tura	627	137		148	30	942
Ampati	521	97		108	68	794
Dadengiri	741	109		150	8	1008
Baghmara	580	97		60	84	821
TOTAL	6479	3771	340	1334	1110	13034

Source: GOM, Directorate of Elementary and Mass Education, 2004

Table 2.6 Number of Upper Primary School Teachers in Meghalaya

D/I of Schools	Government	Deficit	Improved	Ad-hoc	Up-graded	Up-graded (SSA)	TOTAL
Shillong	89	115	312	336	96	184	1132
Sohra	-	5	72	40	32	56	205
Nongpoh	23	59	84	204	120	168	658
Mairang	30	26	40	52	72	56	276
Nongstoin	35	24	116	176	80	36	467
Mawkyrwat	19	44	104	172	48	28	415
Jowai	52	82	44	96	104	88	466
Khliehriat	25	43	44	60	44	80	296
Amlarem	6	36	12	20	12	32	118
ResuBelpara	53	41	92	64	96	40	386
Williamnagar	8	62	72	64	144	60	410
Tura	6	54	172	140	28	44	444
Ampati	12	37	104	92	12	20	277
Dadengiri	19	62	152	236	40	36	545
Baghmara	25	47	116	88	160	76	512
TOTAL	56	137	384	460	272	251	6607

Source: GOM, Directorate of Elementary and Mass Education, 2004

1.2.11 The Directorate of Higher and Technical Education (DHTE):

This Directorate looks after the area of Secondary and Higher Secondary Education in the state i.e. from Classes VIII to XII. The Secondary Schools include classes VIII to X and the Higher Secondary Schools include classes XI to XII. College Education affiliated to the North Eastern Hill University (NEHU) as well as the Professional Institutions including the Polytechnic Institutions in the state are also looked after by this same Directorate. The functions powers and jurisdiction of this Directorate are mainly those concerning higher and technical education. Establishment matters of all Government and Non-Government Secondary and Higher Secondary schools, and those of the Government as well as Non-Government general colleges, Professional colleges and Polytechnics including creation of posts, appointments, transfer, opening permission, Managing Committees, deputation of teacher trainees, grant-in-aid, Teachers' Association, Teachers' Day, Teacher's Awards, Scholarships and Stipends, Vocational and Technical Education, Language Education, Science Education, Computer Education, Educational Statistics, Engineering seats, Government Hostels, Border Area Scheme, Navodya, Council for

Technical Education, Central Board affiliation, NCC & NSS etc. are all looked after by this Directorate.

The Directorate is manned by the following Officers:

1. Director Higher & Technical Education - 1 (one)
2. Joint Director HTE (including Tura) - 2 (two)
3. Joint Director Technical Education - 1 (one)
4. Deputy Director HTE - 2 (two)
5. Assistant Inspector, (Science) - 1 (one)
6. Registrar - 1 (one)

The Subordinate Offices of this Directorate are the seven Inspectorates, which are located in all the District Headquarters and are headed by the Inspector of Schools. In the East Khasi Hills and West Khasi Hills Inspectorates, there is an additional post of one Assistant Inspector of Schools each.

Both all round quantitative and qualitative improvement of secondary as well as higher secondary schools and the professional institutions and polytechnics depend on the effective functioning of this Directorate. Table 2.2 shows the number of recognized schools and colleges in the State.

Table 2.7 Number of Recognised Schools and Colleges

Districts	Primary	Upper Primary	Secondary	Higher Secondary	Colleges with +2
East Khasi Hills					
Urban	118	51	82	49	20
Rural	1085	213	67	9	1
Total	1203	264	149	58	21
West Khasi Hills					
Urban	56	16	10	6	2
Rural	1161	217	72	5	1
Total	1217	233	82	11	3
Jaintia Hills					
Urban	25	12	11	6	2
Rural	663	111	39	10	3
Total	688	123	50	16	5

Districts	Primary	Upper Primary	Secondary	Higher Secondary	Colleges with +2
Ri Bhoi					
Urban	18	3	5	1	1
Rural	380	88	31	4	1
Total	398	91	36	5	2
East Garo Hills					
Urban	61	32	3	7	3
Rural	754	72	53	4	-
Total	815	104	56	11	3
West Garo Hills					
Urban	65	24	3	6	3
Rural	1142	228	137	3	3
Total	1207	252	140	9	6
South Garo Hills					
Urban	10	4	5	2	1
Rural	413	57	25	2	-
Total	423	61	30	4	1
MEGHALAYA					
Urban	353	142	119	77	32
Rural	5598	986	424	37	9
TOTAL	5951	1128	543	114	41

Source: DEME, 2000

1.2.12 The Directorate of Educational Research & Training (DERT)

This Directorate is responsible for the training of teachers both long-term and short-term course. According to information there is a high presence of a high rate of untrained in-service teachers in the schools especially at the elementary stage of education. Initially created in 1976 as an academic wing of the Directorate of Public Instruction prior to its trifurcation in 1997, the Directorate continues to look after the academic professionalism of the teachers of the state who are directly responsible for imparting quality learning and education to the children studying in the schools in the State. All academic matters of the Department of Education are entrusted to the Directorate including assisting the Meghalaya Board of School Education in the preparation of the School Curriculum as well as the Elementary Teacher Education Curriculum, and preparation and writing of Teaching-Learning Materials in the form of Teachers' Guidebooks and Workbooks for learners in different subject areas offered in school education. The Directorate is responsible for all establishment matters including appointment, transfer, etc. of both Government and Non-

Government Elementary Teacher Training Institutes in the State, planning, budgeting, allotment/sanction, grant-in-aid, etc. Besides these, all in-service training matters, conduct of workshops, seminars, research, monitoring of implementation of the NCTE Act, the National/State Talent Search scheme, liaises with the NCERT, NIEPA, ERC, NERIE, CIEFL, SCERT/SIE, CCRT, and other agencies in relation to curriculum, textbook, research and teacher training, Non-Formal Education, Educational Technology, Evaluation, MBOSE, Curriculum and related learning materials for all levels of school education, Vocational Guidance and Counseling, documentation, dissemination and publication of information etc. fall under the purview of this Directorate.

The Directorate is manned by the following officers:

1. Director, Educational Research & Training - 1 (one)
2. Joint Director, ERT - 1 (one)
3. Deputy Director, ERT - 1 (one)
4. Secretary ERT - 1 (one)
5. Assistant Research Officer - 1 (one)

Over and above these officers, there are the Selection Grade Lecturers, the Senior Grade Lecturers and Lecturers in different academic disciplines looking after the academic welfare of the student-population as well as the teacher-population in the State, through different working-units within the Directorate.

1.2.13 Activities and Functions

Through this Directorate, the Government has implemented a number of the CSS projects for universalisation of elementary education in the state like the UNICEF-Assisted Projects 2, 3, and 5 namely Primary Education Curriculum Renewal (PECR), Developmental Activities in Community Education and Participation (DACEP), and Comprehensive Access to Primary Education (CAPE). Under these Projects the School Curriculum and also the One-Year Teacher Education Curriculum (1985) were revised based on which new Instructional Teaching-Learning Materials were developed and introduced first into the 30 Project

Schools of the State and later they were adopted by MBOSE (1990) duly approved and infused them into all the Primary Schools of the State. As such in 1990, all schools in the State had switched over to the new pattern of education and introduce the new syllabus and instructional materials developed by the then SCERT (now DERT). Then there was the Massive Orientation Program for the training of teachers under the Operation Blackboard Scheme. Most recently was the Special Orientation Program for Teachers (SOPT) through which more than 5000 in-service primary school teachers had received one-week-long training using the Awareness Program Package and the Performance Program Package developed by NCERT and duly translated into the two regional languages of the State i.e. Khasi and Garo which are also the medium of instruction in the Primary Schools.

The MBOSE liaises with DERT in all academic matters relating to curriculum development, preparation of textbooks, work-books and in works related to evaluation.

With the enactment of the National Council of Teacher Education (NCTE) Act, 1993 and under the Ninth Five-Year Plan there is another centrally sponsored scheme where the State is fully funded for the establishment of the District Institutes of Education & Training (DIET) to cater to the long-term training of elementary pre-service teachers for the State. Accordingly, each of the seven Districts will have one DIET to cater to the training needs of the teachers within their jurisdiction. Right now only three DIETs are fully functioning from the academic session of 2001 and three more will start their long-term academic session in 2005 after the appointment of teachers are made through the Meghalaya Public Service Commission (MPSC) otherwise too, they are conducting short-term training for teachers under the SSA. The seventh DIET at Tura is yet to be constructed.

The professional development of in-service teachers at all levels of school education i.e. from Primary to Secondary are well taken care by this Directorate in the form of short-term training program, workshops, seminars etc. organized and conducted from time to time as and when sanctions are received. Those teachers who are not able to undergo the long-term training in the TTIs can avail the six months training CPE through the IGNOU in collaboration with DERT. To further enhance their professional efficiency, teachers are also regularly deputed to take part in the

orientation courses, training programs, seminars and workshops organized by different agencies outside the State like the NCERT, CCRT, SCERTs, SIEs, and other such institutions.

Table 2.8 Number of Trained and Untrained Teachers

DISTRICT	PRIMARY TEACHERS			UPPER PRIMARY TEACHERS		
	Total	Trained	Untrained	Total	Trained	Untrained
EKH	2771			1337		
Ri Bhoi	982			658		
WKH	2453			1158		
JH	1682			880		
EGH	1581			796		
WGH	2744			1266		
SGH	821			512		
TOTAL	13034	5698	7336	6607	1853	4754

Source: 6th Educational Survey, GOM, Directorate of Public Instruction

1.2.14 The Meghalaya Board of School Education (MBOSE)

This Board which was set up under an Act of the Meghalaya State Legislature in 1973 known as “**The Meghalaya Board of School Education Act, 1973**” (GOM, 1973) has been conducting both certificate examinations for school students as well as for the elementary teacher-trainees. For a long time it was also conducting Scholarship Examinations at the end of Primary and one at the end of the Upper Primary School stages where the meritorious students are awarded with Scholarships.

This Board of School Education was set up with the sole purpose of regulating, supervising and developing School Education in Meghalaya. With the coming into force of this Board of School Education Act, 1973 the Board of Secondary Education, Assam, had ceased to exercise its jurisdiction over the educational institutions in the then newly formed State of Meghalaya. Under this Act, the Board has the power, subject to any general or special order of the State Government, to regulate, supervise and control School Education while exercising the powers and duties spelt out in the Act.

1.2.15 Curriculum Transaction – Major Innovations

1. One major innovation in school education after Meghalaya became a separate State was the restructuring of the pattern of school education and curriculum in the state in 1989. The restructured pattern is as follows:

Stages	Coverage of Classes	Age Group
Lower Primary School	I – IV	6 – 9 years
Upper Primary School	V – VII	10 – 12 years
Secondary School	VIII – X	13 – 15 years
Higher Secondary School	XI – XII	16 – 17 years

2. The revision of the school curriculum and text books in 1989 within the broad framework of the National Pattern of Education and the National Core Curriculum as laid down in the National Policy of Education 1986.
3. Doing away with the public examination at the end of Primary and Upper Primary levels of Education in 1978.
4. Introduction of new subject areas of study like Creative Expression (CE), Socially Useful Productive Work (SUPW) and Computer Science in the school curriculum.
5. Restructuring the Curriculum for Class IX and Class X, where the students have to sit for the Board Examination at the end of Class IX though with internal evaluation of the Answer scripts; and an external exam the SSLC Examination conducted by the Board at the end of Class X.
6. Students at the Higher Secondary School level are following the syllabus offered by CBSE

1.2.16 Qualifications for Appointment as School Teachers

Until recently, only a Matriculation or High School Leaving Certificate/Secondary School Leaving Certificate (HSLC/SSLC) will suffice for appointment as a Primary School Teacher; and worse still, those appointed during the pre-statehood and immediately after, when even under-matriculantes were appointed as teachers. With the Government notification just recently issued, vide No. EDN.310/360/85/Pt II/364 dated Shillong 31st January 2004, now the desirable minimum educational qualification for recruitment/appointment as a Lower Primary school teacher is a pass Certificate in the Higher Secondary School Leaving Certificate Examinations (HSSLC/+2/PUC) with a preference for those candidates having Diploma or Certificate in Basic Teachers' Training of prescribed duration (ETTC/JTTC) of the Meghalaya Board of School Education; and to candidates with higher educational qualifications. This prescribed qualification is applicable for recruitment of Lower Primary School Teachers in all Government and Non-Government Lower Primary Schools including Adhoc Lower Primary Schools and Lower Primary Schools of amalgamated Higher Secondary, Secondary, and Upper Primary Schools in the State.

For appointment as a Secondary School Teacher the requisite educational qualification is a Graduate, B.A/B. Sc with the professional qualification B. Ed.

The requisite qualification for appointment as a Higher Secondary School Teacher in Meghalaya is a Post-graduate Degree with preference for those with the professional degree B. Ed. / M. Ed.

1.2.17 Mode of Selection for Recruitment/Appointment as School Teachers

Appointment to the posts of School Teachers in Government-run schools is made on the recommendations of the Meghalaya Public Service Commission (MPSC) or by the District Selection Committee (DSC). In the privately managed Institutions, selection is done by the respective Managing Committee (MC) but should get the approval of the State Education Department.

1.2.18 Some Problems of the State

During the Ninth-Plan period, the progress in the State has been noteworthy. However, compared to other States, Meghalaya literacy rate is still low and much more needs to be done. Qualitative improvement can be realized only when Teacher Education is given equal importance as the other sectors of education. Some of the causes and problems faced by the State may be spelt out as:

- (i) Untrained teachers especially in the rural areas;
- (ii) Lack of parental awareness, interest, understanding and encouragement;
- (iii) Poverty;
- (iv) Poor educational facilities in the schools;
- (v) Unattractive and over-burdened school curriculum which is too theoretical in some aspects;
- (vi) Shortage of dedicated personnel to teach the children;
- (vii) Poor administration;
- (viii) Lack of proper supervision and evaluation;
- (ix) Inadequate infrastructure in the schools; etc.

1.3 NEED AND IMPORTANCE OF THE STUDY

Elementary Education

Elementary education from Class I to Class VIII is the first years of formal, structured education that occurs during childhood. In most Western countries, elementary education is compulsory for children to receive primary education though in many jurisdictions it is permissible for parents to provide it. Primary elementary education generally begins when children are four to seven years of age. The division between primary and secondary elementary education is somewhat arbitrary, but it generally occurs at about twelve years of age (adolescence). Source: Internet

Elementary Education is the base of the whole educational structure. In India it is now recognized as the period of compulsory schooling vide the constitutional amendment making education a fundamental right. The commitment of the nation in this regard is enshrined in the Article 45 of the Constitution, which states “The country shall endeavour to provide universal, free and compulsory primary education to all children of the age 6 to 14 years within a period of ten years.”

The beginning of this period marks the formal introduction of the child to reading writing, culminating in the introduction of the formal disciplines such as the sciences and social sciences, towards the end of elementary school. The period of eight years is one of tremendous cognitive development and shaping of reason, intellect and social skills and skills and attitudes necessary for work. (National Curriculum Framework 2005)

As an effort to achieve Universal Elementary Education (UEE) is stepped up, the elementary school grades now cater to a vast variety of children of the school going age. Plurality and flexibility without compromising on standards needs to be become the hallmark of education for this period. Education during this period must be of an integrated character, enabling children to acquire facility in language and expression and grow in confidence in themselves as learners, both within and outside school. (National Curriculum Framework 2005).

The Christian missionaries including the Baptists, the Methodists, the Lutherans and the Catholics have played a monumental role in the progress of education in the North East.

The Catholic missionaries have given the greatest impact to educational development in the Region. The network of educational institutions they have established have brought about the genesis of literacy to various sectors of the population and transformed its social-cultural and developmental pattern which otherwise would not have been achieved if the catholic as well other missionaries had not arrived.

In view of the above, the investigator felt the need for a study on the Role of the Catholic Church in Elementary Education in Meghalaya. Again, no earlier researcher had undertaken any on the subject. Hence the present study is justified.

The present study will throw light on the Role of the Catholic Church in Elementary Education in Meghalaya and investigate into the related problems and suggest measures for improving Elementary Education in the Church-run schools and in the State in general.

1.4 STATEMENT OF THE PROBLEM

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

“ROLE OF THE CATHOLIC CHURCH IN ELEMENTARY EDUCATION IN MEGHALAYA.”

1.5 DEFINITION OF THE TERMS USED IN THE PRESENT STUDY

1. **ELEMENTARY EDUCATION:** In the present study elementary education means an education in the State of Meghalaya comprising Class I to VII, ages 6-14.
2. **ROLE** in this Study refers to the contribution made by the Catholic Church in the development of elementary education in Meghalaya.
3. **CATHOLIC** has reference to a group of Christians whose chief character is catholicity, embracing all people of the world of all times and places, races, tribes and colour.

1.6 OBJECTIVES OF THE STUDY

Following are the main objectives of the present study:

1. To study the background and development of the Catholic Mission-run schools in the State of Meghalaya at elementary level
2. To assess the extent of the contribution made by the Mission towards development of elementary education.

3. To identify the strengths and weaknesses and unique features, if any, of these institutions and their influence on school education.
4. To suggest measures for improvement of elementary education in the State of Meghalaya.

1.7 DELIMITATION OF THE STUDY

1. The study is delimited to the contribution made by the Catholic Church to elementary schools in Meghalaya while the Government and other non-government agents have all contributed to elementary education in Meghalaya.
2. The study is also delimited to the elementary schools in Meghalaya.
3. The study is limited to sample of Heads of schools, a sample of assistant teachers and retired teachers from deficit, private-aided and private primary/elementary schools runs by the Catholic Church in Meghalaya.

CHAPTER II

**REVIEW OF RELATED
LITERATURE**

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This Chapter will deal with the Review of Related Literature. Researchers with a view to giving a theoretical orientation to the problems of the study undertaken usually carry out such reviews.

The present Researcher who is conducting the Study on “Role of the Catholic Church in Elementary Education in Meghalaya” would like to place on record a review of related literature which has helped her in carrying out the present study. The review of earlier studies has indicated the gaps and overlaps in research in the area and has helped her to locate her study among all those studies reviewed.

Several studies have been conducted in the area of Elementary Education India and abroad and there has been enormous literature on analysis of Elementary Education. Before undertaking the study, an effort has been made to review as many as possible studies related to the topic.

2.1 STUDIES IN INDIA

Desai (1951)¹ investigated into Compulsory Education in India. The investigation revealed that the lack of enthusiasm of the Compulsory Primary Education could be traced to the following factors:

- (i) Financial difficulties of all the state governments to take up such a huge project;
- (ii) Hartog Committee report changed the attitude of the state governments

¹ Desai D.M., Compulsory Primary Education in India, Bombay University 1951. (An Abstract taken from M.B. Buch Survey of Research in Education. First Edition 1974.

- (iii) The Act left the position vague to enable the state governments to introduce compulsory education either for boys or for girls or for both.
- (iv) The law was powerless in the case of those who were too poor to send their children to school.
- (v) The estimated cost of introduction by the scheme was so high that it was absolutely beyond practical finance.

Tannu (1959)² conducted a study on the Place of Shift System in Primary Schools in Bombay.

The following were the finding of the study:-

- (i) Three hours instruction was given to the children in the Shift System schools and five hours instruction to the children attending full time schools.
- (ii) The schools timings in the shift system schools were ill-adjusted as they were fixed according to the availability of the school building.
- (iii) Odd timings of the shift system school system resulted in poor attendance of children.
- (iv) Promotions in the shift system schools were not strictly based on merit but on other considerations.

Lohithakshan, P.M.,(1961)³ An Analytical and Experimental Study of Backwardness at the Primary School Stage.

The Important findings were as follows:-

- (i) The educational backwardness was associated with communal backwardness.

² Tannu, J.B., The Place of Shift System in Primary Schools in Bombay State, Bombay University 1959. (An Abstract taken from M.B. Buch. Survey in Research in Education. First Edition 1974

³ Lohithakshan, P.M., An Analytical And Experimental Study of the Backwardness at the Primary School Stage. Ph.D Edu. Madras University. 1961. (An Abstract taken from M.B. Buch. A Survey of Research in Education. First Edition 1974.

- (ii) Early admission to higher classes on the basis of private study had a healthy influence on educational achievement.
- (iii) The first-borns were not different from others.
- (iv) Poor economic home conditions as well as irregular school attendance were related to educational backgrounders.
- (v) The pupils of backward group were significantly lower in intelligence.
- (vi) The backward children were inferior with regard to the following traits: Confidence, persistence, assertive attitude, observation, capability, concentration, favourable attitudes towards school work, sociability, sensitivity to praise and blame, and regard for self.
- (vii) The backward pupils tended to be less enterprising in school work, less envious and less cheerful.
- (viii) They seem to be less adjustable; the boys were less social and the girls less adjustable.
- (ix) The backward children preferred normal children as their friends.

Aino (1964)⁴ traced the history of Primary Education and Secondary Education in southern Nigeria.

The salient features of the study are:-

- (i) Informal education which was commonly widespread in Yorubaland prior to the time that the English system of Education was introduced is examined. The author assesses the system of Islamic Education which has spread to the Yorubaland earlier than the arrival of the Christian missionaries. It is pointed out that both these systems of education could not compete efficiently with the English system of education.

⁴ Aino, F.O.O., History of Primary And secondary Education in Southern Nigeria 1889-1953 with special Emphasis upon Yorubland, Bombay University 1964. (An Abstract taken from M.B. Buch. A Survey or Research in Education. First Edition 1974.

- (ii) It throws light on the growth of education in Sierra Leone, Ghana and Southern Nigeria and points out the problems of development of education. It accounts for the beginning of education in Badagiri, then Abeokuta and later at Lagos and spread of Western System of Education from these places to several provinces of Southern Nigeria including the Northern Emirates.
- (iii) The thesis lays stress on the use of the indigenous languages in all primary and secondary school levels. Its arguments take the position of the place of mother tongue in education in India as a solution to the problem of medium of instruction in education in Nigeria.
- (iv) The defects of the primary education in Nigeria are analyzed. The school organization and curriculum arrangements are compared with that of the Japanese school system. However, the progress of primary education is pointed out.

Upasani (1966)⁵ made an Evaluation of the Existing Teacher Training Programme for Primary Teachers in Maharashtra and found that:-

- (i) The present position of the professional training of primary teachers is far from satisfactory especially it is evaluated in the light of the new challenges in elementary education.
- (ii) A very serious defect in the practical training is the giving of prescribed number of practice lessons.
- (iii) The present position of the Professional training of Primary Teachers is far from satisfactory especially if it is evaluated in the light of the new challenges in elementary education. A very serious defect in the practical training is giving the prescribed number of practice lessons.

⁵ Upasani, N.K., An Evaluation of the Existing Teacher Training Programme for Primary Teachers in the state of Maharashtra with special Reference to Rural Areas . Poona University 1966. (An Abstract taken from M.B. Buch. A Survey of Research in Education. First Edition 1974.

Lulla, B.P., Shah, G.B., and Darji, D.R., (1966a)⁶ Investigation into the Academic Causes of Backwardness in Mathematics at the Elementary Stage (Class I-VII).

Some of the findings were:

- (i) The Syllabus was out of date, lop-sided, impractical and far away from the realities.
- (ii) Some content in the syllabus was difficult to teach.
- (iii) The text-books made use both the old and the new measures.
- (iv) Limited scope for oral work weakened the skill of calculation in the pupils.
- (v) Self-explanatory illustrations were found quite inadequate.
- (vi) For first three grades, there were no prescribed text books.
- (vii) Teachers failed to understand four fundamental methods to be followed.
- (viii) Majority of the schools have no reference books.
- (ix) Sometimes pupils are admitted at a premature age.
- (x) Time-table was not rigidly followed.
- (xi) There was no provision for effective and useful teaching aids.
- (xii) Over-crowded classes, frequently transfer of the teachers, irregularity of attendance contributed a lot to the low achievement of the pupils.

Lulla, B.P., Shah, G.B., and Darji, D.R., (1966b)⁷ Investigation into the Academic Causes of General Backwardness at the Elementary Stage (Class I-VII).

⁶ Lulla, B.P., Shah, G.B. and Darji, D.R., Investigation into the Academic Backwardness in Mathematics at Elementary Stage (Classes 1-VII). Centre of Advanced Study in Education, Baroda 1966a. (An Abstract taken from M.B. Buch, A Survey of Research in Education, First Edition 1974.

The general findings of the study were:

- (i) Adverse school conditions affected pupils' achievement.
- (ii) Scholastic under-achievement was both a social and a school problem, i.e, pupils' backwardness in schools was intimately related to their family conditions and social background.
- (iii) Quality of teachers affected both school progress and performance of pupils.
- (iv) Faulty habits were directly related to the scholastic backwardness.
- (v) Poor school administrative procedures hindered pupils' achievement.
- (vi) Unplanned curriculum and inadequate textbooks were also responsible for low achievement of achievement.
- (vii) Emphasis on narrow subjective examinations affected pupils' performance adversely.

Lulla, B.P., Shah, G.B., and Darji, D.R., (1966c)⁸ Investigation into the Academic Causes of Backwardness in Social Studies at the Elementary Stage (Class I-VII).

The following were found to be the academic causes of backwardness in social studies.

- (i) They pertained to defects in curriculum, teaching materials, teachers and teaching methods, administration in schools and of Examinations. Majority of the teachers found the prescribed syllabus of the subject as too heavy,

⁷ Lulla, B.P., Shah, G.B., and Darji, D.R. Investigation into the academic causes of General Backwardness at the Elementary Stage (Class I-VII), Centre of Advanced Study, Baroda, 1966b. An Abstract taken from M.B. Buch. A Survey of Research in Education. First Edition 1974.

⁸ Lulla, B.P. Shah. G.B. and Darji D.R., Aaan Investigation into the Academic Causes of Backwardness in Social Studies at the Elementary Stage (I-VII) Centre of Advanced Study in Education, Baroda 1966c. (An Abstract taken from M.B. Buch. A Survey of Research in Education. First Edition 1974)

divorced from real life situations and sometimes even beyond the grasp of a teacher.

- (ii) Textbooks in Geography were found to have outdated maps, while those of history were found overloaded with facts. These books failed to cater to the needs of students. Explanations to the fundamental concepts were lacking.
- (iii) Teaching aids were either not available at all or were scarcely used. Two thirds of the teachers lacked training and were wholly dependent on the textbooks. On the spot excursion and study tours could not be organized due to the paucity of funds.
- (iv) Classes were over-crowded.
- (v) Teachers were overburdened with non-academic work. Therefore, personal guidance to these low achievers was not possible.
- (vi) Proper inspection and supervision by the head of the schools were lacking.
- (vii) Teachers were weary of transfers.
- (viii) Private tuition and cheap guides formed a great hindrance in the mental development of these low achievers.
- (ix) Examination system in vogue failed to evaluate the efficacy of learning experiences provided to the children.
- (x) Results of these examinations were used only for promotion purposes and no particular follow up was done to help the low achievers.
- (xi) Other defects noted for causing underachievement were that of physical defects in children, poor and discouraging home conditions and lack of motivation and aptitude towards the subject.

Banarjee (1967)⁹ in his study of “Training of Primary Teachers in India made the following observations:-

⁹ Banerjee, J.C., Training of Primary Teacher in India, Maharaja Saiajiroa University 1967. (An Abstract taken from M.B. Buch . A Survey in Research in Education. First Edition 1974.

- (i) There were weaknesses and short-comings in the professional educations of primary teachers and vigorous attempts were needed to put the programme on the right track.
- (ii) Basic education attached great value to the child and real development would take place only under conditions of freedom.
- (iii) In the new age, the school, the teacher. The training institutions had to play a great role in changing the old patterns of education.
- (iv) The number of student teachers, explosion of knowledge and democratic living – all these placed upon the training institutions a responsibility of unprecedented magnitude.
- (v) A training college had to address itself to the task with a spirit of high adventure and faith.

Patole (1967)¹⁰ made a study of teaching of Science in rural primary schools standards I to VII. Some of the important findings of the study were:-

- (i) About seventy four percent teachers and sixty one per cent trainees are of the opinion that science should be a separate subject from Standard I and should not be integrated with social studies in the first four grades.
- (ii) Sixty per cent of the teachers have passed their P.S.C. Examination, thirty nine per cent have passed their S.S.C. Examination and the remaining have taken higher education.
- (iii) The average number of pupils per teacher in Standard I is 73.40 which gradually decreases in upper standard and in standard VII it comes to 27.27
- (iv) Only ten schools possess and complete set of equipment for the practical demonstration of experiments.
- (v) None of the school has a separate science room.

- (vi) None of the schools subscribes to any periodical devoted to scientific knowledge and information.
- (vii) There is no significant difference in the boys and girls as regards interest in science.
- (viii) The number of questions asked by pupils decreases as they advance in age.
- (ix) The topics in which pupils seem most interested are our body, health and hygiene, mechanics, diseases, heat, senses, air, water and food for plants.
- (x) The topics in which pupils showed less interest are pests, on plants, seasons, insects, fishes, other animals, reproduction of animals and reproduction of human beings.
- (xi) The activity based method was found superior to traditional one.

Das (1968)¹¹ studied the Evolution of the System of Elementary Education in Orissa to bring to light the development of primary education in Orissa.

The following are salient findings:-

- (i) Primary education in North Orissa received greater attention after Lord Curzon,s new education policy 1904. The number of schools as well as enrolment rose up. The waste and stagnation was however, the most serious obstacle in the development of primary education. In 1931 a committee was appointed for the improvement of primary education. Several measures were taken up in 1935-1936. In South Orissa, the beginning of the period 1912-20 was after the passing of the Madras Elementary Education Act 1920. After the formation of the new province of Orissa in 1936 more emphasis was laid on the development of primary education. Grant-in-aid system was

¹⁰ Patole, N.K., A Study of Teaching of Science in Rurual Primary Schools- Standard I to VII. Ph.D. Education Poona University 1967. (An Abstract taken from M.B. Buch. A Survey of Research in Education 1st Edition 1974).

¹¹ Das, K.K. Evolution of the System of Elementary Education in Orissa. (1904-1947), Ph.D, Edu. Utkal University 1968. (An abstract taken from M. B. Buch, A Survey of Research in Education First Edition 1974).

introduced. In Orissa payment by results was replaced by payment for efficiency. A system of inspection was also prevalent.

- (ii) The picture which emerged by 1947 showed that educational qualifications of the primary school teacher were not satisfactory. The number of trained teachers available was very unsatisfactory when considered against the requirements. The appointment of graduate teachers in training schools improved the standard of the student-teachers. The curriculum at the primary stage passed through various stages of development. Local authorities managed secondary education only in South whereas primary education was under the control of the revenue authorities were entrusted with organizing and maintaining an efficient system of vernacular education in the areas under their control. The problems of education of backward classes still continued to remain unsolved. As the population of the Mohammedans in Orissa was very small attempts to improve their schooling were on a small scale.
- (iii) Till 1908, the Government did not open any separate girls' school. By 1947, the literacy among the females was not higher than two per cent and most of the girls were still in the primary stage. The idea of compulsory primary education came only after 1925 and was experienced upon in various places and stages in Orissa. Basic education was introduced only after the decision of the Congress ministry in 1938. A Board was constituted. The basic curriculum and other aspects were similar to the practices in other states. The scheme of Basic Education in Orissa had to struggle from its start for its very survival.

Kamalamma (1969)¹² conducted a study of the History and Problems of Primary Education in Kerala.

The study revealed that:

- (i) It is the only state which has achieved the aim of hundred percent enrolment of children in the age-group six to eleven and Kerala is in the most favourable

¹² Kamalamma,G., History and Problems of Primary Education in Kerala. Kerala University 1969.
(Abstract taken from M.B. Buch, a Survey of Research in Education, First Edition 1974.

position to reach the goal laid down that by 1975, there should be free and compulsory education for all children upon the age of fourteen;

- (ii) The majority of government schools selected for study have no adequate enclosed area as per Kerala education rules;
- (iii) Play grounds, sanitary arrangements, drinking water facilities are unsatisfactory;
- (iv) Provision of special teachers is unsatisfactory in almost all the schools;
- (v) Very few teachers have taken advantage of refresher courses and in-service training;
- (vi) In spite of many practical difficulties, the number of children benefited by the noon-feeding programme is remarkable in the state;
- (vii) Although the expenditure in primary education has risen very high the headmasters are against the idea of adopting the shift system as a means to reduce expenditure;
- (viii) The curriculum followed in the primary classes is not liked by the majority of headmasters;
- (ix) The overcrowding of school subjects and the lack of systematic arrangements of the curriculum are considered as the most serious drawbacks of the present curriculum;
- (x) Frequent inspection by the headmasters are preferred to the annual inspection by assistant educational officer;
- (xi) The government has succeeded very much in overcoming the problems of wastage and stagnation; and
- (xii) Stagnation is more in grades I and II than in others which is due to the lower admission age in class I;
- (xiii) Headmasters of government schools did not favour the idea of participation in school administration.

Arora, K. and Choppra, R. (1969)¹³ A Study of Status of Teacher Educators working in Elementary Teacher Training Institutions, Department of Teacher Education NCERT, New Delhi 1969. The following were some of the salient findings:

- (i) The minimum qualification of the Teacher Educators at Elementary Teacher Training institutions was graduation or diploma in education, about 40 per cent were better qualified – two per cent had first divisions and twenty per cent had secured second division at Mater's level.
- (ii) Mostly, teacher-educators had teaching experience in secondary schools which ranged from five to thirty years. The majority of teacher had to teach at least two subjects – thirty per cent had to teach one subject, forty percent two subjects, nineteen per cent three subjects and four per cent four subjects.
- (iii) Some teacher-educators had to do examination work and most of them had to do clerical work.
- (iv) No in-service education programmed was organized for teacher-educators.
- (v) About fifty per cent had bicycles, radio or sewing machine whereas very few possessed cars, scooters, motor-cycles and refrigerators. Only a few teacher educators had housing facilities.
- (vi) Medical facilities to teachers-educators were not provided on uniform basis. The medical facilities consisted of reimbursement or fees paid to the doctors.
- (vii) The majority of female respondents had small families consisting of two or three children whereas, respondents had comparatively larger family consisting of five children on an average.
- (viii) The majority of respondents were satisfied with their jobs and sixty two per cent did not want to change their profession. Dissatisfaction in the remaining was due to law income, low social prestige attached to the profession, no

¹³ Arora, K. and Chopra, R.P., A Study of Status of Teacher Education Working in Elementary Teacher Training Institutions, Department of Teacher Training NCERT, New Delhi, 1969. (An abstract taken from M.B. Buch . First Edition 1974.

further prospects, unjust and unfair administration, heavy workload, political pressure in admission and examination work.

Mehra (1970)¹⁴ conducted a study on National Survey of Elementary Teacher Education in India.

Some of the salient findings are:-

- (i) The quality of teacher education deteriorated on account of the expansion; the number of such institutions went up to 1548 in 1965 from 1081 in 1960.
- (ii) Except in Gujarat, Madras and West Bengal, the majority of such training institutions in other states were located in urban areas. No uniformity in the level and type of training was found.
- (iii) The courses could be categorized into four groups - One year post-middle, 2. Two year post-middle, 3. One year post matriculation higher secondary and 4. Two-year post-matriculation/higher secondary. The reasons given for variations were rapid expansion of primary education, non-availability of matriculate candidates in backward areas, paucity of women teachers and low pay scales. Little attention was paid to minimum admission requirements for training institutions. The age of teachers under training ranged from 15 to 30 years. Except in Kerala, Madras and Mysore, much attention was paid to academic background or personality traits while recruiting the candidates deputed by their schools or selected in the interview. The syllabus for the trainees was prescribed by the State Department of Education. The institutions were not well-equipped with teaching aids for different programmes, hence the only method that prevailed was the lecture method. In-service and extension programmes were largely ignored.
- (iv) The assessment scheme needed a lot of improvement. Most of the institutions were poorly staffed. Most of the staff members had no experience of teaching in primary schools. The inspection and supervision of these institutions was generally done by the education officers or the district inspectors.

¹⁴ Mehra, c., National Survey of Elementary Teacher Education in India NCERT, New Delhi 1970.
(Abstract from M.B. Buch, Survey of Research in Education . First Edition 1974)

Mehta (1971)¹⁵ in his study “an Investigation into the Attitudes of Student Teachers of Primary Basic Teacher Training Institutions towards community life and Craft found out that:

- (i) The students who opted for carpentry had more favourable attitudes towards the community life than those opting for spinning and weaving.
- (ii) The students who opted for spinning and weaving had more favourable attitude towards community life than those opting for agriculture.
- (iii) The women student teachers had more favourable attitudes towards community life than male student teachers.
- (iv) The students with no remedial programme had less favourable attitudes than the student-teachers who were given the remedial programme.
- (v) The fresh student teachers showed more favourable attitude towards community life and craft than the experience student teacher.
- (vi) The remedial programmes affected the attitudes in varying degrees. Some student teachers showed an increase in their scores while some showed a decrease.

Gupta, S.P., (1971)¹⁶ A Study of Admission Procedures in Elementary and Secondary Teacher Training Institutions, NCERT, New Delhi 1971.

The findings relating to admission to an elementary teacher training institution are as follows:-

- (i) The minimum qualification is matriculation or S.S.L.C.

¹⁵ Mehta, R.L., An Investigation into the Attitudes of Student Teachers of Primary Basic Training Institutes towards Community Life and Craft, Gujarat University 1971. (Abstract taken from M.B. Buch, A Survey of Research in Education, First Edition 1974)

¹⁶ Gupta S.P., A Study of Admission Procedure in Elementary and Secondary Teacher Training Institutions, NCERT, New Delhi 1971. (Abstract taken from M.B. Buch, Survey of Research in Education, First Edition 1974.

- (ii) Age limit is 15 to 30 years for freshers, and up 45 years for untrained teachers.
- (iii) The Admissions are given on the basis of credits gained on written tests, interview, academic records and teaching experience.

Panigram, Das and Das (1972)¹⁷ studied Stagnation in Elementary Education.

The findings were:

- (i) The students' pass percentage in all subjects in classes II and III were 15.7 and 13.4, respectively, whereas, the percentage of students promoted to these classes by the headmasters were sixty five and seventy six, respectively.
- (ii) The causes of the low or underachievement of pupils were traced from the data. The method of 'Comparison of Opposites' was adopted for the purpose. The 'high group' comprised, those passed in all subjects and the 'low group' consisted of those failed in all subjects. It was found that most of the 'high group' students were regular in attendance, whereas most of the low group students were irregular.
- (iii) A subjective analysis of results revealed that in general, students performance was better at the end of class II than at the end of class I.
- (iv) The performance of students who had to repeat grades due to previous failure showed that from among 280 students tested in class II and 276 tested in class III, 130 students in class III, there were 103 of class II and 130 students of class III detained in previous years. Out of the 103, sixty two failed in all subjects, twenty two passed only in one. Out of 130, sixty seven failed in all subjects, twenty nine passed in one, twenty six in two and eight passed in all the subjects. This indicated that there was little improvement in the performance of fifty per cent students in spite of spending one more year in the same grade.

¹⁷ Panigram, D.Das.S.C., and Das K.C. Stagnation in Elementary Education, SIE (Orissa, Bhubaneswar)1972. (An Abstract from M.B., Survey of Research in Education First Edition 1974)

- (v) Most of the pupils in 'low group' did not have books and other instructional materials and their mother tongue was different from the regional language. These causes were coupled with economic backwardness.

Thakur, T., (1973)¹⁸ The Case History of the Modern Primary School in Assam SIE, Assam.

Some of the major conclusions were:-

- (i) The school failed to show a significant improvement in academic attainment.
- (ii) The purpose of the original scheme had not been translated into action. The whole implementation process had various limitations. There was lack of communication and follow-up programmes.
- (iii) The criteria to select the existing school for conversion were not sound.
- (iv) Two factors (teacher and locality) were mainly responsible for the total attainment of the school. The teacher stood out as the foremost factor. The teacher training programme was defective.
- (v) The grant was a very inadequate one to convert a school into a model one. A lumpsome grant was given only once.

Das (1974)¹⁹ studied the Impact of School Conditions on Primary Education in Sibsagarh District of Assam.

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

¹⁸ Thakur, T., The case History of the Model Primary School in Assam, SIE, Assam, 1973. (An Abstract taken from M.B. Buch. Fourth of Research in Education Volume II).

¹⁹ Das, R.C., Impact of School Conditions on Primary Education SIE, Assam 1974. (Abstract taken from M.B. Buch Fourth Survey of Research in Education. Volume II).

The significant educational implication is the better provision of physical facilities in school helps in reducing waste in education and in increasing its educational efficiency.

Das (1979)²⁰ conducted a study on “Administration of Elementary Education in relation to the Programme of Universalisation in Assam.

The study mainly revealed that the area of administration of education at the elementary level was full of problems. The Directorate of Elementary Education was a newly created department and was yet to be fully strengthened. In comparison with the tremendous expansion of elementary education, the expansion of the machinery relating to administration, inspection, supervision and management was inadequate. The state had 21559 primary schools, 3816 middle level schools, 45387 primary teachers, 20296 middle-level school teachers, 22 lakes schools children, 25 deputy inspectors and 62 assistant sub-inspectors of schools. The administrative machinery was not adequate even for administration at the current status of elementary education, let alone the expansion during the sixth Plan for universalisation. From all points of view new recruitments of administrative personnel should be made from professional institutions.

Mandal, G.L. (1980)²¹ studied on universal and compulsory primary education in Bihar. The study revealed that:

- (i) Primary schools intended for children for children of 6-11, that is, schools with classes I-V were made available to 96 per cent of them. Three fourths of the school going population in age group 11-14 found a middle school classes (VI-VIII) within walking distance from their habitant.

²⁰ Das. R.C., Administration of Elementary Education in Relation to the Programme of Universalization in Assam 1974. Abstract taken from M.B. Buch, Fourth Ssurvey of Research in Education Vol.II.

²¹ Mandal, G.L. Universal Free and Compulsory Education in Bihar (1950-74) – A Study of Problems and Measures, D.Litt. Education Bihar University, 1980 (Abstract taken from M.B. Buch. Fourth Survey of Research in Education)

- (ii) Provisions of schooling, facilities for classes I-VIII within a walking distance of every child was the target to be attended within a period of children in the age group 6-14 were enrolled by 1978.
- (iii) There was a kind of built in resistance among the landless agricultural labourers, scheduled castes and tribes, etc. to availing of the facilities for primary education and therefore, the need for sustained and vigorous drive was imperative.
- (iv) Out of every hundred children enrolled in class I only 25 reached V and only 15 went up to class VIII.

Kaur (1981)²² conducted A Critical Study of the Organization of Educational Administration and Finance in the State of Uttar Pradesh. The main findings of the study were:

- (i) There has been a very rapid increase in enrollment of students at all levels and in all types of educational institutions.
- (ii) During the post-Independence period, there had been a corresponding increase in the expenditure on education as well.
- (iii) To ensure proper teaching, the number of teachers had also been raised and there had been no appreciable change in the teacher-pupil ratio over the years.
- (iv) The strength of the supervisory staff in the Directorate of Education had also been raised considerably.
- (v) Prior to Independence, the Chief Secretary looked after the problems connected with education in addition to his various other duties. A separate Ministry of Education to look after the development of education was set up thereafter.

²² Kaur S., A Critical Study of the Organization of Educational Administration and Finance in the State of Uttar Pradesh, Ph.D., Education Avarad University, 1981. (Abstract taken from M.B. Buch. Third Survey of Research in Education)

- (vi) There had been considerable increase in the expenditure on programmes for adult education.
- (vii) The courses of study needed revision.
- (viii) A majority of the teachers, heads of departments and principals felt that there was need for reform in the system of examination.
- (ix) The teachers felt that there was need for improvement in their working conditions. Their workload was heavy. Their pay scale sanctioned by the UGC in 1973 needed revision because of the rather rapid rise in prices over the years.

Sachchidananda (1982)²³ studied Disparities in Elementary Education – A Case Study of Bihar.

The findings of the study were:-

- (i) Expansion of literacy in Bihar has not been keeping pace with the expansion of population.
- (ii) Bihar had the bulk of disparity in education with regard to very high, high and middle socio-economic disparity in literacy.
- (iii) There were seven districts with low disparity in literacy and seven with high disparity in literacy.
- (iv) Those districts which had a high literacy rate were also high in the enrolment of students in schools.
- (v) The districts which were high in urban industrial component were also high in literacy rate.
- (vi) The high literacy rate in males had no relationship with high literacy rate among females.

²³ Chachidananda, Disparities in Elementary Education: A Case Study of Bihar, ANS Institute of Social Studies, Patna 1982. (Indian Institute of Education sponsored) -. (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (vii) The enrolment of girls was highest in the districts which had a large number of missionary and voluntary organizations working for the upliftment of tribals.
- (viii) Among the christian tribals, there was 100 per cent literacy among boys as well as girls.
- (ix) The population of workers among scheduled castes was very high who went for blue-collar jobs.
- (x) The percentage of literacy among scheduled castes was 6.53
- (xi) The percentage of literacy among tribals was 11.64
- (xii) There was high percentage of enrolment among tribal children in the districts which had missionaries and social welfare agencies.
- (xiii) Christian agencies were more actively engaged in literacy work than government agencies. Non-Christian missionaries engaged in literacy work were the Aryasamaj, Ramakrishna Mission, Sikh religious community etc.

Devi (1983)²⁴ conducted a study on Problems of Dropouts in Primary Schools of Manipur.

The major findings were:

- (i) There was no uniformity in the rate of drop-outs for the whole primary course. At the lower primary course, girls dropped out more than boys. The difference in the rate between boys and girls was 14.76 per cent which was highly significant.
- (ii) As a whole girls had a higher rate of drop-out than boys, The difference between the mean rate of dropout of boys and girls was 6.30
- (iii) The boys had a higher rate of stagnation than the girls.

²⁴ Devi, K.G., Problems of Drop-outs in Primary School of Manipur with special Reference to Imphal Town, Guwahati University 1983. (An abstract taken from M.B. Buch. Fourth Survey of Research in Education).

- (iv) The highest rate of stagnation following the cohort was at the junior high school stage. Class-wise stagnation was clearly visible at class VIII for boys and class VII for girls.
- (v) The highest rate of dropout appeared in class A (48.48 per cent) and the lowest in class VI (4.79 per cent). The variation between the highest and lowest was 43.69
- (vi) Both dropout and stagnation were at a higher rate in schools in congested zones.
- (vii) The first four important causes according to the combined results, were poverty, frequent transfer, repeated failure and negligence of parents.
- (viii) In Imphal town, stagnation started from class V.
- (ix) The study of the relative importance of causes revealed that out of 40 causes of dropout, 20 belonged to socio-economic, 17 to educational and 3 to miscellaneous categories. Socio-economic causes were the most important causes of dropout followed by educational and miscellaneous causes. There was complete unanimity among the three set of judges regarding the regarding the contribution of major causes of dropout.

Gogate, S.B. (1983)²⁵ undertook a study on Training of Primary School Teachers in the context of Universal Primary Education.

Outcomes of the study were:

Teachers particularly from rural areas were aware of the social, cultural and economic needs of the rural society. Teachers understood that the development was possible through education and that education was the main instrument of child development and that they had a social responsibility if achieving this development. Teachers were aware of the methods of formal and non-formal systems of education. They knew that at some stage in the future they would have to take responsibility for

²⁵ Gogate, S.B. Training of Primary School Teachers in the context of Universal Primary Education 1983. IIE, UNICEF funded in Fourth Survey of Educational Research, NCERT, NEW Delhi. Contextual Re-orientation of Elementary Education : A Study of Community Participation.

non-formal education. Teachers developed proper attitudes towards the problems of children from weaker sections of the society and problems of education of girls. Teachers were now aware of the extent and causes of the problems of wastage and stagnation.

Valand, J.B., (1983)²⁶ conducted a study of innovative proneness of teachers of primary Teachers Training College in the State of Gujarat.

Findings of the study revealed that:

The mean innovative proneness score of the teachers above 35 years of age was greater than those of the teachers under that age. The mean score of the female teachers was higher than that of the male teachers. The mean score of the teachers having more than five years of teaching experience was greater than that of teachers having less than five years of teaching. Teachers possessing an M.A. Degree gave the highest mean score on innovative proneness while teachers having a B.Sc. Degree gave the lowest mean score. The mean score of the teachers who had not changed institutions was higher than the teachers who had changed the institution. The mean score of the teachers who attended the in-service programme was higher than the mean score of the teachers who had not attended any in-service programme. The components of the innovative proneness scaled significantly correlated with teachers' personal variables such as age, sex, experience, academic qualification, professional mobility, in-service education, reading habit and professional satisfaction.

Singh Satyarayana (1984)²⁷ studied the Effects of Training in Teaching Skills using Micro-class, Peers and Real Pupils on the General Teaching Competence of Student-teachers at Elementary Level.

The major findings of the Study were:-

²⁶ Valand, J.B. A Study of Innovative Proneness of Teachers of Primary Teacher Training Colleges in the State of Gujarat 1983 in Fourth Survey of Educational Research- Contextual Reorientation of Elementary Education: A Study in Community Participation, NCERT New Delhi.

²⁷ Singh, Satyarayana. Effects of Training in Teaching skills, using micro-class, Peers and real Pupils on the General Teaching Competence of student-teachers at Elementary Level, DSERT, Karnataka 1984. (An Abstract taken from M.B. Buch Fourth Survey of Research in Education)

- (i) The student-teachers trained using Micro-teaching under the simulated conditions acquired better teaching competency than those trained under the traditional training method.
- (ii) The student-teachers trained, using Micro-teaching under real class-room conditions acquired better teaching competency than those trained under the traditional teaching method.
- (iii) The effectiveness of the Micro-teaching training technique was more significant in respect in those trained under real class-room conditions than those trained under simulated class-room conditions in developing the teaching competence of student-teachers.
- (iv) The Micro-teaching training technique made a significant impact in developing a positive attitude in the student-teachers towards micro-teaching. Micro-teaching should be used in developing teaching skills as a regular technique in colleges of Education.

Kapadia (1984)²⁸ in his study of the Development of Primary Education in the State of Gujarat after independence reported the following findings:

- (i) The position of primary education in Gujarat was admirable as the state ranked third in this respect among the other progressive states of India.
- (ii) There was a considerable increase in the number of schools during the last three decades. The state has succeeded well in attracting more and more pupils to schools.
- (iii) During the three decades from 1950-1980 there was an enrolment explosion. The number of boys on they rolls during this period increased three times and the number of girls five times.
- (iv) The percentage of female trained teachers was less than tha5t of males trained teachers during the years between 1950-51and 1960-61. From 1965-66

²⁸ Kapadia, K.P., A Study of the Development of Primary Education in the State of Gujarat after Independence, south Gujarat University 1984. (An Abstract taken from M.B. Buch. Fourth Survey of Research in Education)

onwards, as steep rise occurred in the number of male trained teachers and the same trend continued till 1979-80.

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

Dunakhe (1984)²⁹ inquired into Research Needs in Primary Education.

The major findings of the study were: _

- (i) The teachers, headmasters and education extension officers were aware of the needs for Research in the filed of primary education.
- (ii) Some of the problems they faced were regarding the working of the school, curriculum construction, administration of primary education etc.
- (iii) They felt that there should be diversification of curriculum, school timing, open entry to the schools and encouragement to balwadis.
- (iv) The research needs to spelt out in the study were related to the areas of absenteeism, administration, classification of students according to abilities, curriculum development and practices, preparation of quality education materials, educational policy, evaluation system, parents, school entrance systems, schools plants, school timing, sociology of education, strength of students per class, students' characteristics, teacher training of teachers, transport and text-books.

Gogate, S.B. (1984)³⁰ conducted a study on Primary Education in Marathwada. Some of the findings were:-

²⁹ Dunake, A.R. Research Needs in Primary Education – An Exploratory Study, SIE, Maharashtra 1984. (Abstract taken from M.B. Buch, Fourth Survey of Research in Education).

- (i) Prior to 1948, almost all schools were conducted by the Nizam's regime. Schools conducted by private managements were non-existent. However, the freedom fighters of the state had opened schools at Aurangabad, Beed, Anbejogai, Parabhani and Hippanga. This did not get any support from the Nizam's government. Prior to 1948, though Marathi was the medium of instruction, Urdu used to be taught from Standard III.
- (ii) Prior to 1948, Marathwada also had schools of non-formal education in Mosque (Maktabs) and Patsalas, and also in the estate of Beed big landlords.
- (iii) Girls' education was non-existent prior to 1948.
- (iv) During 1984- 1985 the number of schools, students and teachers in Marathwada was: schools (10,293), boys (7,84,000), girls (5,14,000), teacher, (30,942)
- (v) In urban areas 35 to 40 per cent of the teachers were female. This percentage in rural areas was between six and seven. In urban areas 36.75 per cent of the teachers did not stay at the place of work. This percentage in rural areas was 27.1. Ten per cent of the rural teachers were involved in farming. Fifty per cent of the teachers did nothing to improve their professional skills; similarly 25 per cent of the teachers made no efforts to improve students. Thirty per cent of the teachers did participate in monthly meetings. Most of them did not read educational literatures. From 50 to 60 per cent of the teachers reported paucity of facilities in schools, while 25 per cent complained of clerical and other non-educational work.
- (vi) In rural and urban single teacher schools, 60-70 per cent of the boys dropped out by the time they reached stand IV, in the case of girls this percentage was only 16. IN multiple-teacher schools the dropout rate was between 40 and 50 percent.

³⁰ Gogate, S.B. (1984). A Study of Primary Education in Marathwada, A Project undertaken by the Swamy Ramanand Teerth Research Institute, Aurangabad in collaboration with the IIE, Pune, 1984 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education)

- (vii) In the achievement test, (the test consisted of four parts), being for standard I, II, III and IV and each carrying 25 marks), 439 urban students scored 16.48, then 11.62, 7.42 and 5.63 out of 25 respectively. About 702 rural students scored 15.62, 11.19, 7.43 and 6.21 respectively. Thus, by and large, students of standard V had shown achievement which was barely equivalent to the level of stand II.
- (viii) Many schools did not have basic facilities like the blackboards, chairs, tables, benches, etc. Only 36 per cent of the schools had drinking water arrangements. In almost all the schools, the environment around the schools was not healthy.

Dutta, B. (1985)³¹ conducted a study on Primary Education in Calcutta – An Anthropological Appraisal.

Some of the major findings were:-

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

³¹ Dutta, B. Primary Education in Calcutta. An Anthropological Appraisal, Ph.D. Anthropology, Calcutta University 1985. (An Abstract taken from M.B. Buch. Fourth Survey of Research in Education Volume II).

- (viii) Educational qualifications of the teachers were low. The majority were matriculates, few were graduates and some were below matriculation, especially in rural areas.
- (ix) Teachers had experience of between 5 and 15 years.
- (x) For the majority of teachers, the pay range was Rs.300 to 500 per month.

Desai's (1985)³² study on Learning Disabilities of Primary School Children found out that:-

- (i) The most potent cause of learning disability was poverty.
- (ii) The second cause of the malady was the apathy of teachers to their duties in school.
- (iii) The third cause of learning disability was the abolition of examinations from standards I and II in the schools of Gujarat.
- (iv) Low intelligence was also one cause of the malady.

Lyndem (1985)³³ in the study of A Critical Study of Development Plans and Programme in Primary Education in the State of Meghalaya since Independence found out:

- (i) There was progress in respect of various aspects of primary education like establishment of new schools, strengths 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 increased. There was an increasing trend in the expenditure on both general and primary education.

³² Desai, K.G. Learning Disabilities of Primary School Children, Department of Education Gujarat University 1985 NCERT Financed. (An Abstract taken from M.B. Buch. Fourth Survey of Research in Education Vollume II.

³³ Lyndem (Laso) B., A Critical Study of Developmental Plans and Programme in Primary Education in the State of Meghalaya, since Independence Ph.D. Thesis North Eastern Hill University 1985.

- (ii) Meghalaya has implemented several development programmes in the field of primary education to achieve 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 teacher were 42,56 and 39 respectively. On an average, each school had 2.47 teachers. In West and East Khasi Hills Districts, teachers below matric ranged from 69-74 per cent of the total numbers. The same percentage in Shillong Municipality and Cantonment areas was 25. About 64 per cent respondents felt that a few more primary schools in rural areas should be opened by government. No teacher had utilized the programme of assistance to author for writing or publishing books. About 5 percent of the schools possessed a school library. Only five schools had a science laboratory. About 91 per cent of the heads of school expressed great satisfaction over the training received by their staff. Very few teachers attended in-service programmes during 1980-83.
- (iv) Though, in the implementation of different programmes, there was still a log, the picture became very poor for private unaided schools under district council administration. Barring a few stray instance, these schools were almost untouched by any of developmental programmes.

Devi, Rajpati (1985)³⁴ conducted a study on barriers in the Primary Education of scheduled caste students (In Hindi). The study revealed that:-

- (i) There was no significant difference in the achievement levels of the pupils belonging to scheduled caste and the caste Hindu pupils in the types of schools studied. All were performing at very low level.
- (ii) Conditions in the schools were far from satisfactory. The teacher pupil ratio was very poor. The teachers had just minimum qualifications and had poor training.

³⁴ Devi, Rajpati, (1985) Barriers in the Primary Education of Scheduled Caste Students (in Hindi). Ph.D. Education, BHU – 1984 (Abstract taken from M.B. Buch, Fourth Survey of Research in Education, Vol.II).

- (iii) Methods of teaching were found to be defective and suited to scheduled pupils. Teachers were not sincere in discharging their duties.
- (iv) No discriminatory treatment towards scheduled caste pupil was noticed, though not much was done to induce them to achieve better than they were doing. These pupils were to made to work for others. Home background conditions were found to be not encouraging for achievement. The homes had poor facilities and there were very few persons who were literate or educated.
- (v) Most of these pupils suffered from poor eyesight and poor general health.

Yadav M.S. (1986)³⁵ conducted a study of Evaluation of Comprehensive Access to Primary Education (CAPE) Project in India.

The major findings of the study were:-

- (i) The organizational structure adopted for implementing the CAPE Project in the country was found to be very suitable.
- (ii) Revision of the TTI's curriculum was one of the essential activities in most of the states. It took much more than the stipulated time.
- (iii) Different functionaries were provided training by CRC and RDRC members, but at the time of Survey, it was found that a large number of untrained personnel were working and they expressed the need for training.
- (iv) The teacher trainees faced several problems in the preparation of learning episodes.
- (v) The activity of preparing learning episodes (LES) was considered useful by a majority of students (90 percent).
- (vi) The literacy and numeracy material was mostly developed by the teacher-educators in the workshops.

³⁵ Yadav, M.S., Evaluation of Comprehensive Access to Primary Education (CAPE) Project in India. Maharaja Saijira University 1986, UNICEF Financed. (Abstract taken from M.B. Buch, Fourth Survey of Research in Education.

- (vii) Developed LES were screened and processed in the workshops.
- (viii) At the time of the Survey, except Tamil Nadu, no state could produce the minimum (240 hours learner engaged time) material which was specific for starting Phase II.
- (ix) Material prepared was found to be relevant to the local needs of the learners.
- (x) On the whole 50 percent of the planned programmes could be conducted and 20.43 per cent of the allocated funds could be utilized in the Project.

Srivastava, Shoba, (1986)³⁶ made a Study of Job satisfaction and Professional Honesty of Primary School Teachers with necessary Suggestions.

The findings of the study were: -

- (i) Primary teachers of the area were found to have high job-satisfaction and professional honesty.
- (ii) Female teachers as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers and non-agricultural family occupation background teachers were significantly higher in job-satisfaction and professional honesty.
- (iii) Young teachers as compared to old teachers, junior teachers as compared to senior teachers, and high academic achiever teachers as compared to low academic achiever teachers were also significantly higher in job-satisfaction.
- (iv) Caste was not found to have a significant effect on either of the two.
- (v) The major factors of job-dissatisfaction among primary school teachers were inadequate salary, lack of physical facilities (space, equipment, etc.) problems in getting arrears, exploitation by officers etc.

³⁶ Srinivastava, Sobha. A Study of Job Satisfaction and Professional Honesty of Primary School Teachers with Necessary Suggestions. Avadh University, 1986. (Abstract taken from M.B. Buch, Fourth Survey of Research in Education)

- (vi) The major factor conducive to professional honesty in primary teachers were the teachers strong and good character, the teachers' sincerity towards work, recognition and open environment in the school, the teachers' mental health etc.

Biswas N.B. (1986)³⁷ Conducted a Study of the Curriculum for Primary Education in Bangladesh. The major findings were:-

- (i) A contextual gap existed between framing of objectives by the National Education Commission and the National Curriculum and Syllabus Committee.
- (ii) There was some gap between the curricular content recommended by the National Education Commission and that of the National and Syllabus Committee.
- (iii) Even though the National Curriculum Syllabus Committee recommended inclusion of Environment Science, the National Education Commission did not recommended adopting such studies.
- (iv) The textbooks were mostly according to the content included in the syllabus prescribed by the National Curriculum and Syllabus Committee.
- (v) The textbooks were very poor with regard to physical aspects.
- (vi) The teachers' handbooks were of high quality in terms of both content and production.
- (vii) The schools did not implement the curriculum appropriately.
- (viii) The questions set in the examinations were of the knowledge type and ignored other aspects like analytical thinking, logical reasoning, etc.
- (ix) The problems were related to lack of physical facilities, time-table, non-availability of appropriate teaching aids and materials. The workload was very high as perceived by the teachers.

Rai R.M. (1987)³⁸ conducted a Survey of Elementary Education in Rural Areas of Ghazipur District.

The Major findings of the study were:-

- (i) All primary schools worked under the administration of the Basic Education Council and there was a village committee for primary education in every village,
- (ii) Average strength of teacher per school was four.
- (iii) There was a primary school for every 20,000 population. The average strength of students per school was 216.17
- (iv) In rural areas, 79.85 per cent boys and 20.17 per cent girls belonged to backward classes.
- (v) Average literacy percentage in the district was 25.96 in which male literacy was 39.82 per cent and female literacy was 12.4 per cent.
- (vi) 87 percent of the schools were located in building constructed by the Basic Education Committee.
- (vii) The greatest problem of teachers in these schools was economic.
- (viii) The main source of Income of students in these areas was agriculture.
- (ix) 43 per cent of the teachers studied up to class X only.
- (x) About 23.93 percent of mothers and 44.31 per cent of fathers were literate.
- (xi) Ninety per cent of the students used chalked for writing.
- (xii) Internal assessment was prevalent in the primary schools.

³⁷ Biswas, N.B. (1986) A Study of the Curriculum for Primary Education in Bangladesh, Ph.D. Education, MSU 1986 (Abstract from M.B. Buch. Fourth Survey of Research in Education).

³⁸ Rai, R.M., A Survey of elementary Education in the Rural Areas of Ghazipur District, Bhubaneswar University 1987. (Abstract from M.B. Buch Fourth Survey of Research in Education)

(xiii) About 68 per cent of the students sat on the floor during school hours.

Raina B.L. (1988)³⁹ conducted a study of Education in a village of Jammue and Kashmir. The major findings were:

- (i) The teacher – student ration was found to be very low in the villages and about 50 per cent children of the 6-14 age group were out of school. However, no enrollment drive was undertaken to bring them back either by the teachers or administration.
- (ii) Schooling facilities did not affect students' enrollment. Mostly from the well-to-do families attended school. Further, the girls' students, enrolment was found to be only 12 per cent. The ill-equipped girls' schools and attitude of the parents towards girls' education were found to be the causes for this low enrolment.
- (iii) High drop out was registered during the year 1970 (81 % and 30.7 % for high school and primary school respectively).
- (iv) Two adult education centers operating in the village were unutilized but the two craft centers were functioning well, thereby causing the low enrolment of girl students in the schools.
- (v) The development programmes raised the awareness of the villages and they have shown keen interest in the programmes and utilized them effectively.
- (vi) Education has led to the migration of the educated villagers to other parts of the state as well as outside the state.

Gupta, J.K. and Srivastava, A.B.L. (1989)⁴⁰ conducted a sample study of Stagnation and Dropout at Primary Stage in the Educationally Backward States.

³⁹ Raina B.L. (1988) Education in the Village of Jammu and Kashmir, Ph.D. Education, The Maharaja S.Rao University of Baroda (Abstract taken from the Fifth Survey of Educational Research 1988-92 Vol.II.

⁴⁰ Gupta, J.K. and Srivastava, A.B.L., A Sample Study of Stagnation and Drop-out at Primary Stage in the Educationally Backward States. Independent Study 1989. National Council of Educational

The major findings of the Study were as follows:

- (i) The over all dropout rate of the primary stage was more than 60% in the state of Andhra Pradesh, Bihar, Jammu and Kashmir and West Bengal, whereas in Assam, Orissa, Rajasthan and Uttar Pradesh it was less than 50%, and, in the case of Madhya Pradesh, it was around 58%. The drop out rate among SC as well as ST pupils was higher than that of pupils of all communities in all the states except in Jammu and Kashmir.
- (ii) More than 60% of pupils completed the cycle without repeating in Jammu and Kashmir, Orissa and Rajasthan, whereas in the states of Andhra Pradesh, Assam, Bihar and West Bengal only about one-third of the pupils completed it.
- (iii) In all the states, three-fourths of the total years spent in excess are attributable to drop-outs while the remaining are attributable to repeaters who have completed the cycle. (SKB 1163)

Chachidananda (1989)⁴¹ Studied the Disparities in Elementary Education: A case Study of Bihar: The study revealed the following findings:-

- (i) In respect of literacy and elementary education, Bihar was far behind than most of the states in the country.
- (ii) The dropout at elementary stages was heavy and increased over the years. Unless children completed the first three years of schooling in the primary class, they tended to relapse into illiteracy.
- (iii) The various factors responsible for the poor performance of elementary education, low enrolment, high drop-out, etc., were: poverty of rural families, lack of effective supervision and rampant corruption in the supervisory cadres, paucity of woman teachers, teachers being highly politicized and less

Research and Training (Abstract taken from M.B. Buch Fifth Survey of Research in Education II Volume.

⁴¹ Sachchinanda. , Disparities in Elementary Education : A Case Study of Bihar. Independent Study: Patna: A.N. Sinha Institute of Social Studies 1980. (Abstract from M.B. Buch, Fifth Survey of Educational Research Volume II.

representative of the SC/ST teachers, low literacy and enrolment among the poor scheduled castes and non-Christian tribal.

Bhargava, S.M. (1990)⁴². Conducted a Study of the Growth of Educational Facilities and Enrolment at the Elementary Stage in India.

The major finds of the Study were:

- (i) There has been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one kilometer, but this was available to 80.34% in 1986. Among the states, Nagaland, had the highest and Tripura the lowest facilities. The other states that followed Nagaland were Mizoram, Gujarat and Punjab. But Uttar Pradesh, Goa and Himachal Pradesh had the lowest percentages.
- (ii) Educational facilities for girls, and ST and SC improved from 38.05% in 1978 to 74.46% in 1986.
- (iii) Middle-stage education facilities within 1 km. Have also increased from 3.13% in 1957 to 13.25 in 1986, and Junagadh District (Gujarat) had the highest facilities for middle-stage education.
- (iv) At the elementary stage (1-VIII), 1,139 lakh children were enrolled in 1986, and this showed a 51.43% increase over 1973 with an annual growth rate of 3.24%. However, crores of children were out of school and only 30.07% of those who got enrolled in school reached class VIII. (MSY 0936).

Mohanti K.C., (1991)⁴³ conducted an Investigation into the efficiency of the System of Supervision into the Efficiency of the system of Supervision in relation to the programme of Universalisation of Elementary.

⁴² Bhargava, S.M. a Study of the growth of Educational Facilities and Enrolment at the Elementary Stage in India. Ph.D. Education. 1990. The Maharaja Saiajiroa University of Baroda, (An Abstract taken from M.B. Buch Fifth Survey of Research in Education II Volume.

⁴³ Mohanty, K.C., An Investigation into the Efficiency of the System of Supervision in relation to the programme of Universalisation of Elementary Education. Ph.D., Utkal Univ. (Abstract taken from M.B. Buch, Fifth Survey of Research in Education Volume II.

The major findings of the study were:-

- (i) Supervisors were more engaged in para and non-academic work.
- (ii) Their number was insufficient.
- (iii) They were put in a common cadre along with T.G. Teachers.
- (iv) Being under the control of BDO, they were engaged more in non-academic work.
- (v) Even though SIS are taken as extension officers, they were not provided with normal TA and other facilities.
- (vi) There were political interferences in the administration of the elementary schools.
- (vii) The DI of schools had less control than required over the supervisors.

Reddy (1991)⁴⁴ studied the Quality Improvement of Pre-service Teacher Education of Primary School Teachers in Andhra Pradesh.

Findings of the study revealed that:

- (i) The sex ration of male and female teacher educators who responded was 4:1; four out of five teachers educators were young below 39 years of age; many teacher training institutes (DIETS) did not have the required physical facilities and the present staff pattern was considered inadequate to maintain quality in the pre-serve teacher education.
- (ii) Roy (1991)⁴⁵ studied the Impact of the Elementary Teacher Education Programme on the Attitudinal Change of the Elementary Teacher trainees of Orissa towards Community Involvement.

⁴⁴ Reddy, Chandra Prakash , The Quality Improvement of Pre-Service Teacher Education of Primary School Teachers in Andhra Pradesh 1991. Fifth Survey of Educational Research. (Abstract taken from Contextual Reorientation of Elementary Education-A Study of Community Participation, NCERT, New Delhi.

- (iii) Findings revealed that the elementary teacher education programme with the elements of community involvement, both in theory and practice positively affected the change in the attitude of the student-teachers towards community involvement. Both the categories of student-teachers were almost equally prone to change in their attitude towards community involvement; previous teaching experience had no role to play in the change in the attitude of student teachers towards community involvement and the degree of interest in teaching was responsible for accelerating the development of attitude towards community involvement.

Sarma, H.N.Dutta, Bineeta and Sarma, Dipti (1991)⁴⁶ conducted a study on Identification of the Problems of Primary Education. The major findings are:

- (i) Lack of physical facilities at school was the major problems of the primary schools.
- (a) Forty six per cent of the schools did not have school buildings.
- (b) Forty-two per cent of schools had adequate city arrangement for their pupils.
- (c) Lack of facilities for health and hygiene was a serious problem. Sixty one per cent of the schools did not have facilities for proper drinking water, 73 % did not have lavatories and 54 % did not have urinals.
- (d) Games and sports were part of curricular activities of the primary schools, but 54 % of the schools did not have playground and 85 % did not have any material for games and sports.

⁴⁵ Roy, Sinha D. (1991) The Impact of the Elementary Teacher Education Programme on the Attitudinal Change of the Elementary Teacher Trainees of Orissa towards Community Involvement. NCERT (1998) in Fifth Survey of Educational Research, Vol. II, New Delhi. (Abstract taken from Contextual Reorientation of Elementary Teacher Education – A Study of Community Participation.

⁴⁶ Sarma, H.N., Dutta, Bineeta and Sarma, Dipti. Identification of the Problems of Primary Education. Independent Study, Jorhat 1991. State Institute of Education (An abstract taken from Fifth Survey of Educational Research 1988-92, Volume II. National Council of Educational Research and Training).

- (ii) In 4 % of the schools, there was only one teacher, in 19 % there were two teachers and in 8% there were three teachers. The teacher – pupil ratio was found to be very high in one school (1:110) and that too in a tea garden school, in 24 % of the schools, the ratio was between 1:11-1:20 in 48 %, between 1: 21-1:30, in 28 % of the schools the ratio was between 1: 31-1: 43.
- (iii) The government of Assam supplies text-books free of cost to its pupils, but 87% of the teachers considered irregular supplies of text books as a major problem.
- (iv) 71% of the teachers considered guardians' lack of cooperation as a serious problem of Primary education.
- (v) Sixty-four per cent teachers and headmasters considered pupils irregular attendance as major problem.
- (vi) As regards, the professional qualifications of the teachers, all the headmasters were trained. In case of assistant teachers only had undergone normal basic training course. Fifty three per cent of the teachers did not apply training methodologies in the actual teaching- learning situation.
- (vii) There was significant correlation between pupils' academic achievement in class III and IV. This implies that if proper academic guidance is given, good students will tend to show better results in future.
- (viii) The correlation between pupils' regular attendance and their academic achievement was found to be insignificant.
- (ix) The correlation-coefficient was found to be insignificant between pupils' academic achievement and physical facilities at home.
- (x) It was found that thirty-five per cent of the schools had no blackboards. In 81 % of the schools, no teaching aids were available.

Pore, S.M. (1991)⁴⁷ conducted a study on time-tables of the primary schools in Maharashtra with reference to the educational and administrative constraints. The major findings are:-

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

Naik, Sipra (1992)⁴⁸ studied on Development of the Primary Education in Sundargarh District, Orissa with special emphasis on the role played by local leadership. The major findings are:-

⁴⁷ Pore, S.M. (1991). A Study of the Time Tables of the Primary Schools in the Maharashtra State with reference to the educational and administrative constraints. M.Phil. Education. Pune, Adarsha, Comprehensive College of Education and Research. (An abstract taken from Fifth Survey of Educational Research 1988-92, Volume II, National Council of Educational Research and Training)

- (vi) There was a phenomenal increase in enrollment, in the number schools and teachers at the primary schools stage in Orissa in general and in Sundargarh District in particular between 1951-52 and 1988-89. Special efforts made by the state through the tribal sub-plan approached as well as the introduction of various incentives seemed to have helped to expand primary education facilities in the district.
- (vii) The average expenditure per student on primary education in Sundargarh District was Rs. 154.48 as per the figures for the late 1980s. The average non-teacher cause was 1.02% of the total expenditure.
- (viii) The development, trends in primary education in Sundargarh District showed that 69% of the primary schools were set up in the post –Independence period, 52% of the total enrollment were tribal children, and 71% of schools did not have the one teacher-class status.
- (ix) The percentage of boys dropping out of the primary schools was more than girls' being in excess of 55% in case of boys.
- (x) The facilities available in primary schools were inadequate-63% of schools did not have their own playground and games materials, 65 % of them were not supplied with science kits and other teaching aids, and the incentives like free books, midday meals, etc. were not provided adequately.
- (xi) The Sevashram type 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.
- (xii) Leaders from areas where the 'good' schools were located showed and active, participative and positive involvement in matters connected with the local primary schools. The involvement took various forms. It was not so with the sample of leaders living near poor schools.

⁴⁸ Naik, Sipra., (1992) *Development of Primary Education in Sundargarh District, Orissa with special emphasis on the role played by local leadership*. Ph.d. North Eastern Hill University. (An Abstract taken from Fifth Survey of Educational Research 1988-92 Volume II National Council of Educational Research and Training).

Ralte, Lalliani (1992)⁴⁹ conducted an analytical study of Primary Education in Mizoram during the post-Independence period. The major findings are:-

- (i) Primary education developed in a big way during the post Independence period.
- (ii) The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79.
- (iii) The percentage of wastage of girls (36.8) was higher than the boys (31.3)
- (iv) The expenditure on education as a proportion of the total union territory expenditure (revenue) declined from 18.2 %to 15.5. %between the years 1972-73 and 1985-86.
- (v) The allocation on primary education to the total education outlay came down from 36 % in the Fifth Plan to 12 % in the Seventh Plan (1985-90).
- (vi) The non-teacher cost per pupil was about Rs.27 in 1985 and Rs.75 in 1986-87.
- (vii) The expansion in enrollment was not matched by a proportionate increase in teacher population.
- (viii) Fifty five per cent of the schools had properly maintained classrooms. The store- room, student's room, common room, craft rooms, library room, etc. were almost non-existent in most of the schools.
- (ix) The over all performance of a sample of candidates who had appeared in the Primary School Scholarship Examination was not satisfactory in the achievement test in mathematics, English and General Science. There was no significant difference between boys and girls regarding their performance in these subject tests.

⁴⁹ Ralte, Lalliani (1992) an Analytical Study of Primary Education in Mozoram during the post-Independence Period. Ph.D.Education North Eastern Hill University. (An Abstract taken from Fifth Survey of Educational Research 1988-92 Volume II. National Council of Educational Research and Training)

Birdi, Bimlesh (1992)⁵⁰ conducted a study on the 'Growth and Development of the Primary Education in Punjab from 1947-1987. The major findings are as follows:-

- (i) In 1947 – 48, there were 31 % students in the age group 6-11 years who were enrolled in Primary Schools. IN April 1962, the Compulsory Primary Education Act was introduced in the state. The enrollment rose by 23% within two years, but compulsion had been introduced by 1987. The all India percentage of enrollment in 1986 – 87 was 90.3, but for Pynjab it was 64.77. During 1987 – 88, the number of boys abd girls enrolled in the primary classes was 10.29 lakhs, and 8.74 lakhs respectively, which was 61.98% of the total population in the age group 6-11 years, the corresponding figure for India was 82.50%. The punitive clause of the Act mostly remained on paper and the department showed a lukewarm attitude in the implementation of the Act properly.
- (ii) The conditions of building, furniture and equipment were unsatisfactory in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has been lowering the academic standards.
- (iii) In 1947-48 there were 5,337 teachers and in 1964-65 the number rose to 50, 654. During 1987-88, the total number of teachers was 47,493, which was nearly nine times of that observed in 1947-48.
- (iv) The yearly expenditure on primary education in 1947-48 was 54.80 lakhs, which was 20.5 % of the total expenditure on education. During 1980-81, out of the total allocation of Rs.13,722.48 lakhs for general education, primary education received 4,965.06 lakh i.e. 36.18%.
- (v) Since 1969, all text-bboks have been prescribed and published by the Punjab School Education Board. In 1971, the Text-books Board was nationalized and

⁵⁰ Birdi, Bimlesh (1992). A Study of the Growth and Development of the Primary Education in Punjab from 1947 to 1987. Ph.D. Education, Pynjab University (An abstract taken from Fitfh Survey of Educational Research 1988-92 Volume II National Council of Educational Research and Training).

with all rights were vested with the Punjab School Education Board. After 1977, Punjab followed the recommendations of the Curriculum Review Committee and adopted each scheme of education, and in 1978, the Punjab School Education Board adopted the pattern of the NCERT at the primary stage.

The NPERC, 1991 and JRC, 1992⁵¹ both stressed the need of improvement in the actual implementation of WE in average and quality. Some of the major findings of the study areas follow:-

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

⁵¹ Journal of Indian Education, Volume Twenty, Number Six, March, 1995, National Council of Educational Research and Training.

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

After investigating into the present status of implementation of WE Programme at Primary Level, it is felt that following points are worth mentioning for the efficient functioning of the programme:-

- (i) The subject of WE needs to be considered as an essential subject at the primary level in all the schools, boys, girls and co-educational. It should find a place in the report card also.
- (ii) 'Work Experience' nomenclature should be used uniformly in all the primary schools instead of 'sewing'.
- (iii) The syllabus guidelines require a thorough revision in the light of National Policy of Education, 1986.
- (iv) Orientation Programme and Work Experience Workshops may be organized on a continuous basis for the primary teachers and heads of schools.

- (v) Tie allocation for the subject may not be less than 20% of the total instructional time, i.e. at least eight periods per week for primary classes as stipulated in the National Curriculum for Elementary and Secondary Education.
- (vi) Planning of Work Experience activities should be done with the help of School Work Experience Committee in the beginning of the session and WE annual plan prepared.
- (vii) Head of the schools, should select such WE activities as are suitable for the students depending upon the local conditions. A comprehensive list of WE activities may however, be drawn centrally and circulated to all the schools
- (viii) Uniform evaluation procedure may be adopted by all the primary schools.
- (ix) The parents may be educated by the heads of the schools regarding the importance of the subject in day-to-day life of the student.
- (x) The constraint regarding inadequacy of funds may be removed.

Kusum K. Premi (1992)⁵² conducted a study on “Universal Primary Education in Remote Areas: Case Study of Ladakh (Leh).

Some of the major findings of the study were:

- (i) The state of J & K of which Ladakh is a part is the only state in the country which adopted 35 years ago the policy of free education from Pre-primary to the post graduate level. The state is unique in enacting legislation for compulsory education up to class VII.
- (ii) Literacy rates had picked up very fast from 1961 to 1981. The rates, however, are below the national level. Similarly, rural-urban and male and female differentials, though narrowed down, continue to be wide. In rural areas males and females differentials are very high. In urban areas, differentials are not

⁵² Kusum K. Prem. Universal Primary Education in Remote Areas: Case Study of Ladakh (Leh). New Frontiers in Education Vol. XXII, No. 1, Jan-March 1992. A Journal of the Society for Educational Research and Development.

only marginal but female attendance rates are slightly higher than that of males.

- (iii) Enrolment ratios have increased tremendously over the last two decades. The attendance however, continues to be much lower.
- (iv) There is very high drop out in the system, enrolments in class V were only half of class I. In urban areas retention for girls appear to be higher than that of boys.
- (v) Data on educational attainment are not available, but inferring from the entrance tests conducted for admission to Navodaya Vidyalaya, quality is very poor. In some tehsils not even a simple child qualified for admission.
- (vi) The school infrastructure also weak in Ladakh. A large number of schools do not have buildings. There is acute shortage of rooms. The teacher pupil ratio is sometimes so low that it becomes counter productive to learning.
- (vii) The basic educational equipment in schools like blackboard and chalk, books and furniture, charts and maps are in short supply.
- (viii) A major problem in these areas is the non-availability of adequate number of teachers. Further a large number of teachers are under qualified or untrained. A large number of schools continue to be single teacher schools.
- (ix) Supervision does not function effectively because of long distances and difficult terrain. Even basic activities, such as payment of salaries to teachers become difficult. Sometimes the teacher has to spend a few days to go to the black headquarters to collect the pay. Teacher absenteeism is a recurring phenomenon.

I. Grover's (1986)⁵³ study of Wastage in Primary Education: A global perspective revealed the following:

⁵³ I. Grover. Wastage in Primary Education: A Global Perspective, Journal of Indian Education September 1986 Volume Twelve Number Three September 1986, NCERT.

- (i) The overall dropout percentage is of a considerable extent in all the developing countries and fairly small in the European countries. However, the general trend over the past years in the developing countries is that of a gradual decline.
- (ii) The highest wastage on account of dropout takes place in the region of Latin America, followed by the region of South Asia. Africa and Asia. The rates of developing countries in general and South Asia in particular are influenced by high wastage in India.
- (iii) Grade-wise analysis of the situation reveals that the highest dropout in all developing countries occurs in Class I. The situation reflects the holding power of these grades, on account of which the doors of education are closed to for many children.
- (iv) Repetition rates are lower where promotion is an automatic basis while examinations system enhances repetition. On a grade-wise basis, the African region has the highest rates and these occur in the final grade of education cycle. In the region of Latin America and South Asia, highest repetition takes place in Grade I and then the rates declines in subsequent grades.
- (v) The highest wastage in primary level, in all countries takes place in Class I irrespective of per capita income. Highest waste in primary education is experienced by the low income-group countries, followed by the intermediate-middle income group. It is the poorest countries with most limited resources who incur the maximum amount of wastage on this account and thereby pay most dearly for this inefficiency
- (vi) In developed countries, the per capita income is much higher in comparison to developing countries, while wastage is minimal. Economic factor seems to positively influence educational wastage and inequality among nations continues.
- (vii) Wastage is reported to be higher in rural areas of developing countries due to greater need for child labour, comparatively lower status of rural parents,

coupled with factors of low literacy, greater schooling inadequacies, traditional occupations and attitudes.

- (viii) On the basis of sex the global picture of dropout is a mixed one. Noticeable differences exist in the developing and developed countries. UNESCO estimations (1980) indicate that differences do not exist in Europe. In Latin America dropout among girls is less while in South Asia and African countries the case is the reverse. In developing countries, the probability of male attending school is higher. The differences in repetition on the basis of sex in primary grades do not show any marked dissimilarities (UNESCO 1980). Thus socio-cultural factors seem to influence dropout and non-enrolment to a greater extent compared to repetition.
- (ix) During 1960-1975 school enrolments in developed countries increased by a slight margin whereas in developing countries enrolments almost doubled. This was due to the fact that by 1960 the majority of developed countries had almost reached a stage of completion of universalisation of primary education, while the majority of developing countries had a low enrolment base accompanied by a significant increase in child population.

R.S. Tyagi (1999)⁵⁴ made an in-depth study of 'Local Initiatives in Primary Education: A study of Village Education Committees in Bihar.

Some of the highlights of the study were:-

- (i) Education contributes to economic and social development through increased national income and individual earning
- (ii) Returns to Education are higher in rural than in urban areas and it is higher for primary and middle schooling than for higher levels of education.
- (iii) Indicators of social development increase with educational indicators. Decline in fertility and increase in average marriage age increase with the

⁵⁴ Tyagi, R.S., Local Initiatives in Primary Education: A Study of Village Education Committee in Bihar – An Abstract taken from New Frontiers in Education Vol XXIX No.1 January – March 1999 – A Quarterly Journal.

increase in the level in education. The use of modern methods of birth control is higher in couples with primary level school for females than among couples with illiterate females.

- (iv) Primary schooling helps improve a mother's basic childcare skills, domestic management if ill-health, efforts at preventive care and use of modern health services.
- (v) In spite of concerted efforts there is still a large number of school children in the age 6-14 group out of school.
- (vi) Decentralization is necessary to make the delivery system more effective.
- (vii) The study of two villages Education Committees in Bihar revealed that schools are becoming more effective when VECs are functional.
- (viii) There is need to provide training or orientation to VEC members to discharge their responsibilities more effectively. It is equally important to sensitize educational administration to the local level initiatives.

Salochini Muthaya (2000)⁵⁵ in "Case studies of Multi-grade teaching in India and Canada: Implications for Improving Primary School Effectiveness found that:

- (i) The multi-grade teaching is a significant feature of education in India where 77 % of primary schools are multi-grade.
- (ii) Intervention programmes have had limited success in improving school effectiveness since they do not address multi-grade teaching and have focused instead on the provision of resources, human and material.
- (iii) The study also found that despite similar problems in multi-grade teaching in India and Canada, Canadian teachers managed their classrooms more effectively than their counter parts.

⁵⁵ Salochini Muthayam 2000. Case Study of Multi-grade Teaching in India and Canada : Implications for Improving Primary School Effectiveness. (An abstract taken from 'Perspective in Education' - A Journal for the Society for Educational Research and Development Vol.16 Number 2, April 2000)

Anuradha and Bharathi (2003)⁵⁶ investigated into Television Viewing Behaviour and Behaviour Problems among Elementary School Children in Tirupati.

The following conclusions were drawn from the study:

- (i) The mean intensity scores of behaviour problems were more for those children who were watching TV for more than 250 minutes per day.
- (ii) The mean intensity scores of behaviour problems were found to be less for children who watched TV randomly than those who watched only selected programmes.
- (iii) The mean intensity scores of behaviour problems were found to be less for those children, where all the family members were able to watch TV together daily.
- (iv) There was significant difference in the mean intensity score of children's behavioural problems in the area of adjustment, such as emotional, home academic and peers, according to their family's mode of watching T.V.
- (v) The mean intensity scores of behaviour problems was found to be low when there was interaction by mothers and children while watching TV and more than when there was no conversation while watching TV.

Ravi Kanta Chopra (2003)⁵⁷ studied 'Primary Schools in Haryana: Exploration into their working conditions. Some of the findings revealed that:-

- (i) Working conditions of teachers in urban area schools of Haryana are decidedly better in comparison to rural schools with regard to separate toilet facilities for boys and girls, availability of services of Group D employees and Safai Kamacharis, tat-pati, electric fans, play materials, textbooks, reference materials and play materials.

⁵⁶ Anuradha D., and Bharathi, V.V., 2003 Television Viewing Behaviour and Behaviour Problems among Elementary School Children in 'Perspectives in Education' – A Journal for The society for Educational Research and Development Volume 19 Number 2 April 2003.

⁵⁷ Ravi Kanta Chopra (2003): A Study of Working conditions of Primary School Teachers in Haryana, NCERT, New Delhi. Indian Educational Review, Vol.39, No.1. January 2003.

- (ii) Teachers working in rural area schools carry more workload in terms of size of the class, number of classes they have to teach and time they have to devote to non-academic duties more than their urban counterparts.
- (iii) In all other matters, rural and urban schools have commonalities and differences do not exist between them with regard to quality of school building, number of rooms, teaching aids and equipments and other school facilities.
- (iv) Majority of rural and urban schools run in pucca buildings of one to three rooms, have blackboards, chalk and duster, chairs for the teachers, a few teaching aids, like charts, globes, science and mathematics kits and radio-cum-tape recorders, drinking water and playground facilities. However, other facilities like head teacher's room, separate staff room, hall, library, newspapers, magazine, journals, children's literature and modern educational equipments are not available in most schools.
- (v) In addition to their normal teaching work, primary school teachers are involved in a number of non-teaching duties like collection of official dak, maintenance of various types of record, registers, participation in literacy campaigns, educational surveys, family planning drives etc.
- (vi) An appreciable number of teachers working in rural schools have to come from a long distance and travel 1 – 2 hours daily.
- (vii) Lack of well-defined transfer policy creates tension and anxiety among teachers.
- (viii) Student absenteeism in primary schools, particularly in rural schools is a crucial problem, which adversely affects students' learning achievement.
- (ix) Primary school teachers are by and large, satisfied with the over all social climate in the schools. However, the social climate in rural schools is reported to be more congenial than in urban schools. It indicates that the head teacher in rural schools are more democratic and supportive than their counterparts in urban schools.

Shabnam Sinha (2003)⁵⁸ in her paper “Training of Primary Teachers in English Language Teaching – a Training Model based on Perceptions of Teachers – reported that:

- (i) At the primary level 1-14 the teacher preparation for undertaking the teaching of English at the primary stage is extremely inadequate. The motivational level and morale of the teachers is at the lowest ebb. Their professional competence is often deficient due to lack of training, academic back up and pedagogical make up.
- (ii) The in-service education of English teachers has been found to be inadequate and unsatisfactory. The programmes were not need-based and the periods of training were too inadequate to improve the competence participants in English teaching.
- (iii) There has been a comparative neglect of curriculum theorizing in relation to English as a second language and there has been a tendency to overlook research and development as well as planning process related to general educational principles in favour of linguistic principles and second language research.
- (iv) Any interventionist strategy for developing and improving teacher performance in the form of teacher training packages would need to be demand driven, need generated and user friendly.
- (v) A face to face interaction and non-formal and informal discussion with the primary teachers of English revealed that it is imperative that teacher education be closely wedded to local conditions and contextual needs of the teacher and that a tightly structured, centralized and strait-jacketed teacher training package would be irrelevant and incompatible with the practical problems faced by the teacher in the field situation.

⁵⁸ Shabnam Sinha (2003) Training of Primary Teachers in English Language Teaching:- A Training Model based on Perception of Teachers. Journal of Indian Education. Volume XXIX Number 3, November 2003.

- (vi) The study revealed that the teachers in English in Government primary school often find themselves inadequately equipped to deal with English teaching-learning in comparison to their counter parts in the English medium private schools.
- (vii) The same teacher who takes up L1 in primary schools also takes up L2. Hence the crucial need for understanding the distinction between the two which needs to be closely linked to child psychology and general psycho-pedagogy to understand the developmental status of the children and their L.A.D. (Language Acquisition Development) functionality and maturational readiness.
- (viii) The study conducted revealed that the teachers were quite unaware of the difference in L1 and did not know L2 teaching-learning strategies and ways of properly relating them to the psycho-linguistic development of the child.

Ruth N. Sangma (2004)⁵⁹ studied the Administration and Financing of Primary School in the Garo Hills Districts of Meghalaya.

The major finding of the study were:-

- (i) With the attainment of Independence primary schools in the hill areas were gradually brought under the state management the most important event was the establishment of the Primary Education Board at Shillong. The Board had full control over all primary education in the state under its jurisdiction. In 1954 the Primary Education Board was replaced by the State Basic Education Board.
- (ii) After the Sixth Schedule was incorporated into the Constitution, District Councils were set up for autonomous districts in the tribal areas of Assam. The administration of autonomous district was vested in the District Council. Garo Hills Autonomous District Council was inaugurated in 1952.

⁵⁹ Ruth N. Sangma. A Study of Administration and Finance of Primary Education in the Garo Hills Districts of Meghalaya, 2004. Ph. D Thesis North Eastern Hills University.

- (iii) The transfer of control and management of Primary schools in Garo Hills was effected in 1961.
- (iv) In 1972, the District of Khasi Hills and Garo Hills were separated from Assam to form the State of Meghalaya. The District Councils continued to look after the Primary Education in their respective districts.
- (v) In 1980-81, the state had to temporarily take over the administration of primary schools from the Autonomous District Councils.
- (vi) In 1993 the State Government restructured the Primary Education in the State with classes I to IV covering the age group of 6 to 9 years.
- (vii) In 1993 the government of Meghalaya decided to take over the primary schools from the District Councils throughout the State. Even after the control and management of primary schools have been taken over by the state, community participation and involvement in establishment and management of primary schools continued.
- (viii) The important feature of the Act 1993 is that the Government did not take over the assets and liabilities of the movable and immovable properties of the school building, furniture etc, but only the teachers and their services.
- (ix) The state government in 1997, restructured the Directorate of Public Instruction. The three new directorates thus created are:
 - (a) Directorate of Elementary and Mass Education to take care of elementary education, including adult and non-formal education.
 - (b) Directorate of Educational Research and Training which is responsible for teacher education and all academic matters.
 - (c) Directorate of Higher and Technical Education to look after secondary, higher secondary, college and university and technical education.
- (x) Financial administration has been decentralized to a certain extent, at the civil sub-division level, and is under the Deputy Inspector of Schools, now designated as Assistant to Administration.

Rateesh Kumar (2003)⁶⁰ studied “Politics of schools Reforms Movement: DPEP and Primary Education – The Kerala Experience.

Some of the findings are:-

- (i) Kerala possesses the female literacy rate, which is higher than the urban male literacy rate in India.
- (ii) Education facilities were widely spread particularly under the progressive monarchies of the princely state of Travancore and Cochin. Such facilities which. However were not equally accessible to all socio-economic strata.
- (iii) In terms of caste and gender, the women and the down trodden remained illiterate.
- (iv) In comparison to National Educational achievements, Kerala stands ahead in the number of schools, number of trained and qualified teachers, child accessibility to school, education of girl children, lower rate of drop out and materials conditions of schooling.
- (v) The state has more than 12,000 educational institutions, nearly 54,00,000 students, and more than 1,80,000 teachers. It has one lower primary school per square kilometer and one secondary school per four square kilometers. The teacher student ratio is 1:30.
- (vi) The dropout of students is comparatively low vis-a-vis the national average. As per the data available for the academic 1995-96, at the Primary level the dropout of students in Kerala was nearly absent where as it was 53 % at the national level. The date of dropout from the first standard to the tenth standard was mere 30% vis-à-vis the national average of 70 %.
- (vii) The educational system of Kerala, however, suffered from certain handicaps as the existing pedagogy aided only in learning by rote and that achievement in cognitive as well as psycho-motor domain lagged behind. The phenomenon

⁶⁰ Rateesh Kumar. A study on Politics of School Reform Movement: DPEP, the Kerala Experience. An Extract from Perspective in Education, Volume 19, No.1, January 2003. A Journal of the Society for Educational Research and Development.

of mental dropout is a disturbing feature of schools in Kerala, which implied that the physical presence of students did not correspond with the educational output. Education suffers from severe drawbacks in terms of quality.

- (viii) The number of students who completed primary schools in Kerala, 30 % did not require the basic of language and elementary mathematics.
- (ix) There is a wide gap between the number of working days reported and their effective number of teaching days while the number of working days for schools is reported around 190 in an academic year. The number of effective teaching days in primary schools is about 141 (74.2%).
- (x) Large sections of students scored poorly in spite of regular attendance due to mental dropoutism which implied The poor performance of the students was related to their measuring scale for marking student output-memory power.
- (xi) The society has not developed the necessary attitudes to incorporate the day today talents of a child in mastering the management of numbers through his/her own logic, discretion as a standard criterion to understand the child abilities,
- (xii) The prevailing educational in Kerala is absolutely text-book oriented geared towards making students secure good marks in examination. Teacher indulged in vigorous coaching without stimulating to creative thinking of children.

Vipinder Sandhu and Jaswinder Singh Dhillon (2005)⁶¹ studied environmental Education Awareness among Elementary School Teachers. The major findings are:

- (i) There exists urban-rural variation in environmental education awareness. Teachers working in urban schools were more aware about environment and its related problems.

⁶¹ Vipinder Sandhu and Jaswinder Singh Dhillon. Environmental Education Awareness among Elementary School Teachers. An extract from Perspectives in Education Volume 21 Number 2 April 2005– a Journal of the Society for Educational Research and Development

- (ii) Male and female elementary school teachers showed no significant variation in environmental education awareness; thereby highlighting that sex was not the factor affecting environmental education awareness among the elementary school teachers. Both male and female elementary school teachers had equal environmental education awareness.
- (iii) Science school teachers had higher environmental awareness than social science and language teachers in environmental education awareness.
- (iv) Subject specialization of the elementary school teachers had its effects on the environmental education awareness.

SIE (1965)⁶² undertook to study the Problems of Supervision and the Views of supervisors of the Primary School about the present syllabus.

It was found that:

- (i) The syllabus followed the physical conditions of the school and the teaching aids used, needed modification.
- (ii) The quota of supervision was to be lessened so that the supervisors would be able to do justice regarding academic guidance to the teachers and headmasters.
- (iii) Fifty six percent of the supervisors were ignorant of the new techniques of teaching and the current problems.

SIE (1965)⁶³ To Study the Economical and Educational Position of Teacher-Educators of Primary Teachers' Training Institutions and their View about the Present Syllabus, Ahmedabad.

The findings of the study were:-

- (i) The syllabus needed to be modified.

⁶³ SIE To Study the Economical and Educational Position of Teacher Educators of Primary Teachers Training Institutions and their Views on the Present Ssyllabus 1965. (An Abstract taken from M.B. Buch, Fourth Survey of Research in Education)

- (ii) The Examination System required to be improved.
- (iii) Seventy six per cent of the teacher-educators were trained in basic education.
- (iv) Twenty two percent of them had accepted the profession as their own choice.
- (v) They felt that their economic position was satisfactory.
- (vi) Twenty eight per cent of them liked to have further study.

SIE (1966)⁶⁴ conducted Case Studies of Primary Teacher Training Institutions in Gujarat, Ahmedabad. The study revealed that:

- (i) More physical facilities were needed for trainees as these institutes were residential
- (ii) All institutions had adequate number of Basic Trained Staff.
- (iii) No institution had a science laboratory.
- (iv) There were no reading facilities in these institutions.
- (v) There was a great need for adequate treading room for students and staff members.
- (vi) Fifty percent of the staff members need refresher courses.
- (vii) There was no proper planning done in these institutions.

SIERT, (1966)⁶⁵ Rajasthan Teacher Education at Primary Level in Rajasthan 1966 Fourth Survey.

The study revealed:-

- (i) The average intake was about 130. The qualification prescribed for admission to the STC Course was the higher Secondary Examination.

⁶⁴ SIE, (Gujarat) Case Study of Primary Teacher Training Institutions of Gijarat Ahmedabad, 1966. (Abstract taken from M.B. Buch. A Survey of Research in Education. First Edition 1974)

⁶⁵ SIERT Teacher Education at Primary Level in Rajasthan 1966. (an Abstract taken from M.B. Buch, Fourth Survey of Research in Education)

- (ii) About 2/3 of the trainees belonged to rural area.
- (iii) The minimum prescribed for freshers was 18 years whereas the ages of the trainees ranged from 18 to 45 years.
- (iv) On the teaching staff, there were headmistress, subject teachers, and craft. Agriculture, physical Education and drawing instructors.
- (v) The syllabus was prescribed the department of Primary and Secondary Education of the State government and was followed in all the institutions.
- (vi) Some of the institutions felt that the syllabus was too ambitious. The syllabus for craft was heavy, its teaching require a lot of funds, and the teaching staff had inadequate training.
- (vii) Many difficulties in making arrangements for practice teaching where faced because they did not have demonstration schools.
- (viii) Out of 50 training institutions, 37 had had their own buildings. 11 were housed in rented building. Out of the remaining, one was functioning in a donated dharmashala and the other one was located in a high school building.
- (ix) The expenses of Government training institutions were met by the government-aided institutions got grants-in-aid from the government.
- (x) Stipends to pupil-teachers were paid by the state government. The State Institute of Education provided guidance to training schools.

SIE (Assam) (1968)⁶⁶, Case studies of single teacher schools of Jorhat Sub-division, 1968, Fourth Survey.

Some of the major findings were: _

- (i) The local community mostly decided to set up a school without considering its primary requisites.

⁶⁶ SIE Case Study of Single Teacher Schools of Jorhat, Sub-Division 1968. (An Abstract taken from M.B. Buch, Fourth Ssurvey of Research in Education)

- (ii) After the school was taken over by the department, local enthusiasm became a spent force. Community co-operation, in most cases, became a far cry.
- (iii) The teacher was lashed to himself with his burden.
- (iv) Teachers were not properly prepared for multiplied class teaching.
- (v) All the schools have very unsatisfactory conditions. So far, nothing constructive had been done to improve conditions.

SIE (1969b)⁶⁷ A Diagnostic Test in the Basic Skills in Arithmetic, computation, Addition, Subtraction, Multiplication and Division (Ahmedabad 1969b) First Edition.

It was found that:-

- (i) The pupils did not progress well in Arithmetic, Computation because of the lack of skills in basic computations.
- (ii) The pupils did not know the entire processes of addition, subtraction, multiplication, and division.
- (iii) And when the mistakes were diagnosed and remedied, they progressed well in Mathematics.

SIERT, 1982⁶⁸ (Rajasthan), conducted a study on Primary Education, Curriculum Renewal Project in Bagadia Phalan, (Banswara): A Case Study 1982.

Some of the outcome of the Project were:-

- (i) Prior to the introduction of the Project, many facilities were not available. There were inadequate facilities for stationery materials, teaching aids, medical check-up, drinking water, furniture, playground and garden. After the

⁶⁷ Arora, K. and Chopra, R. A Study of Status of Teacher Educators working in Elementary Teacher Training Institutions, Department of Teacher Education NCERT, New Delhi 1969. (Abstract taken from M.B. Buch, Fourth Survey of Research in Education)

⁶⁸ SIERT, Rajasthan, Primary Education Curriculum Renewal Project in Bagadia Phalan (Banswara), A Case Study, 1982. (Abstract from M.B. Buch, Fourth Survey of Research in Education Volume II).

introduction of the project, the teachers, started taking keen interest in school activities, especially cultural activities.

- (ii) Working hours of the school were the same in project curriculum and state curriculum.
- (iii) Daily attendance of students increased by 52 per cent. Student participation in various activities improved by about 25 per cent.
- (iv) Efficiency of teachers improved by 25-50 per cent.
- (v) Interest and involvement of the community increased and over all functioning of the school improved by 50 75 per cent.
- (vi) The material and equipment provided increased by 25 to 50 per cent.
- (vii) The other changes were awareness due to non-formal and adult education and establishment of new departments.

SIERT, Rajasthan, (1982)⁶⁹ conducted a study of Primary Education Curriculum renewal Project in Dunga Chotta (Banswara), A Case Study.

The major findings of the Project were:

- (i) Before the introduction of the project there was only one room, but after the Project, the schools have three classrooms, one room for the headmaster and one verandah.
- (ii) The total enrolment in the school increased by about 60 per cent during the period 1974-75 to 1980-81, after the introduction of the PEER Project. As before there was no stagnation. The new instructional materials were satisfactory.

⁶⁹ SIERT (Rajasthan) Primary Education Curriculum Renewal Project in Dunga Chotta (Banswara), A Case Study 1982. (An Abstract taken from M.B. Buch. Fourth Survey of Research in Education Volume II)

- (iii) The teachers were trained every year for every class and were satisfied with the training. Timely guidance was provided to teachers by TTI staff, SIERT staff and community members to their satisfaction.
- (iv) In the Project curriculum, the working hours and the weightage given to different subject areas, except Hindi and Mathematics at ungraded unit level, were the same as prescribed in the state curriculum. Nine periods for Hindi and mathematics have been allotted for the ungraded unit class, whereas in the state curriculum six periods for mathematics and 12 periods for Hindi had been allotted.
- (v) The evaluation was a formative and grading system which had been introduced along with remedial teaching after each unit test.
- (vi) Socially useful productive work (SUPW) was included in the Project curriculum as a subject and one period per day was provided for it. Teachers for SUPW activities were trained.
- (vii) After the introduction of the PECR Project about 50 per cent improvement in the quality of education and 50 to 75 per cent improvement in the over-all functioning of the school was noticed.

SIE (U.P.), 1986⁷⁰ investigated into A Study of Dropouts and Failures in Primary Classes, Allahabad.

The main findings of the study were:-

- (i) In all the four developed Blocks, the development trend showed that from 6-8 class, 15 percent were dropouts and 4 percent were failures
- (ii) Maximum dropouts were seen among children coming from the backward classes.
- (iii) No significant difference was noted in the successful candidates and those who dropped out in class V.

⁷⁰ SIE, (U.P.), A Study of Dropouts and Failures in Primary Classes, Allahabad, 1986. (An abstract taken from M.B. Buch, Fourth Survey of Research in Education Volume II)

- (iv) The main causes for dropout were illiteracy of the parents, poverty, lack of interest, distance of schools from home, unattractive environment of the school, indifference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation, etc. in schools.

The suggestions of the guardians were:

- (a) Besides the curriculum children should be taught about the profession of their parents, and subjects related to the upliftment of life.
- (b) Schools should discriminate between castes, religions, communities, rich and the poor, sex, etc.
- (c) Adequate physical facilities, motivating school environment and teaching of craft, should be provided.

NIEPA, (1986)⁷¹ Project ‘Arise’ for UEE and Adult Literacy reported the following findings:-

- (i) As regards participative techniques, the involvement of the community in decision – making and entrusting and assigning responsibilities in supervision, monitoring and evaluation were found desirable.
- (ii) The strategy of community involvement right from the outset also helped to take into account local customs, traditions and the aggregation cycle of activity.
- (iii) The village education committee in this project emerged as a significant feature and an effective instrument for people’s involvement. Apart from their efforts at mobilizing the community and persuading them to send their children to school, they also undertook the responsibility of general maintenance of the school.
- (iv) A remarkable breakthrough for the project also was the remarkable change in the attitude of religious leaders.

⁷¹ NIEPA. Project “Arise” for UEE and Adult Literacy, New Delhi 1986. (Abstract from M.B. Buch. Fourth Survey of Research in Education Volume II).

- (v) The favourable response to the instructional s provided help in further increasing enrolment. The enrolment position as in December 1986 was 66 percent; of this 88 percent were boys and 35 per cent were girls.
- (vi) Some broad conclusion could be drawn from this research. Firstly, utilization of inputs, at an effective level was possible only when the community was duly sensitized and fully involved in the process of enrolment and retention. Secondly, the teacher should play the role of a change agent in seeking the involvement of the community. Area officers at block, subdivision and district level should accept this strategy and guidance. Thirdly, the teacher preparation programme had great potential and tremendous possibilities. The main emphasis was on integrating the theory with practice. All learning must be concretized more meaningfully, with the help of work situation existing in the immediate environment.

2.2 STUDIES ABROAD

In a special issue Bulletin of UNESCO Regional Office of Education in Asia, it is reported that the problem of Waste cannot be solved once for all but involves the whole educational system, which includes the quality of teaching, quality of supervision, instructional material, the curriculum evaluation and the school community (Brown 1966).⁷² The quality of teaching can be improved only with better teacher training facilities and programmes.

Studies related to the Promotion of Primary Education: UNESCO (1968)⁷³ reported that in USSR facilities like mid-day meal, free supply of reading and writing materials and health programmes were provided to overcome the problem of drop-out and stagnation.

⁷² Quoted from Lyndem, B. A critical Study of the Development Plans and programmes in Primary Education in the State of Meghalaya since independence unpublished thesis Ph.D. NEHU.

⁷³ Ibid

In the early sixties, experts Narbison and Myens (1964)⁷⁴ were urging that the typical underdeveloped country should give absolute priority to second level education overall the other highly urgent educational needs. By 1968, however, it was clear that the economic growth rate had not been as high as expected and Rene Mahen, the Director General of UNESCO, pointed out at Nairobi that the shortfall in primary enrolment in the majority of African countries turns out to be so great that priority during the phase should doubtless be given to primary education. But what sort of primary education? Camerion which has recently embarked on a scheme to spread a specifically rural type of primary education hopes that the plan will prudent the conditioning of youth to an urban wage expectation. Authorities are anxious to stop the drift to the towns in search of work exemplified by figures from the Ivory Coast which showed that in some rural areas 90% of primary school leavers migrated from their villages.

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

A number of developing countries in the region, such as Burma, Ceylon, the Republic of China (Tiwan), South Korea, Malaysia, and the Philippines have either actually achieved or are very near achieving the goal of universal enrollment in primary education. Except Burma, all other countries already had 60% or more of the age group in school at the beginning of the 1950s. Countries with large population,

⁷⁴ Narbison, F. Human Resources and Development in UNESCO's Economic and Social Aspects of Educational Planning, Paris, UNESCO, 1964, P.50.

such as India, Indonesia, Thailand and Cambodia, which have reached the level of about 74% may be able to attain the goal by 1980. Some of the other countries may also find this possible if a vigorous programme can be mounted to eliminate the interferences.⁷⁵

M. Olailekan Arikewuyo (1999)⁷⁶ investigated into the 'Managerial Style of Primary School Headquarters in Ogun State of Nigeria. The findings showed that:

- (i) Primary school teachers have a great preference (87%) for democratic styles which in effect mean that they do not lean towards autocratic style of management.
- (ii) Primary school head teachers have imbibed the concept of democratic style of management is very desirable. Even though the head teachers have not received any major training in educational administration they have disagreed with the assumptions of the autocratic style and would not employ them in their day-to-day running of their schools, especially in dealing with the teachers.
- (iii) The acceptance of democratic managerial style has encourage the following: Delegating authority for many decisions to lower level workers, making an effort to make worker's job less routine and boring; increasing the level of responsibility in each worker's job; communication within the organization and recognizing that people are motivated by a complex set of psychological needs not just money.

M. Kabir et.al (2000)⁷⁷ investigated into 'Planning of Primary Education in Bangladesh. Some of the major findings are:-

⁷⁵ Education, Manpower and Development in South and South East Asia. Praeger Publications, 111 Fourth Avenue, New York, USA, published in the State of America in 1975 by Praeger Publishers.

⁷⁶ M.Olailekan Arikewuyo. Mangerial Style of Primary School Headquarters in Ogun State of Nigeria. Perspective in Education 1999, Vol, 15, No 4.

⁷⁷ Kabir et.al Planning of Primary Education in Bangladesh. Perspective in Education 2000 Vol. 16, No.2.

- (i) That if replacement fertility can be achieved in time, then there will be smaller eligible school age population. It will be lower by 35 % under fertility target achievement.
- (ii) That depending upon the variation in the entrance rate, eligible students not in schools will also vary during the period.
- (iii) There is a potential saving to the exchequer of about 13 million Takas by 2012 assuming that negotiable downward which they should be for to show the variation.

Akinsola O.S. Akinyele S.A. Farombi J.G. (2001)⁷⁸ investigated into 'Teachers' and Pupils; Perception of Primary Science: A Case Study of Ibadan South West Local Government Area of Oyo State.

The major findings of the study are:-

- (i) The teachers and the pupils had high positive perception or primary science.
- (ii) There is a significant relationship between the teachers and the pupils.
- (iii) That is the teachers charged with the responsibility of teaching primary science play their role, they can make the pupils learn and discover science.

2.3 CONCLUDING REMARKS

Though a number of studies had been conducted by previous researchers covering various aspects of Elementary Education, no studies had been undertaken specifically on the Role of the Catholic Church in Elementary Education in Meghalaya.

⁷⁸ Akinsola, O.S. et.all Teacher' and Pupils' Perception of Primary Science: A case study of Ibadan South West Local Government Area of Oyo State. Perspective of Education 2001. Vol. 17. No 3.

The foregoing pages have revealed a number of similarities and dissimilarities in the areas of development of Elementary Education in respect of the State of Meghalaya and those prevailing in other States in the country.

The present Study having been carried out in a specific geographical area of the North East, Meghalaya, is new and stands unique as a result of which various aspects covered, will throw light on the development of Elementary Education with special reference to the Role of the Catholic Church in Meghalaya and offer suggestions for improvement of Elementary Education in the State.

CHAPTER III

CONTRIBUTION OF CHRISTIAN MISSIONARIES TO EDUCATIONAL DEVELOPMENT IN THE NORTH EAST

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3.0 CHRISTIANITY AND EDUCATION IN INDIA

The European Christian Missionaries were the pioneers who laid foundation for the modern educational system in India. They played a vital and indispensable role in the field of education. They made far-reaching contributions through the establishments of schools, colleges, hostel and orphanages, hospital, printing press and other educational services in various important centers of India.

3.1 BIRD'S EYE-VIEW OF THE WORK OF THE CHRISTIAN MISSIONARIES IN INDIA FROM 1489-1826

A Portuguese seafarer, Vasco Da Game discovered the sea route to India in 1488 and arrived at Calicut. Since that event, groups of Portuguese, Dutch, French and English colonists made their way to India primarily for the purpose of trade and commerce. Together with these colonists came the Christian missionaries who set up schools for elementary education in religion, local language, arithmetic, crafts and other useful skills.

The first formal Christian educational enterprise anywhere outside Europe was the Santa Fe School in Goa, founded in 1540 by the Franciscans. Soon more missionary schools appeared in other parts of India: at Bassein in 1546, in Cochin in 1549, at Punaicayil in Tamil Nadu in 1567, and in Madurai in 1595. In 1713 a school was started in Pondicherry and in 1731 a School of High Tamil was started at Ellacurichi in Tamil Nadu. It may be mentioned that the Catholic Church opened a Sanskrit school in 1846 at Mannanam, Kerala. Colleges were also established, the first being the Jesuit College at Goa in 1575.

From 1835 till the end of the century, a considerable number of Christian educational institutions were founded all over India, many of which were affiliated to the first universities started in the country in 1857. Several of these institutions - St. Xavier's College, Kolkotta (1835), Madras Christian College (1839), St. Joseph's College at Tiruchirapally (1844), St. John's College at Agra (1858) are highly reputed to this day.

Till the end of the 18th Century, the main thrust of Christian educational activities were confined to centers like Goa, Daman, Diu, Bombay, Mahi, Yaman, Travancore, Calicut, Cochin, Pondicherry and Madras. The arrival of missionaries under the leadership of William Carey, Marshman and Wards at Calcutta in 1793 brought Bengal into the Christian educational programmes and the establishment of a college at Serampore became a landmark.

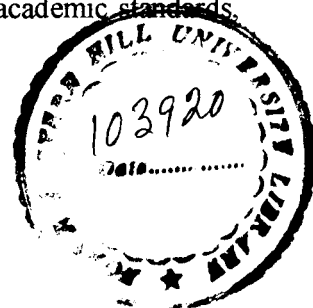
3.2 THE CHURCH IN HIGHER EDUCATION

Collegiate education based on the Western pattern was introduced by the Christian Misionaries at the Serampore College, West Bengal. The Catholic venture into higher education began in 1835 with the founding of St. Xavier's College in Calcutta. At the time of independence in 1947, the number of Christian colleges was 62 out of a total of 450. As per the UGC Annual Report 2003-2004 the total number of Colleges in the country was 16,885. The number of Catholic Colleges today is 359.

3.3 CHURCH AND EDUCATION IN INDIA: AFTER INDEPENDENCE

At the time of Independence (1947), the educational system in India was not only quantitatively inadequate, but also characterized by great regional, gender and caste imbalances. Only 14% of the population was literate and only one out of three children were enrolled in primary schools. It was only after independence, that the importance of taking education to the masses began to be appreciated. After independence there has been a massive involvement of the Church in Education.

Catholic educational institutions have always been rated high for the quality of education they impart. They are esteemed not only for the high academic standards,



but also for the sound moral and spiritual values they inculcate and the open and secular outlook they foster. 59% of these institutions are in rural areas serving the poor and the marginalized sections of society.

3.4 CHURCH'S INVOLVEMENT IN TECHNICAL AND VOCATIONAL EDUCATION

The credit for introducing technical and vocational education in the country goes to the Church. Before the 19th Century there were no schools for training people in any technical or industrial skills. Aware of the limitations of purely academic education, the missionaries constantly looked for opportunities to vocationalise education so as to equip students with the skills necessary for gainful employment. Hence they started schools exclusively for imparting technical training.

3.5 CHRISTIAN CONTRIBUTION TO THE EDUCATION OF WOMEN IN INDIA

The missionaries were the first to promote education of girls in India, The first ever Girls' school in India was opened by the missionaries in 1819 at Kottayam. A year later, another Girls' School was established in Alapuzha. These initiatives gathered great momentum in the years to follow and girls' schools came into being in different parts of Kerala.

When the missionaries reached the North East India, education of women was practically unknown, especially in the plains of Assam. The first attempts towards the education of women in the North East India were made at the turn of the twentieth century. Today, female literacy level in the North Eastern States compares favourably with that in the rest of India.

The beginning of education of women was a major breakthrough in the transformation of society in India. The importance the Church attached to women's education has led to the enlightenment of Indian women of all religions, castes and

regions in modern times.⁷⁹ (Card.T. Toppo, Report 27th General Meeting, Catholic Bishops Conference of India, Bangalore 2006).

3.5.1 CONTRIBUTION OF THE CHRISTIAN MISSIONARIES IN GENERAL TO EDUCATION IN THE NORTH EAST

The first contact of the North East's with Christianity dates back to the 16th century when Amar Manikya (1577-1585), king of Tripura invited the Portuguese soldiers from Chittagong to his kingdom. They settled down at Udaipur.⁸⁰

The next recorded contact of christian missionaries with the North East took place in 1627 when two Jesuit missionaries, Stephen Casella and John Cabral visited parts of Goalpara and Kamrup on their way to Tibet. The missionaries made several and risky attempts to enter China, but were encountered with strong opposition by the Chinese king.⁸¹

Serious mission activities began on a serious note in 1813 when William Carey founder of the Serampore Mission sent Krishna Chandra Pal of the Serampore Baptist Mission to Khasi and Jaintia Hills.

3.5.2 CHRISTIAN EDUCATIONAL ACTIVITIES IN THE NORTH EAST FROM 1826 ONWARDS

The Christian educational activities in the North East were quite insignificant till 1926 the year when Assam came under the British rule.

In 1829, a branch of the Serampore mission came to Gauhati when Carey sent James Rae to Gauhati to open a center at the request of David Scott. Rae opened a school at Gauhati to which the children of the hills were also admitted. Among the pupils 'were three Khasi princesses one of whom was the brother of Tirot Sing the Syiem (king) of Nongkhlaw' The Baptist missionaries faced many impediments.

⁷⁹ Report, Card. Toppo T. 27th Meeting, Catholic Bishop Conference of India, (CBCI) Bangalore February 2006.

⁸⁰ Conf. Aluckal J., History of the Catholic Church in North East India, 12.

⁸¹ Kottupallil G., A Historical Survey of the Catholic Church in NorthEast India, Centenary of the Catholic Church in NorthEast India 1890-1990.

Unable to make any real progress in their mission work, the Baptist missionaries closed down their schools in 1838 and left the Khasi Hills. However, a remarkable achievement of the Serampore Baptist Mission was the translation of the New Testament to Khasi. In 1824 the first Khasi New Testament was printed. The language was the Shella dialect and the script was in Bengali characters. Lish. Published a revised version of the Acts of the apostles and also prepared a vocabulary and grammar of the Khasi language.⁸²

In 1845 the first Baptist Church was established at Gauhati and other branches at Nowgong and Sibsagar. The years that followed saw the commencement of educational activities among the Nagas by Dr. Bronson, the establishment of a press at Sadiya in 1866, the printing of the first book the New Testament in Assamese in 1819, the Bible in Assamese in 1833, the first Assamese newspaper (Arundai), the first Assamese Grammar and dictionary.

The earliest Christian denominations to work in the North East were the British Baptists and the Presbyterians. Innumerable difficulties forced the British Baptists to withdraw from their mission centres and American Baptist Missionaries came to Assam in 1930s at the request of Captain Francis Jenkins. The first to arrive were Nathan Brown and Oliver Cutter.

Alexander Lish came to Cherrapunjee in 1832 and set up three schools one each at Cherrapunjee, Mawsmat and Mawmluh. These schools were closed due to financial problems lack of success and Lish's retirement due to illness.

When Thomas Jones arrived in Cherrapunjee on 22nd June in 1841 the three schools were reopened. U Larshai was the teacher at Mawsmat, U Nising at Mawmluh and U Jon at Cherrapunji. From this humble beginning, education spread slowly but steadily to over parts of Khasi and Jaintia Hills. The pioneering missionaries realized the importance of education for the welfare of the tribal people. Every time a new station was opened the first thing done after preliminary study of language was to establish a school.

⁸² Maliekal G. History of the Catholic Church among the Khasis, quoting P.N. Dutta, Impact of the West on the Khasis and Jaintias, 184

Thomas Jones learned the Khasi language and put it to the Roman Script. He produced the first books in Khasi in Roman Script, 'Ka Kot Banyngkong', the First Khasi Reader and 'Ka Jingai I Mei', My Mother's Gift⁸³ which earned him the title of 'The Father of Khasi Literature'.

In successive years various publications in the Khasi language, both of religious and educational paved the way for the beginning and development of the Khasi literature.⁸⁴ Another missionary Rev. Jone Roberts put Khasi literature on a solid foundation.

In the 1850s more schools were established in several important villages of the Khasi and Jaintia Hills – Shella, Lamin, Mairang, Laitkynsew, Nongthymmai, Jowai, Nongstoin, Mawphlang, Mawlai, Laitumkhrah and so on. Around 1865 it was estimated that with the exception of Nongkrem Syiemship all other syiemships in the Khasi Hills had at least one school in its territory. The government also aided the missionary by periodic grants for establishing schools.

In 1858 the total number of Mission schools in the Khasi and Jaintia Hills number 10 and the attendance in the schools added up to 132 pupils.

In 1866 there were 65 day-schools in Khasi and Jaintia Hills administered by the Presbyterian Synod. By 1910 the number of these schools had grown to one thousand.⁸⁵

In subsequent years in order to tackle the problem of qualified teachers the Nongsawlaia School was converted into a Normal Training School in 1964. In 1861 it became part of the Cherrapunjee Theological College.

3.5.3 THE CATHOLIC CHRISTIAN CONTRIBUTION FROM 1890 ONWARDS

The Catholic Missionaries have given the greatest impact on the educational development of the North East even though they began their activities 50 years later than other Christian missionary groups.

⁸³ Dkhar. E. Weston., Primary Education in the Khasi and Jaintia Hills, 52.

⁸⁴ Malieckal G., History of the Catholic Church among the Khasis, 69.

The arrival of the first Catholic missionaries, the Salvatorians Missionaries from Germany March 1890 under the leadership of Otto Hopfenmueller and Marianus Schumm marked the beginning of the Catholic mission in the whole of the Northeast. They were followed by other groups of missionaries. With the advent of the Catholic Church in Khasi and Jaintia Hills, the education that the earlier missionaries had started received further impetus.

Upper most in their mind was Christian formation of their faithful particularly the young. It was considered imperative to have catholic schools in order to instruct them in school and educate them in their faith.

In 1891 the first Catholic school was set up in Shillong. Schools were also set up in Raliang in 1892 and at Shella in 1893. The setting up of these schools called for a considerable outlay by the mission and in the early years no grants were forthcoming.

In 1907 the Catholic schools were re-organized to fall in line with the government Syllabus and recognition was made available so that by 1910 the Catholic Mission could count 12 schools that had been recognized by the government, majority of them located in the Khasi Hills.

In the same year a school for domestic science in Shillong was started with government grant towards the building. Special rooms and furniture were provided for training girls in cooking, washing and ironing. Similar practical subjects had already started at Raliang such as stitching, knitting, darning and embroidery. A weaving school as well was set up in that locale.

It was soon realized that in order to benefit local boys it was not enough to have four-year primary schools. Middle English Schools were needed. St Anthony's Middle English school was thus, opened on 1st May 1908 under the guidance of Fr. Herbert Winkler. On 15th August 1911, a bigger school was inaugurated which soon became an important center of education for boys. Official recognition to the school was granted on 1st August 1911 and Grants were given. At that time it had 120 boys and girls.

⁸⁵ C. Becker SDS, History of the Catholic Church in Northeast India, 261.

The Mission administered 26 Elementary Schools in 1912. There were a total of 547 students (325 boys and 222 girls).⁸⁶

In the mean time requests came from various quarters for starting a high School for the children of the Europeans working in the region. Under the direction of Mother Clotilda Mechtilda Costelloe, the first English High School in the region with a boarding attached was officially opened on 8th May 1909. There were 23 day-scholars and three boarders at the time.

On 3rd June 1913 the first primary school established for local girls according to government norms. Lady Earle, wife of the British Commissioner, inaugurated the school. An orphanage was also attached to the school.

In 1914, another group of sisters, the Catechist Missionaries of the Immaculate Conception opened an Assamese school for boys and girls. Since society of that time did not easily favour education of girls, the school filled a much-felt need.

According to the review given by the Salvatorian missionaries, by September 1914 they had established two English High Schools, with boarding houses in Shillong. They also had a higher elementary school for local boys in Shillong. There were 27 primary schools for local students with 356 boys and girls in these schools. The sisters of the Divine Savior also conducted a Girls' School for Khasi children in Shillong and two home-science schools in Shillong and Raliang. The boys were also provided with vocational training in the Trade School at Shillong and the farm at Umlyngka.

Meanwhile, World War I broke out in August 1914 and the Salvatorians, being German nationals were ordered to leave. The men left Shillong in June 1915 and the ladies on 15th November 1915.

The Salvatorians had laboured for 25 years in the North East till the beginning of the First World War and by that time they had laid a strong foundation for the educational needs of the Khasis and the Jaintias with premier schools at Shillong.

⁸⁶ Maliekal G., History of the Catholic church among the Khasis, 106

3.5.4 EDUCATIONAL DEVELOPMENT ACTIVITIES IN THE NORTH EAST AFTER 1914

After the departure of the Salvatorians, the Jesuits and the Sisters of Our Lady of the Missions carried on the educational activities. They faced great difficulties due to lack of personnel, shortage of resources and other reasons that many projects either lagged behind or could not be quickly realized.

When the sisters of Our Lady of the Missions (RNDM) took over the school in Shillong from the Salvatorians Sisters on 15th November 1915 there were 90 pupils and 42 orphans. The school has developed into the present St. Mary's Complex which today comprises St. Mary's Primary School, St. Mary's Montessori School, St. Mary's English School, St. Mary's Secondary School, St. Mary's Higher Secondary School, St. Mary's College and St. Mary's College of Teacher Education. The complex also includes an orphanage, a hostel for college girls from rural areas and WISE (Women for Integrated-Self-Empowerment) an NGO for underprivileged women and girl dropouts.

In 1922 the Salesian missionaries arrived in the North East and inherited a rich and promising legacy of the hard work and sacrifice of their predecessors. They began to undertake numerous educational projects in the Region. The missionaries possessed a special capacity to educate youth as well as financial and human resources. Their personnel were equipped to give academic and technical education in various trades and skills. Numerous schools – primary, middle high school and hostels for boys and girls were opened. In due time colleges and technical schools were established.

Thereafter, there was rapid progress in the educational sphere. Within a decade of the arrival of the Salesian Missionaries, the number of Primary School rose to 280 with about 5000 students and 150 teachers. They started several Middle schools and High Schools and the trade school in Shillong became Don Bosco Technical School the first of its kind in the North East.

3.5.5 EDUCATIONAL DEVELOPMENT IN THE MID-THIRTIES AND AFTER

The mid-thirties saw the development in field of third level education. St. Anthony's College was affiliated to Calcutta University for B.A., B.Sc. courses, St. Edmund's for the I.Sc., B.A., and B.T., and St. Mary's for the B.A., B.T., for girls. There were few colleges offering the B.T. degree and those attending in Shillong came from as far afield as Madras and Kashmir. St. Mary's also had an L.T. Centre which provided teacher training for girls who had completed high school. This was an excellent service, which provided school with highly competent teachers. Similarly they made a great impact with the school in Haflong which was started in 1914.⁸⁷

The post Independence period saw the opening of more schools in other important centres of the North East like Dibrugarh, Tezpur, Gauhati, Imphal, Kohima, Tura and others. Measures were taken to facilitate educational services to the people in rural areas by founding indigenous sisters.

3.5.6 THE EDUCATIONAL PATTERN OF THE MISSIONARIES FROM 1947 ONWARDS

The educational pattern initiated by the pioneers has been consistently followed in the North East. Mission and school go hand in hand and wherever possible high schools have been established. The process was made easier after independence. Consequently more and more schools were opened for which generous help from the government was obtained. In Assam this was not so easy because educational institutions were already under the government control.

An ecclesiastical administrative unit in the Catholic Church is a Diocese. The Diocese ensures a planned and coordinated programme of its various services. At present there are 13 dioceses in the North East.

According to the statistics of the Catholic Church in the North East 1988, there were 5 colleges, 87 high schools, 161 Middle English Schools, 1192 primary and KG

⁸⁷ C. Curran A Century of Catholic Educational endeavour in Northeast India, The Catholic Church in Northeast India, 344

schools and 56 vocational and non-vocational training in the Dioceses of Shillong, Diphu, Kohima, Silchar and Tura for which data are available.

Statistics available from the Shillong Archdiocese for 2005 show that there were 938 lower primary schools with a total enrolment of 48,770 pupils. There were 163 Upper Primary schools with a total enrolment of 22,410 pupils. 1920 teachers were employed in the Lower primary schools and 907 in the Upper Primary schools.

Looking at the educational scenario in the Khasi Hills and in the Region one can note that the work of education was a patient one, but it was an investment worth a cause.⁸⁸

3.5.7 EDUCATION DEVELOPMENT IN THE GARO HILLS

Long before their contact with Western Education the Garos had their own system of indigenous education, which they imparted to the young men in the 'Nokpante' meaning 'House of Bachelors'. With the introduction of Western Education the Nokpante education gradually became obsolete.

In the Garo Hills education preceded Christianity. Education was introduced among them by David Scott 'to redeem them from their utter backwardness'. In 1826 he set up a school at Singimari and Valentine William Hurley was the headmaster. Hurley faced great difficulties in coping with his new environment. Unable to bear the hardships he resigned and James Fermie succeeded him in July 1828. The school was closed due to his sudden death in November of the same year and no one was available to replace him.

Though short-lived the school at Singimari produced fruit. In 1846, Major Jenkins met three Garos who were employed as interpreters at the frontier markets and at the Goalpara Court with the knowledge of the Bengali language that they had learned in the school.⁸⁹

The next school for the Garos was opened in Gauhati in 1829. In 1847 another school was set up at Goalpara. As the British Baptist were unable to carry on with their educational activities, Captain Francis Jenkins entrusted the education of the Garos to the American Baptist Missionaries. They were involved in the education

⁸⁸ Maliekal G. History of the Catholic Church among the Khasis, 277

⁸⁹ Milton S. Sangma History of Education in Garo Hills, 16.

of the Garos from Goalpara centre. Omed Momin and his cousin Ramke Momin, the first Garo converts to Christianity received education here.

Ramke Momin opened a school at Damra soon after his conversion to Christianity. A school was started in Tura in 1870s. By 1875 there were 9 schools in Garo Hills run by the missionaries. By 1886 the number rose to 36 with schools being started in important villages. The Government financed 3/4th of the expenses of the schools with the rest being contributed by the people. In 1880 the Normal Training School in Tura was started. Thangan Sangma became its Headmaster from 1882 to 1884.

In 1917 Garo Hills had 71 Mission schools with nearly 4000 students. The report at the Jorhat Missionary Conference in 1926 revealed that there were 74 Mission schools with a total enrollment of 1,899 pupils out of which 169 were girls.

In 1934 the Government decided to take over education from the missionaries in Garo Hills and with that the number of schools under the American Baptist missionaries became fewer.

A unique aspect of education among the Garos is community involvement. The community set up schools and maintained them because they felt the need for schools for their children. Many school were supported by the village durbar, Church Associations or from the 'Women Rice Fund.

The Roman Catholics entered Garo Hills in 1930s and opened its first school at Dalu in 1933. In 1938 a Lower Primary School was opened at Tura. The school was upgraded to the Middle English School in 1957 and finally elevated to a High School in 1964. It now bears the name of Don Bosco High School.⁹⁰

In 1952 a separate Middle English School for girls was opened which was upgraded to St. Xavier's Girls' High School.

According Statistics available at the Bishops House, Tura the Catholic Church runs 69 Lower Primary Schools, 35 Upper Primary Schools, 15 High Schools, 1 College, 1 Teacher College of Education for Special Education and 1 College of

⁹⁰

Teacher Education. Other institutions include 35 hostels for boys, 31 hostels for girls, 34 Dispensaries, 1 Nursing Home, 1 Hospital, 2 Old age Homes, 1 Leprosarium and 1 institute for the Physically Handicapped.

3.6 ESTIMATE OF THE CONTRIBUTION OF THE CHRISTIAN MISSIONARIES TO THE EDUCATIONAL DEVELOPMENT IN THE NORTH EAST

3.6.1 SOCIO-CULTURAL TRANSFORMATION OF THE NORTH EAST

More than 100 years have passed now since 1891 when the German Salvatorian missionaries began their works in the N.E. Had it not been for the missionaries N.E. would have been left far behind in the progressive march of development made by India especially after her Independence in 1947. Their efforts in furthering the educational and literacy condition of the people of the N.E. have brought about a socio-cultural transformation in the area. The people came to possess a new outlook on the world; they were helped to keep contact with the outside world and to keep apace with the development in other parts of our globe. This truth can be borne out by the fact that there are a large number of persons who have accomplished higher education and are rendering valuable services in different walks of life (politicians, teachers, doctors, etc.) not only in the N.E. region but also in other parts of the country and even abroad.

3.6.2 ESTABLISHMENT OF NUMEROUS EDUCATIONAL INSTITUTIONS AND THEIR SERVICES TO THE PEOPLE

Within a very short period of time the various missionary organizations set up numerous schools at the primary, middle and high school levels in suitable mediums (English, Assamese, and other local languages) in important centres, as well as colleges, trade schools, technical schools and other vocational training centres.

These institutions provided educational facilities of the highest order for every one, and maintained that tradition always. Together with academic excellence,

attention was also given to the enhancement of other human values in the moral, social and cultural aspects. The numerous educational institutions set up were immensely popular; and the system and method of education used very effective.

The educational institutions played a big role for the uplift of the people of N.E. especially of the tribal people. And the educational facilities were made available for all, the rich as well as the poor and under-privileged, irrespective of caste, language, religion and sex. Even the remotest rural areas benefited.

3.6.3 BENEFITS TO THE PEOPLE FROM THE EDUCATIONAL EFFORTS OF THE MISSIONARIES

Manifold benefits were bestowed upon the people of the N.E. through the educational endeavours of the Christian missionaries. The relevant and excellent education served as solid foundation for the building up of the modern N.E. Indian society. It helped the people of the N.E. share the fruits of the development of India after her independence in 1947. It taught the people to assert themselves for their just social rights and duties and to understand their roles in the society even on a world wide level. It helped to preserve the cultural identity of the area in spite of various social pressures exerted by modern civilisational changes. It helped to preserve, spread and develop the various local languages and their literary wealth through scientific studies, printing and publishing of books, periodicals and newspapers. It helped the N.E. region produce a good number of social and political leaders, scholars and experts in various fields, and thus contribute to the construction of modern India.

The Khasi Hills of Meghalaya benefited the most since the first educational thrust by the missionaries was at Shillong. In fact, Shillong has developed as an educational developmental “Metropolis” in the whole of N.E. India. And it still enjoys that preeminence.

Due to various reasons chiefly political the Christian missionaries could not enter into certain areas of N.E. eg. Arunachal Pradesh. As a result these areas could not be brought on a par with other parts of N.E. in the educational developmental programme. Compared to other states of India, these areas have the lowest literacy rate. Wherever the state government has supported the efforts of the Christian

missionaries, the educational developments were phenomenally vast and fast, as seen in Meghalaya, Manipur, Mizoram and Nagaland.

The 1988 statistics show more than 5 colleges, 87 high schools, 161 middle English schools, 1192 primary schools and 56 centres for vocational and non-formal training in different trades.

The present day educational structures, methods, and plans have to meet not only the needs of higher level of education, but also other pressing problems such as: education of drug addicts, the physically handicapped (the blind, the deaf, the dumb and the spastics) stepping the literacy rate, checking the rate of school drop-outs and unemployed youth, and other highly specialised educational tasks.

3.7 CONCLUSION

The Christian missionaries were people with a vision who helped the people of the N.E. prepare themselves through education and be ready for the present day modern technological world conditions. They have given very praiseworthy and invaluable contribution to the educational development of North East India.



Urban School Buildings



Urban School Classroom



School Staff Room



School Sports Activities

CHAPTER IV
METHOD AND PROCEDURE

CHAPTER IV

METHOD AND PROCEDURE

4.0 INTRODUCTION

This chapter presents the method and procedure adopted by the investigator in the study for the purpose of the collection of data. The investigator followed the descriptive survey type method, which primarily describes the position of Elementary Education in Meghalaya. The descriptive or normative survey method of educational Research is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs and others.

It will be worthwhile to recall the objectives of the present study.

1. To study the background and development of the Catholic Missions – run schools in the state of Meghalaya at Elementary level.
2. To assess the extent of the contribution made by the Mission in the development of Elementary Education.
3. To identify the strengths and weaknesses and unique features, if any of these institutions and their influence on school education.

4.1 POPULATION

The population of the present study comprises all elementary schools managed by the Catholic Church in the State of Meghalaya. These schools fall under the following categories.

- (i) Deficit schools
- (ii) Private-aided schools
- (iii) Private schools

The information regarding the total number of elementary was obtained by the investigator after consulting statistical records, Directory of the Catholic Church, North East India and other documents maintained at the Catholic headquarters in Shillong and Tura and catholic churches in Meghalalya. From the records it was learned that there were 574 elementary schools run by the Catholic Church. All the heads and the teachers working in these schools as well as retired teachers who had worked in these schools formed the population of the study.

4.1.1 SAMPLE

The sample for the present study was drawn from the elementary Schools (Classes I-VII) managed by the Catholic Church in the State of Meghalya. There are 574 Elementary Schools run by the Church. The investigator has selected 290 schools for the present study. The investigator followed the stratified random sampling method which included the school strata as Deficit, Private-Aided and Private-Unaided as proportionately as possible.

However, data could be collected from 265 schools only. Finally these 265 schools form the sample of schools for the study. All the heads of these 265 schools were included in the study and one teacher from each of these 265 schools was also included in the sample of Teachers. Besides, some retired teachers who were readily available were also involved in the data collection process by the investigator. They numbered 20 in all.

Table 4.1 gives the breakup of the sample of the head teachers and the assistance teachers.

Table 4.1 Distribution of Heads and Teachers in the sample

Categories	Deficit Schools	Private Aided Schools	Private Schools	Total
Head Teachers	38 (14.34)	175 (66.03)	52 (19.63)	265 (100)
Assistance Teachers	38 (14.34)	175 (66.03)	52 (19.63)	265 (100)

4.2 TOOLS FOR THE PRESENT STUDY

In an empirical study of the kind undertaken by the investigator different types of tools can be used. The present investigator however, felt the necessity of having questionnaires covering questions on various aspects of elementary education since the present study is a descriptive survey type. The investigator also decided to use a set of questionnaire for the heads and another set of questionnaire for assistant teachers involved in the study.

For collecting data from the third category of respondents, i.e. the retired teachers, the investigator decided to prepare an interview schedule.

In addition to the tools conducted by the investigator, the present investigator for collection of basic data consulted related papers, files and documents from the Directorate of Educational Research and Training (DERT), Directorate of Elementary and Mass Education (DEME), Inspectorate and Catholic Churches.

4.2.1 CONSTRUCTION OF TOOLS

A study of the related literature and a close look at the objectives of the present study helped the investigator to identify the items to be included in the questionnaires and the interview schedule. The investigator, in this way prepared the draft questionnaire for the heads as well as for the assistant teachers and the interview schedule for the retired teachers.

4.2.1.1 QUESTIONNAIRE FOR THE HEADS

The questionnaire for the head teachers included the following broad areas:- general information, historical background, physical resources, human resources (teachers, students, community), financial resources, welfare measures, management of the schools, structure, functions, record, planning of work, uniform of students, medium of instruction, supervision and inspection, examination and evaluation, contribution of the school, strengths and weaknesses of the school, problems and suggestions.

Many questions were included in each area of the questionnaire. The drafted questionnaire was then submitted to five experts from the Department of Education, NEHU, for ascertaining content validity of the questionnaire. The experts were requested to judge the content and forms of the questions used in the questionnaire and give their comments and suggestions for improvement of the draft questionnaire.

4.2.1.2 QUESTIONNAIRE FOR THE ASSISTANT TEACHERS

In the same way the investigator also drafted the questionnaire for the assistant teachers. This questionnaire included the following areas, general information, personal information and schedule of work, curriculum and methods of teaching, staff relationship and student-teacher relationship.

Each of the areas included different questions. The draft questionnaire for teachers was also submitted to the same experts from the Education Department, NEHU with the request for their comments and suggestions. It may be mentioned here that the experts gave valuable suggestions and both the questionnaires were revised with reference to the suggestions given by them. The final questionnaires were prepared in this way.

As regard the form of the questions, it may be mentioned that most of the questions included in the questionnaires were of multiple-choice type and the respondents were required mostly to tick mark the appropriate box/boxes placed against the responses.

Against most of the questions, in addition to the probable responses given, an extra category of response as ‘Any other (*please specify*)’ was included so as to make most of the questions as open-ended as possible.

4.2.1.3 INTERVIEW SCHEDULE

The investigator also drafted an interview schedule for the retired teachers. The draft interview schedule included 25 questions, which were considered by the investigator vital for the study and which could be responded by the retired teachers. The interview schedule was also submitted to the same expert with the request for their suggestions. On the suggestions of the expert the interview schedule was

modified by reducing the number of questions to 20. Five questions were removed as suggested by the experts in order to avoid overlapping. The investigator also realized the same and accepted the suggestions given by the experts.

All the tools were then finalized and adequate numbers of copies were made for administration to the respondents.

4.3 COLLECTION OF DATA

After having made the copies of the tools, the next step for the investigator was to distribute them among the respondents. The investigator first proceeded to the Garo Hills District and distributed the questionnaires to the heads of the selected schools either personally or through messengers. Some of the questionnaires however, had to be mailed. Each respondent was provided with a stamped envelope for returning the questionnaire duly responded. After having distributed the questionnaires in the Garo Hills, the investigator distributed the questionnaires to the heads and assistant teachers of selected schools in the Khasi Hills and Jaintia Hills in the same way either personally or through messengers. Besides, in some cases questionnaires were sent by post. Stamped envelopes were sent to the respondents for returning of the questionnaires.

The respondents were requested in writing as well as through telephones and personal contacts to return the questionnaires as early as possible. They were also requested to feel free to response to each question since their responses would be treated as confidential. The distribution of questionnaires took about three months' times and the investigator had to keep on reminding the respondents to return the questionnaires. In some cases questionnaires had to be supplied for the second time.

The data collection process, which included the administration of the aforesaid questionnaires and the interviews of selected 20 retired teachers required almost one years' time. Even with repeated requests and reminders, only 265 heads and 265 assistant teachers returned the questionnaires. Since it had already taken a long time and since non-receipt of questionnaires from 25 respondents did not affect the representativeness of the same, the investigator decided not to pursue the 25 respondents and analyzed the 265 questionnaires for the purpose of the study.

4.4 ANALYSIS AND INTERPRETATION

Data collected through the questionnaires from 265 heads and 265 assistant teachers and the data collected through the interview schedule from 20 retired teachers were tabulated and analysed using simple descriptive statistics by the calculation of the percentages. Conclusion and findings were drawn after analyzing and discussing the data while interpreting the data the findings were compared with the early studies.

The report has been presented in six chapters.

Chapter I which is an introductory chapter gives the background of the study undertaken as well as a theoretical orientation to the empirical study under taken by the present study.

Chapter II deals with the Review of Related Literature. It is an attempt to review the available literature relevant to the present study undertaken by various researchers in the country and abroad. Their records and findings were faithfully recorded and presented in this chapter to bring out the relationship between the present study and the earlier studies.

Chapter III -In this chapter a survey of the services made by the various organizations towards education is given. This is a general description in a historical perspective against the backdrop of which the significance of the present study has been undertaken. The present investigator felt that giving a glance at the services given by various Christian missionary organizations in the North East was considered necessary so as to visualize the significance of the present study that is concerned with the contribution of a specific group of missionaries.

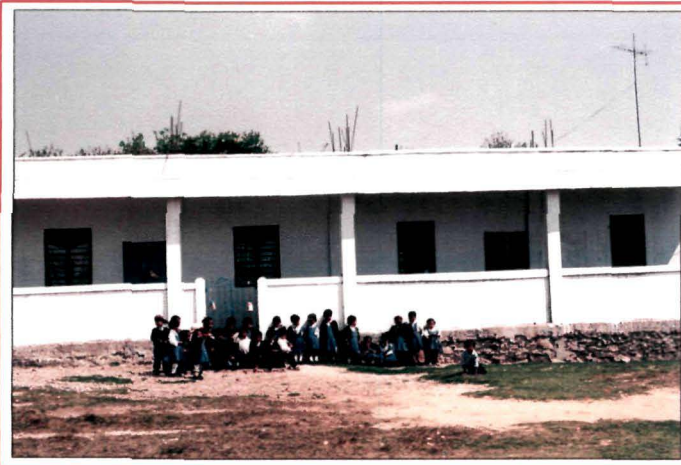
Chapter IV deals mainly with the methodology adopted for the present study. This includes a sampling design and the tools used in the present study as well as the procedure used for the collection of data.

Chapter VI is devoted to highlighting the findings, their educational implications and suggestions for further improvement.

4.5 CHAPTERISATION

The title of each of the six chapters of the report is given below:

Chapter I	INTRODUCTION
Chapter II	A REVIEW OF RELATED LITERATURE
Chapter III	CONTRIBUTION OF MISSIONARIES IN GENERAL TO EDUCATION IN THE NORTH EAST
Chapter IV	METHODOLOGY AND PROCEDURE
Chapter V	ANALYSIS AND INTERPRETATION
Chapter VI	FINDINGS OF THE STUDY AND SUGGESTIONS



Rural School Buildings



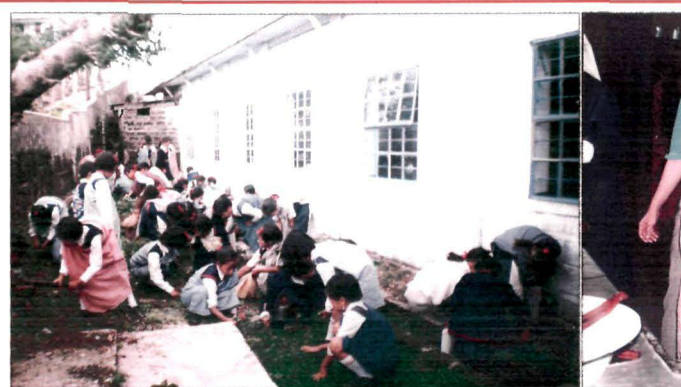
Classrooms in Rural Areas



School Assembly



Lunch Break



Learning Practical Skills in Orphanages/Hostels

CHAPTER V

**ANALYSIS AND
INTERPRETATION OF DATA**

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data collected by administering different tools. The data were collected from the heads of schools, assistant teachers and retired teachers and analysed separately in the following pages.

5.2 ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM THE HEADS TEACHERS OF ELEMENTARY SCHOOLS

The analysis of data collected from the heads of elementary schools given under various sub-heads is given as under. The analysis has been given in terms of percentages. The figures inside brackets in various tables indicate percentages and the figures outside indicate numbers.

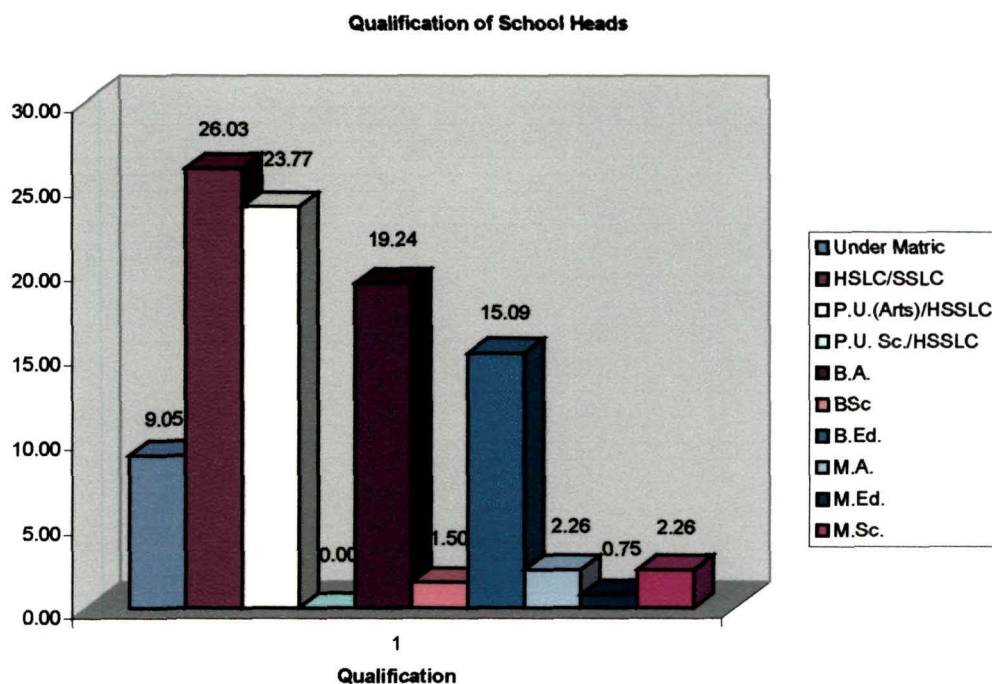
5.2.1 QUALIFICATIONS OF HEAD TEACHERS OF ELEMENTARY SCHOOLS

The analysis concerning the qualifications of elementary school heads in the sample for different managements have been given in table 5.1

Table 5.1 Qualifications of School Heads

Qualification of School Heads	Urban	Rural	Total
Under Matric	-	24	24 (9.05)
HSLC/SSLC	4	65	69 (26.03)
P.U.(Arts)/HSSLC	4	59	63 (23.77)
P.U. Sc./HSSLC	-	-	-
B.A.	6	45	51 (19.24)
B.Sc.	1	3	4 (1.50)
B.Ed.	4	36	40 (15.09)
M.A.	2	4	6 (2.26)

GRAPHIC SHOWING THE QUALIFICATION OF HEADS OF SCHOOLS IN PERCENTAGE



M.Ed.	-	2	2 (0.75)
M. Sc.	1	5	6 (2.26)
Total	22	243 (91.69)	265 (100.00)

The above table 5.1 shows the break up of the qualifications of the heads of the elementary schools. It appears that among the teachers having qualifications ranging from 'Under-Matric' to Post Graduate Degree, the share of HSLC passed was the highest (26.03%). In spite of the schools being of elementary level, it is interesting to note that 15.09 per cent of the heads were B.Ed. degree holders, while 2.26 per cent were M. Sc. passed and 0.27 per cent were M. Ed. Degree holders teaching in urban and rural areas.

5.2.2 TYPES OF MANAGEMENT

The following table gives the analysis of the types of management found in elementary schools.

Table 5.2 Types of Management

	Deficit	Private Aided	Private	Total
Urban	7 (2.64)	13 (4.90)	2 (0.75)	22 (8.31)
Rural	31 (11.69)	162 (61.13)	50 (18.86)	243 (91.69)
Total	38 (14.33)	175 (66.04)	52 (19.62)	265 (100.00)

Table 5.2 indicates that 91.69 per cent of the managements in the sample comprising 11.69 per cent Deficit schools, 61.13 per cent Private Aided and 18.86 per cent Private schools were situated in rural areas. It was found that the management concentrates its educational activities in the rural areas.

5.2.3 MAIN OBJECTIVES OF THE SCHOOL

The analysis of the responses given by the heads regarding the objectives of their school is given in table 5.3

GRAPHIC SHOWING THE PRIMARY OBJECTIVES OF THE ESTABLISHMENT OF THE CATHOLIC SCHOOLS IN PERCENTAGE

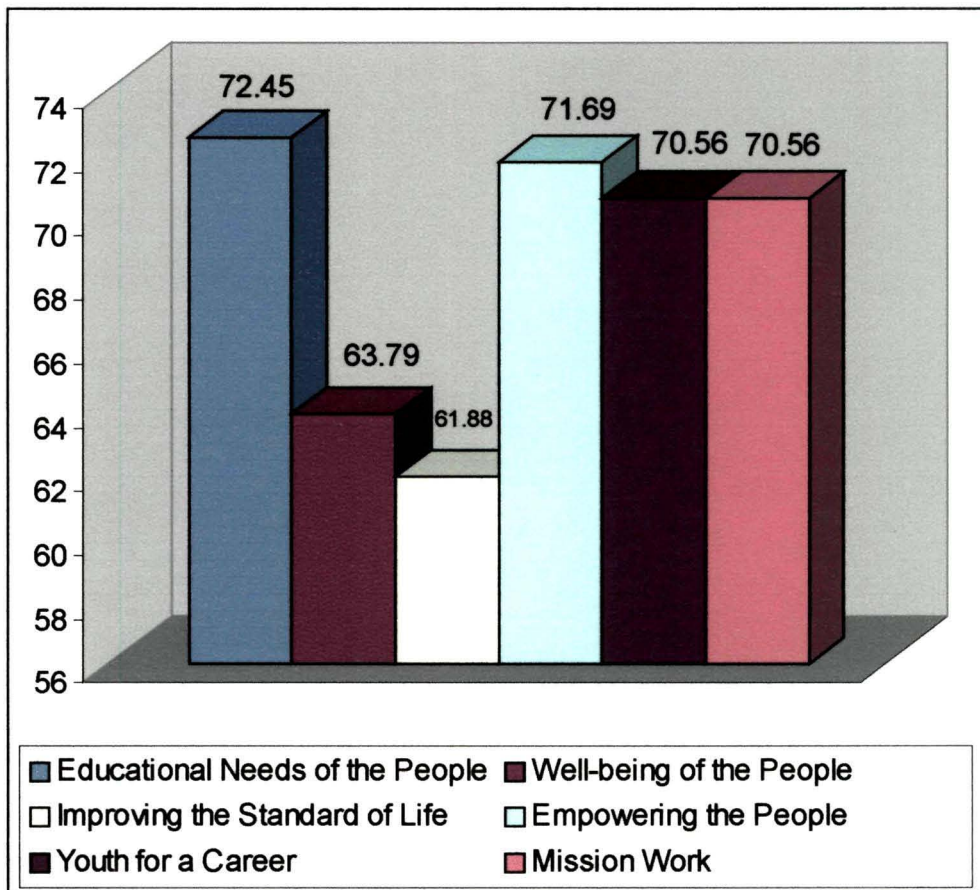


Table 5.3 Main Objectives of the School

The Main Objectives	Deficit	Private-Aided	Private	Total
Meeting of the educational needs of the people	23 (8.67)	127 (47.92)	42 (15.84)	192 (72.45)
Catering to the well-being of the people	14 (5.28)	112 (42.26)	43 (16.22)	169 (63.79)
Improving their standard life	27 (10.18)	100 (37.73)	37 (13.96)	164 (61.88)
Empowering the people to their place in life	20 (7.75)	125 (47.16)	45 (16.98)	190 (71.69)
Preparing a youth for a career	28 (10.56)	126 (47.54)	33 (12.45)	187 (70.56)
Promoting Mission work	22 (8.30)	131 (49.43)	34 (12.83)	187 (70.56)

Table 5.3 shows that (72.45%) respondents in all the Deficit, Private Aided and Private Schools opined that the main objective of the schools was 'meeting the educational needs of the people'. 71.69 per cent revealed that the main objective of the school was 'empowering people to take their right place in life'. 70.56 per cent were of the opinion that the main objective of the school was to 'promote mission work' while another 70.56 per cent opined that it was 'preparing youth for a career'. 63.79 per cent revealed that the main objective was 'catering to the well-being of the people' and 61.88 per cent opined that it was 'improving their standard of life'.

The percentage of teachers choosing each of the objectives was very high (61.88% to 72.45%) because of the fact that each school had chosen more than one objectives from the list of objectives given in the questionnaire.

5.2.4 PEOPLE'S OPINION ON THE SETTING UP OF THE SCHOOLS

The heads were asked if local people were in favour of the setting up the school. Table 5.4 gives the analysis of their responses.

Table 5.4 People's Opinion on the Setting up of the School

Reaction of People	Deficit	Private-Aided	Private	Total
In favour	29 (10.94)	158 (59.62)	49 (18.49)	236 (89.06)
Not In favour	9 (3.39)	17 (6.41)	3 (1.13)	29 (10.94)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The table 5.4 above indicates that a large majority of the heads (89.06%) was of the opinion that the local people were in favour of the establishment the school.

5.2.5 INFLUENCES OF THE GOVERNMENT ON THE SCHOOL

The analysis regarding Government influence on the school is given in table 5.5.

Table 5.5 Government Influence on the School

Influences of the Govt. on the School	Deficit	Private-Aided	Private	Total
On Rules & Regulations	38 (14.33)	73 (27.54)	-	111 (41.89)
On curriculum	38 (14.33)	95 (35.84)	8 (3.01)	141 (53.20)
On Textbooks	38 (14.33)	72 (27.16)		110 (41.50)

Table 5.5 indicates that 53.20% respondents revealed that Government influenced the schools through the curriculum while 41.89 per cent were of the opinion that it was through rules and regulations and 41.50 per cent revealed that the government influenced their school through prescription of textbooks.

5.2.6 INFLUENCES OF THE LOCAL AUTHORITIES ON THE SCHOOL

The analysis of data concerning the influence of local authorities on the schools is given in the table 5.6.

Table 5.6 Influence of Local Authorities on the schools

Area of Influence	Deficit	Private-Aided	Private	Total
Payment of taxes	5 (1.88)	8 (3.01)	3 (1.13)	16 (6.04)
Holding of function	15 (5.66)	42 (15.84)	11 (4.15)	68 (25.67)
Security volunteers	11 (4.15)	13 (4.90)	13 (4.91)	37 (13.96)
Recommendation for Infrastructure	7 (2.64)	27 (10.19)	17 (6.42)	51 (19.25)

Table 5.6 shows that 25.67 per cent respondents revealed that the influence of local authorities on the schools was exercised when permission was required for holding functions in the locality, 19.25 per cent when recommendation for infrastructure had to be obtained and 13.96 per cent when security volunteers were provided by local authorities and 6.04 per cent when payment of taxes had to be made to local authorities. Thus, it appears from the table that a total of 64.92 per cent respondents in the entire sample indicated 'yes' against the various item of responses, while others did not give their opinion in favour of the items.

5.2.7 EXISTENCE OF OTHER SCHOOLS AT THE TIME OF THE INCEPTION OF THE SCHOOL

The analysis of data regarding the existence of schools in the neighbourhood when the school was founded is given in Table 5.7

Table 5.7 Existence of other Schools in the Neighbourhood

Schools in the neighbourhood	Deficit	Private-Aided	Private	Total
Yes	27 (10.18)	101 (38.11)	45 (16.98)	173 (65.28)
No	11 (4.15)	74 (27.92)	7 (2.64)	92 (34.72)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.7 indicates that 65.28 per cent head teachers revealed that there were schools existing in the neighbourhood when their school was established.

5.2.8 ATTITUDE OF EXISTING SCHOOL PEOPLE TOWARD THE PRESENT SCHOOL

The data concerning the attitude of existing schools toward the School are analyzed in table 5.8

Table 5.8 Attitude of Existing school people towards the School

Attitude of exiting school people		Deficit	Private-Aided	Private	Total	
Very helpful	Yes	16 (6.03)	80 (30.18)	32 (12.08)	128 (48.30)	265 (100.00)
	No	22 (8.30)	95 (35.84)	20 (7.54)	137 (51.70)	
Helpful to some extent	Yes	11 (4.15)	68 (25.66)	37 (13.96)	116 (43.78)	265 (100.00)
	No	27 (10.18)	107 (40.37)	15 (5.66)	149 (56.22)	
Hostile	Yes	4 (1.50)	3 (1.13)	4 (1.51)	11 (4.15)	265 (100.00)
	No	34 (12.83)	172 (64.90)	48 (18.11)	254 (95.85)	

It was found from the above table that 48.30 per cent (128 out of 265) of existing schools were 'very helpful' to the newly set up schools. 43.78 per cent (116 out of 265) head teachers were of the opinion that existing schools were 'helpful to some extent' and almost all respondents (95.85%) (254 out of 265) opined that existing schools 'were not hostile' to the setting up of their schools.

5.2.9 POSSESSING OWN LAND AND BUILDING

The analysis of data regarding schools possessing their own land and building is given in Table 5.9

Table 5.9 Schools Possessing Own Land and Building

	Deficit	Private-Aided	Private	Total
Possessing own land & building	38 (13.33)	175 (66.03)	52 (19.62)	265 (100.00)
Do not possess own land & building	-	-	-	-
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

From the responses of head teachers it was found that all schools (100 %) possessed land and building.

5.2.10 TYPES OF SCHOOL BUILDING

The analysis of data regarding types of school building is given in table 5.10.

Table 5.10 Schools Possessing Own Land and Building

Types	Deficit		Private-Aided		Private		Total		265 (100.00)
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	
Perma- nent	11 (4.15)	27 (10.18)	87 (32.83)	88 (33.20)	22 (8.30)	30 (11.32)	120 (45.28)	145 (54.71)	
Thatch	-	-	-	-	-	-	-	-	

The table above indicates that all the schools in the sample possessed permanent school building and there were no thatch building in the sample of schools. That is to say, that the permanent buildings included both concrete buildings and buildings with the roof having C.I. sheets (Assam Type).

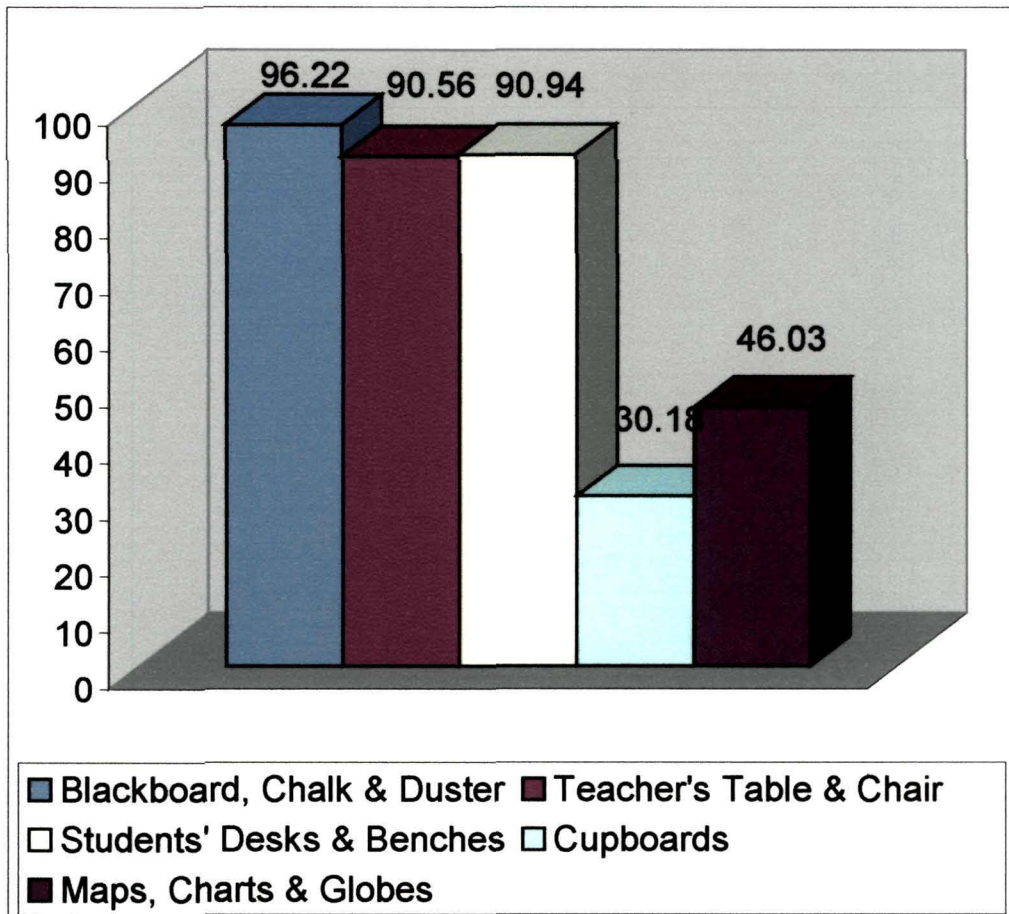
5.2.11 PROVISION OF REQUISITE ROOMS

The data concerning the provision of requisite rooms have been analyzed in table 5.11.

Table 5.11 Provision of Requisite Rooms

Rooms	Deficit (38)		Private-Aided (175)		Private (52)		Total (265)		
	Pro- vided	Not Provided	Pro- vided	Not Provided	Pro- vided	Not Provided	Pro- vided	Not Provided	Total
Head's Room	30 (11.32)	8 (3.01)	50 (18.86)	125 (47.16)	36 (13.58)	16 (6.03)	116 (43.77)	149 (56.22)	265 (100.00)
Head's Room	29 (10.94)	9 (3.39)	49 (18.49)	126 (47.54)	39 (14.71)	13 (4.90)	117 (44.15)	148 (55.84)	265 (100.00)
Office Room	20 (7.54)	18 (6.79)	64 (24.15)	111 (41.88)	44 (16.60)	8 (3.01)	128 (48.30)	137 (51.69)	265 (100.00)
Teachers' Common Room	3 (1.13)	35 (13.20)	3 (1.13)	172 (64.90)	3 (1.13)	49 (18.49)	9 (3.39)	256 (96.60)	265 (100.00)
Pupil's Common Room	8 (3.01)	30 (11.32)	19 (7.16)	156 (58.86)	16 (6.03)	36 (13.58)	43 (16.22)	222 (83.77)	265 (100.00)

**GRAPHIC SHOWING THE PROVISION OF BASIC FACILITIES
IN CLASS ROOMS IN PERCENTAGE**



Sc. Lab. Room	21 (7.92)	17 (6.41)	5 (1.88)	170 (64.15)	2 (0.75)	50 (18.86)	28 (10.56)	237 (89.43)	265 (100.00)
Auditorium	9 (3.39)	29 (10.94)	14 (5.28)	161 (60.75)	20 (7.54)	32 (12.07)	43 (16.22)	222 (83.77)	265 (100.00)
Library Room	21 (7.92)	17 (6.41)	14 (5.28)	161 (60.75)	12 (4.52)	40 (15.09)	47 (17.73)	218 (82.26)	265 (100.00)
Computer Room	24 (9.05)	14 (5.28)	21 (7.92)	154 (58.11)	20 (7.54)	32 (12.07)	65 (24.52)	200 (75.47)	265 (100.00)
Store Room	14 (5.28)	24 (9.05)	12 (4.25)	163 (61.50)	11 (4.15)	41 (15.47)	37 (13.96)	228 (86.03)	265 (100.00)
Any Other Room	30 (11.32)	8 (3.01)	50 (18.86)	125 (47.16)	36 (13.58)	16 (6.03)	116 (43.77)	149 (56.22)	265 (100.00)

The data on table 5.11 reveal that majority of schools (56.22%) did not provide room for school heads and majority (55.84%) did not provide office room. Almost all schools (96.60%) were not having Pupils' Common Room. It was found that a large majority (89.43%) was not providing Science Laboratory. Other requisite rooms that were not provided were auditorium (83.77%), Library room (83.77%), Computer Room (82.26%) and Store Room (75.47%).

5.2.12 PROVISION OF CLASSROOMS WITH BASIC FACILITIES

The analysis of data regarding classroom having basic facilities has been given in table 5.12.

Table 5.12 Class-room having basic Facilities

Facilities in Class-rooms	Deficit (38)		Private-Aided (175)		Private (52)		Total (265)		
	Pro-vided	Not Provided	Pro-vided	Not Provided	Pro-vided	Not Provided	Pro-vided	Not Provided	Total
Blackboard chalk & duster	38 (14.33)	-	175 (66.03)	-	42 (15.84)	10 (3.77)	255 (96.22)	10 (3.77)	265 (100.00)
Chairs & tables for teachers	35 (13.20)	3 (1.13)	165 (62.26)	10 (3.77)	40 (15.09)	12 (4.52)	240 (90.56)	25 (9.43)	265 (100.00)
Desks & benches for pupils	32 (12.07)	6 (2.26)	167 (63.01)	8 (3.01)	42 (15.84)	10 (3.77)	241 (90.94)	24 (9.05)	265 (100.00)
Cupboard	26 (9.81)	12 (4.52)	39 (14.71)	136 (54.32)	15 (5.66)	37 (13.96)	80 (30.18)	185 (69.81)	265 (100.00)
Maps, charts & globes	33 (12.45)	5 (1.88)	61 (23.01)	114 (43.01)	28 (10.56)	24 (9.05)	122 (46.03)	143 (53.96)	265 (100.00)

Table 5.12 reveals that almost all schools (96.22%) had blackboard, chalk and duster, 90.56% provided chairs and tables and (90.94%) provided desks and benches for students. However, it was found that the following requisites were not provided in majority of schools, cupboards (69.81%) and maps, charts and globes (53.96%).

5.2.13 PROVIDING LIGHTING AND VENTILATION IN THE CLASS-ROOMS

The analysis of data concerning the provision of well-lit and well-ventilated classrooms is given in table 5.13.

Table 5.13 Lighting and Ventilation in the Class-rooms

	Deficit	Private-Aided	Private	Total
Well lit and well ventilated	29 (10.94)	126 (47.54)	47 (17.73)	202 (76.22)
No well lit and well ventilated	9 (3.39)	49 (18.49)	5 (1.89)	63 (23.78)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The table above indicates that 76.22% of the schools have well-lit and well-ventilated classroom.

5.2.14 CLASSROOMS HAVING SUFFICIENT SPACE/ ACCOMMODATION

The analysis regarding class-rooms having sufficient space/accommodation has been given in the table 5.14.

Table 5.14 Classrooms having Sufficient Space/Accommodation

Space and accommodation	Deficit	Private-Aided	Private	Total
Sufficient space and accommodation	26 (9.81)	97 (36.60)	31 (11.69)	154 (58.11)
Insufficient space and accommodation	12 (4.53)	78 (29.43)	21 (7.93)	111 (41.89)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.14 revealed that 58.11 per cent of the classrooms of the sampled schools were provided with adequate space/accommodation while 41.89 percent were not provided with adequate space/accommodation.

5.2.15 MAKING CLASSROOMS ATTRACTIVE WITH CHARTS, PICTURES, ETC.

The heads were asked whether classrooms were made attractive with charts, pictures etc. The analysis of their responses is given in table 5.15.

Table 5.15 Making Classrooms attractive with Charts, Pictures etc.

Classrooms	Deficit	Private-Aided	Private	Total
Made attractive with charts and pictures	29 (10.94)	88 (33.20)	36 (13.58)	153 (57.74)
Not made attractive with charts and picture	9 (3.39)	87 (32.83)	16 (6.04)	112 (42.26)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from the above table that the majority of classrooms (57.74%) were made attractive with charts and pictures while (42.26%) were not made attractive with charts and pictures.

5.2.16 AVAILABILITY OF SUITABLE BOOKS IN THE CLASSROOMS

The analysis of data regarding the provision of suitable books for reading is given in table 5.16.

Table 5.16 Provision of Books for reading Suitable to Pupils' Age

Books	Deficit	Private-Aided	Private	Total
Have Books	21 (7.92)	73 (27.54)	8 (3.02)	102 (38.50)
Do not have Book	17 (6.41)	102 (38.49)	44 (16.60)	163 (61.50)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from the responses of the heads that 61.50 per cent of the schools in the sample did not provide books for reading suitable to the pupils' age.

5.2.17 PROVISION OF SUFFICIENT READING MATERIAL FOR STUDENTS

The heads were asked if sufficient reading materials were provided for the number of children in their schools. The Analysis of their responses is given in Table 5.17.

Table 5.17 Provision of Sufficient Reading Material for Students

Reading Material	Deficit	Private-Aided	Private	Total
Provided	22 (8.30)	33 (12.45)	13 (4.90)	68 (25.66)
Not Provided	16 (6.03)	142 (53.58)	39 (14.72)	197 (74.34)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.17 indicates that a large majority of the respondents (74.34%) were of the opinion that sufficient reading materials were not provided in the schools.

5.2.18 DISTRIBUTION OF BOOKS

The analysis regarding the distribution of books is given in Table 5.18.

Table 5.18 Distribution of Books

Distribution	Deficit	Private-Aided	Private	Total
Teacher	20 (7.54)	80 (30.18)	23 (8.67)	123 (46.41)
Class monitor	18 (6.79)	95 (35.84)	29 (10.94)	142 (74.34)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found that in a large majority of schools (74.43%), the class monitor was in charge of the distribution of books i.e. to say under the supervision of the class teacher.

5.2.19 PROVISION OF TELEVISION IN SCHOOLS

The following table gives the analysis of data regarding the provision of television in school.

Table 5.19 Provision of Television in Schools

Television in schools	Deficit	Private-Aided	Private	Total
Provided	7 (2.64)	6 (2.26)	3 (1.13)	16 (6.03)
Not Provided	31 (11.69)	169 (63.77)	49 (18.49)	249 (93.97)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found that 93.97 per cent respondents revealed that television was not provided in schools.

5.2.20 PROVISION OF A RADIO IN SCHOOL

The analysis regarding the provision of a radio in school is given in table 5.20.

Table 5.20 Provision of a Radio in School

Radio in schools	Deficit	Private-Aided	Private	Total
Provided	16 (6.03)	21 (7.92)	4 (1.50)	41 (15.47)
Not Provided	22 (8.30)	154 (58.11)	48 (18.12)	224 (84.53)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was revealed in table 5.20 that most schools (84.53%) possessed a radio sets while 15.47 percent did not have a radio.

5.2.21 PROVISION OF PLAYGROUND IN SCHOOLS

The analysis concerning provision of playground in the schools is given in table 5.21.

Table 5.21 Provision of Playground

Playground in school	Deficit	Private-Aided	Private	Total
Provided	31 (11.69)	98 (36.98)	41 (15.47)	170 (64.15)
Not provided	7 (2.64)	77 (29.05)	11 (4.15)	95 (35.84)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The table above indicates that the majority (64.15%) respondents revealed that playgrounds were provided in their schools.

5.2.22 PROVIDING SUFFICIENTLY LARGE PLAYGROUND

The analysis of data concerning providing sufficiently large playground is given in table 5.22.

Table 5.22 Providing Sufficiently Large Playground

Size of Playground	Deficit	Private-Aided	Private	Total
Adequate	17 (6.41)	45 (16.98)	29 (10.49)	91 (34.34)
Inadequate	21 (7.92)	130 (49.05)	23 (8.68)	174 (65.66)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was revealed in table 5.22 that majority of schools (65.66%) did not have sufficiently large playgrounds for the pupils.

5.2.23 PROVISION OF HOSTEL/BOARDING FACILITIES

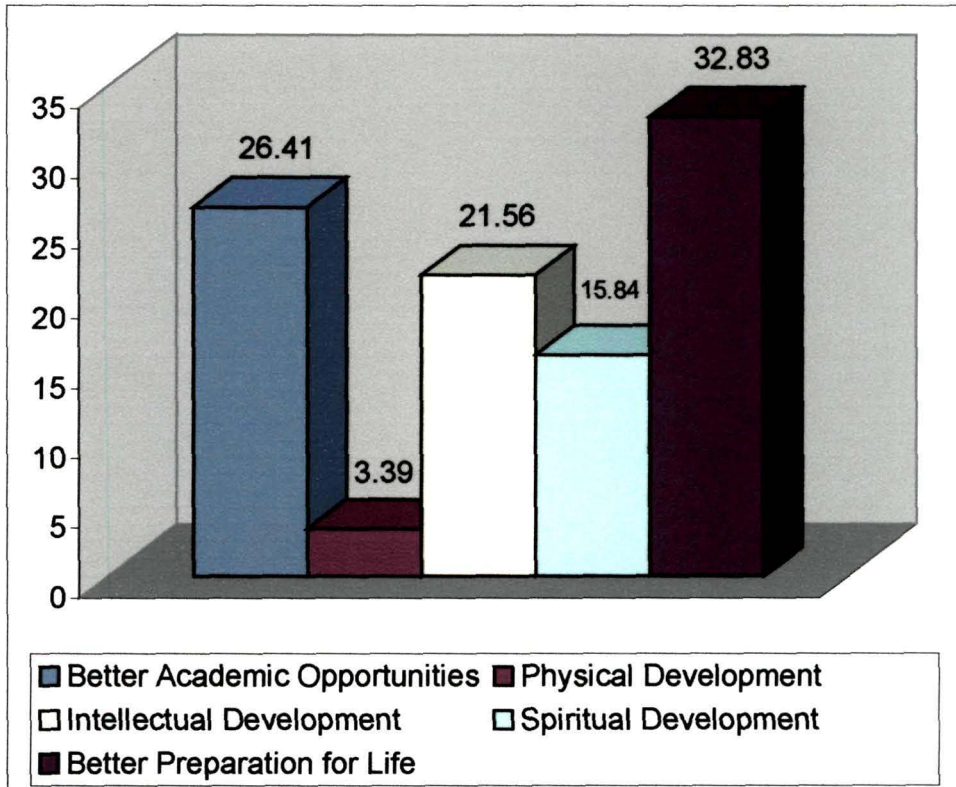
The analysis of data regarding provision of hostel/boarding facilities is given in table 5.23.

Table 5.23 Provision of hostel/boarding facilities

Hostels/Boarding facilities	Deficit	Private-Aided	Private	Total
Provided	20 (7.54)	88 (33.20)	27 (10.18)	135 (50.94)
Not provided	18 (6.79)	87 (32.83)	25 (9.43)	130 (49.05)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.23 reveals that 50.94 per cent of the schools in the sample provided hostel/boarding facilities and 49.05 per cent did not provide these facilities.

**GRAPHIC SHOWING THE ADVANTAGES OF
HOSTELS/BOARDINGS/ORPHANAGES IN PERCENTAGE**



5.2.24 ADVANTAGES OF BEING IN A HOSTEL/BOARDING

The heads were asked to point out the advantages a child gets by being in a hostel/boarding. The position is analyzed in table 5.24

Table 5.24 Advantages offered by Hostel/Boarding

Advantages	Deficit	Private-Aided	Private	Total
Better academic opportunities	11 (4.15)	42 (15.84)	17 (6.41)	70 (26.41)
Physical development	6 (2.26)	3 (1.13)	-	9 (3.39)
Intellectual development	4 (1.50)	38 (14.33)	15 (5.66)	57 (21.56)
Spiritual development	9 (3.39)	31 (11.69)	2 (0.75)	42 (15.84)
Better preparation for life	8 (3.01)	61 (23.01)	18 (6.79)	87 (32.83)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.24 indicates that 32.83 per cent of the heads were of the opinion that the advantage a child got by being in a hostel/boarding was 'better preparation for life'. 26.41 per cent opined that it was 'better academic opportunities', 21.56 per cent intellectual development' while 15.84 per cent opined it was 'spiritual development' and 3.39 per cent were of the opinion that it was 'physical development'.

5.2.25 GIVING PREFERENCE IN HOSTEL ADMISSION

The analysis regarding preference given in hostel admission has been analysed in table 5.25 below:

Table 5.25 Giving preference in Hostel Admission

Preference given	Deficit	Private-Aided	Private	Total
Orphans	26 (9.81)	159 (60.00)	31 (11.69)	216 (81.50)
Economically under - privileged	30 (11.32)	130 (49.05)	20 (7.54)	180 (67.92)
Physically Disabled	35 (13.20)	116 (43.77)	39 (14.71)	190 (71.69)
Children from far away	18 (6.79)	80 (30.18)	28 (10.56)	126 (47.54)

GRAPHIC SHOWING THE PREFERENCE IN ADMISSION TO HOSTELS/BOARDINGS/ORPHANAGES IN PERCENTAGE

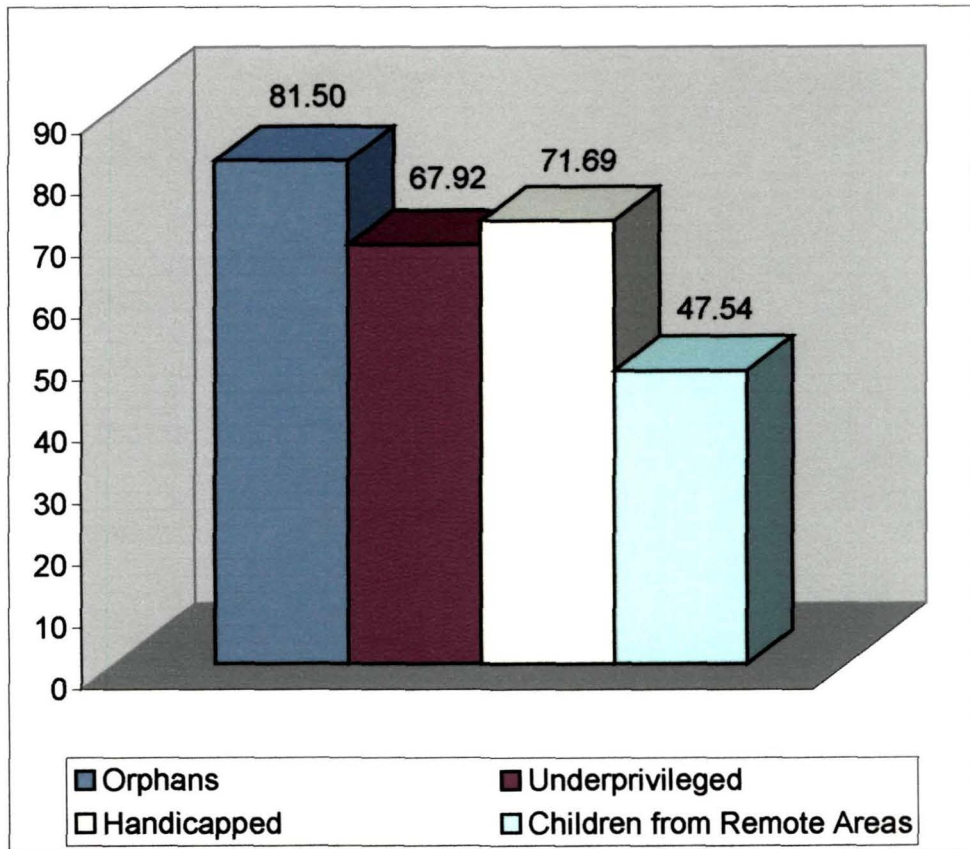


Table shows 5.25 shows that preference in hostel admission was given to orphans (81.50%), handicapped children (71.69%) to economically underprivileged children (67.92%) and to children from far away (47.54%). It appears from the table also that children belonging to more than one category were given preference in hostel admission. All the three categories as often economically under privileged and handicapped children were given preference almost equally by most of the schools, although orphans got the highest categories of children.

5.2.26 PROVISION OF DRINKING WATER, ADEQUATE SANITATION, MEDICAL CHECK-UP AND FIRST AID

The heads were asked whether the schools provided drinking water, adequate sanitation, medical Check up and First Aid. The analysis of their responses is given in table 5.25.

Table 5.26 Provision of Drinking water, Adequate Sanitation, Medical Check-up and First Aid

Facilities Provided	Deficit (38)		Private-Aided (175)		Private (52)		Total (265)		
	Pro-vided	Not Provided	Pro-vided	Not Provided	Pro-vided	Not Provided	Pro-vided	Not Provided	Total
Drinking water	35 (13.20)	3 (5.28)	128 (48.30)	47 (17.73)	39 (14.71)	13 (4.90)	202 (76.23)	63 (23.77)	265 (100.00)
Adequate sanitation	29 (10.94)	9 (3.39)	92 (34.71)	83 (31.32)	22 (8.30)	30 (11.32)	143 (53.96)	122 (46.03)	265 (100.00)
Sick room	8 (3.01)	30 (11.32)	13 (4.90)	162 (61.13)	7 (2.64)	45 (16.98)	28 (10.56)	237 (89.43)	265 (100.00)
Medical check up	12 (4.52)	26 (9.81)	28 (10.56)	147 (55.47)	4 (1.50)	48 (18.11)	44 (16.60)	221 (83.39)	265 (100.00)
First Aid	26 (9.81)	12 (4.52)	34 (12.83)	141 (53.20)	20 (7.54)	32 (12.07)	80 (30.19)	185 (69.81)	265 (100.00)

Table 5.26 above shows that majority of schools (76.23 %) were providing drinking water and 53.96 per cent adequate sanitation. However, a large majority (89.43%) were not having sick room, 83.39 per cent were not providing medical check up and 69.81 percent were not providing First Aid.

5.2.27 PROVISION OF ADEQUATE NUMBER OF TEACHERS

The analysis of responses regarding provision of the required number of teachers is given in table 5.27.

GRAPHIC SHOWING THE PROVISION OF DRINKING WATER, MEDICAL CHECK UP & FIRST AIDS IN PERCENTAGE

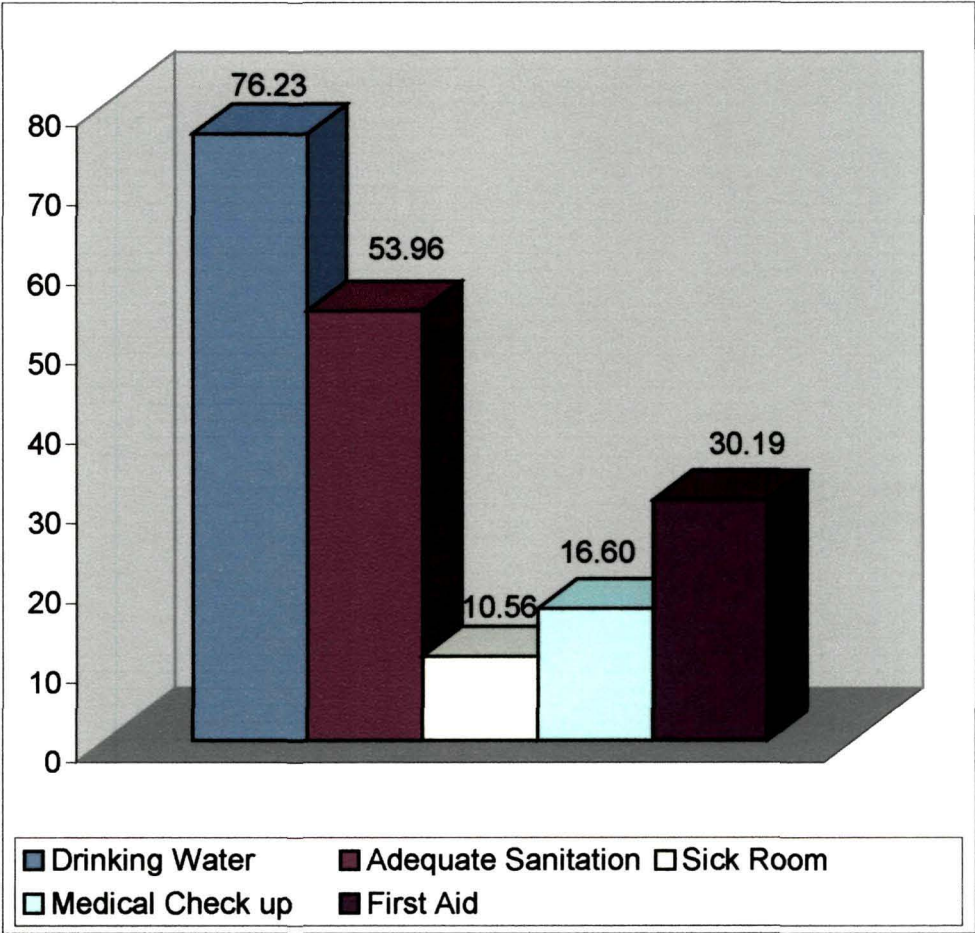


Table 5.27 Provision of Adequate Number of Teachers

Required number of teachers	Deficit	Private-Aided	Private	Total
Provided	30 (11.32)	123 (46.41)	44 (16.61)	197 (74.33)
Not provided	8 (3.01)	52 (19.62)	8 (3.01)	68 (25.67)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The data in the above table revealed that 74.33 per cent of the schools were providing adequate number of teachers while 25.66 per cent were not having adequate number of teachers.

5.2.28 APPOINTMENTS OF TEACHERS

The analysis of data regarding appointments of teachers is given in table 5.28.

Table 5.28 Appointment of Teacher

Appointment of teachers	Deficit	Private-Aided	Private	Total
Headmaster/headmistress	3 (1.13)	30 (11.32)	20 (7.54)	53 (20.00)
Managing committee	19 (7.16)	108 (40.75)	32 (12.07)	159 (60.00)
District council	-	-	-	-
District educational Officer/Government	-	-	-	-
Director of Elementary Education	16 (6.04)	37 (13.96)	-	53 (20.00)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.28 reveals that in majority of schools (60.00%), appointments of teachers were carried out by the governing body. 20.00 per cent of the schools pointed out that appointments of teachers were made by the headmaster/headmistress while 20 per cent opined that appointments were made by the director of elementary education. The variation in the system of appointment was due to the prevalence of different types of schools in the State.

5.2.29 PARENT-TEACHER ASSOCIATION

The analysis regarding Parent-Teacher Association is given in table 5.29.

Table 5.29 Parent-Teacher Association

Parent-Teacher Association	Deficit	Private-Aided	Private	Total
Yes	16 (6.03)	60 (22.64)	37 (13.96)	113 (42.64)
No	22 (8.30)	115 (43.39)	15 (5.66)	152 (57.36)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from Table 5.29 that majority of schools (57.36%) did not have a Parent-Teacher Association.

5.2.30 ROLE OF PARENT-TEACHER ASSOCIATION IN MAINTAINING DISCIPLINE

Table 5.30 gives the analysis of the role of Parent-Teacher Association in maintaining Discipline.

Table 5.30 Role of Parent-Teacher Association in Maintaining Discipline

Role of Parent-Teacher Association	Deficit	Private-Aided	Private	Total
Maintaining discipline 'Yes'	20 (7.54)	99 (37.36)	32 (12.08)	151 (56.99)
Maintaining discipline 'No'	18 (6.79)	76 (28.67)	20 (7.54)	114 (43.01)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.30 reveals that majority (56.99%) respondents were of the opinion that the Parent Teacher Association helped in maintaining discipline in their schools.

5.2.31 ROLE OF PARENT/TEACHER ASSOCIATION IN IMPROVING THE QUALITY OF THE SCHOOLS

The heads were asked whether the parent/teacher association helped in improving the quality of their schools. The analysis of their responses is given in table 5.31.

Table 5.31 Role of Parent/Teacher Association in Improving the Quality of Schools

Parent/Teacher Association	Deficit	Private-Aided	Private	Total
Helpful	32 (12.07)	117 (44.15)	24 (9.05)	173 (65.28)
Not helpful	6 (2.26)	58 (21.88)	28 (10.56)	92 (34.71)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.30 that 65.28 per cent of the respondents opined that the Parent-Teacher Association helped in improving the quality of the school.

5.2.32 PARENT CONSULTING TEACHER IN THE EDUCATION OF CHILDREN

The analysis of data concerning parents' consultation with teachers in the education of their children is given in table 5.32.

Table 5.32 Parent Consulting Teachers in the Education of their Children

Parent/teacher consultation	Deficit	Private-Aided	Private	Total
Held	31 (11.69)	124 (46.79)	29 (10.94)	184 (69.43)
Not held	7 (2.64)	51 (19.24)	23 (8.68)	81 (30.57)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.32 reveals that 69.43 per cent heads revealed that parents consulted teachers in the education of the children.

5.2.33 FREQUENCY OF TEACHER-PARENT MEETINGS

The analysis of responses given by heads of schools regarding frequency of meeting between Teachers and Parents is given in table 5.33.

GRAPHIC SHOWING SOURCES OF SCHOOL INCOME IN PERCENTAGE

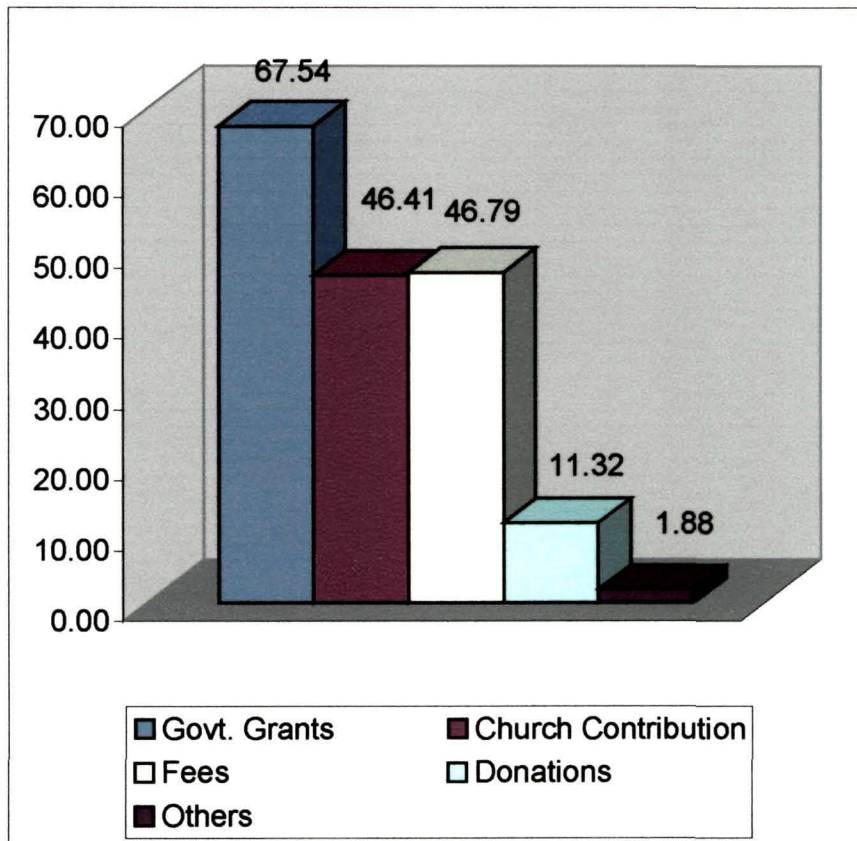


Table 5.33 Frequency of Teacher-Parent Meetings

Frequency	Deficit	Private-Aided	Private	Total
Once in a year	29 (10.94)	51 (19.24)	39 (14.72)	119 (44.91)
Twice in a year	14 (5.28)	26 (9.81)	8 (3.01)	48 (18.11)
As often as required	30 (11.32)	98 (36.98)	50 (18.87)	178 (67.17)

Table 5.33 above indicates that majority (67.17%) of heads revealed that the parent/teacher meetings were held as often as required.

5.2.34 SOURCES OF SCHOOL INCOME

The analysis of responses regarding sources of income for the school is given in table 5.34.

Table 5.34 Sources of School Income

Sources of income	Deficit	Private-Aided	Private	Total
Government Grants	38 (14.33)	141 (53.20)	-	179 (67.54)
Church contribution	-	71 (26.79)	52 (19.62)	123 (46.41)
Fees	21 (7.92)	51 (19.24)	52 (19.62)	124 (46.79)
Donations	-	3 (1.13)	27 (10.18)	30 (11.32)
Any other	-	-	5 (1.88)	5 (1.88)

Table 5.34 reveals that government grant was the main source of income of majority (67.54%) of Deficit and Private-Aided schools while fees formed 46.79 per cent of their income. It was also found that 46.41 per cent of the income of private-aided and private schools came from Church contribution, 11.32 per cent from donations and 1.88 per cent from some other sources.

5.2.35 TYPES OF FINANCIAL ASSISTANCE RECEIVED FROM GOVERNMENT

The analysis of data regarding types of financial assistance received from Government is given in table 5.35.

Table 5.35 Types of Financial Assistance Received

Types of financial assistance	Deficit	Private-Aided	Private	Total
Grants for salary for teachers	38 (14.33)	137 (51.69)	-	175 (66.03)
Building Grant	38 (14.33)	73 (27.54)	-	111 (41.88)
Furniture Grant	31 (14.33)	59 (22.26)	-	90 (33.96)
Textbook Grant	18 (6.79)	16 (6.03)	-	34 (12.83)
Scholarship for students	19 (7.16)	2 (0.75)	-	21 (7.92)
Library Grant	4 (1.50)	-	-	4 (1.50)
Any other	5 (1.88)	3 (1.13)	-	8 (3.01)

From table 5.35 it was found that 66.03 per cent of the financial assistance received by the schools was for teachers' salary, 41.88 per cent for building, 33.96 per cent for furniture, 12.83 per cent for text-book, 7.92 per cent for scholarship, 1.50 per cent for library and 3.01 per cent for any other purposes.

5.2.36 RECEIVING FINANCIAL ASSISTANCE IN TIME

The analysis of data concerning receiving financial assistance in time is given in table 5.36.

Table 5.36 Receiving Financial Assistance in Time

Financial Assistance come on time	Deficit	Private-Aided	Private	Total
Yes	31 (11.69)	16 (6.03)	-	47 (17.74)
No	7 (2.64)	159 (60.00)	52 (19.62)	218 (82.26)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.36 that 82.26 per cent schools did not receive financial assistance in time and only 17.74 per cent received the same in time.

5.2.37 PREPARATION OF SCHOOL BUDGET

The data concerning preparation of the Budget Estimate for the school are analyzed in table 5.37

Table 5.37 Preparation of Budget Estimate for the School

Prepares the Budget	Deficit	Private -Aided	Private	Total
Headmasters/ Headmistress	21 (7.92)	46 (17.36)	23 (8.68)	90 (33.96)
Headmasters/Head- mistress & Staff	41 (1.50)	9 (3.39)	-	13 (4.91)
Managing Committee	10 (3.77)	61 (23.01)	35 (13.20)	106 (40.00)
Office Clerk	15 (5.66)	32 (12.83)	-	47 (17.74)
Any other	-	-	9 (3.39)	9 (3.39)

The table above indicates that 40.00 per cent respondents revealed that the Budget Estimate of the school was prepared by the Managing Committee and 33.96 per cent percent responded that it was prepared by the Headmaster/headmistress. 17.74 per cent opined that it was prepared by the office clerk and 4.91 per cent revealed that it was prepared by the headmaster/headmistress and the staff.

5.2.38 MAINTAINING RESERVE FUND

The heads of schools were asked whether a reserve fund was maintained to meet emergency requirements. Their responses have been analysed in table 5.38.

Table 5.38 Maintenance of Reserve Fund

Maintain reserve fund for emergency	Deficit	Private -Aided	Private	Total
Yes	11 (4.15)	22 (8.30)	33 (12.46)	66 (24.91)
No	27 (10.18)	153 (57.73)	19 (7.16)	199 (75.09)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.38 reveals that 75.09 per cent of schools did not maintain a reserve fund while 24.91 per cent of the respondents revealed that a reserve fund for emergency expenditure was maintained.

5.2.39 AUDITING SCHOOL ACCOUNTS

The analysis of data regarding auditing of schools accounts is given in table 5.39.

Table 5.39 Auditing school Accounts

Accounts Audited	Deficit	Private-Aided	Private	Total
Yes	38 (14.33)	66 (24.90)	10 (3.77)	114 (43.01)
No	-	109 (41.13)	42 (15.85)	151 (56.99)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.39 that in the majority of cases (56.99 %) the accounts of the schools were not audited.

5.2.40 FREQUENCY OF AUDITING

The analysis of data regarding frequency of auditing of school accounts is given in table 5.40.

Table 5.40 Frequency of Auditing

Frequency	Deficit	Private-Aided	Private	Total
Every two years	-	22 (8.30)	13 (4.90)	35 (13.20)
Every three years	-	26 (9.81)	11 (4.15)	37 (13.96)
Every five years	21 (7.92)	14 (5.28)	7 (2.64)	42 (15.84)

Table 5.40 shows that 15.84 per cent of the schools carried out auditing every five years while 13.96 per cent revealed that auditing was done every three years. 13.20 per cent revealed that the accounts of the schools were audited every two years.

5.2.41 SCHOOL AUDITORS

The analysis of data as to who carries out auditing in schools is given in table 5.41.

Table 5.41 School Auditors

Auditors	Deficit	Private-Aided	Private	Total
Internal auditors	-	5 (1.88)	34 (12.83)	39 (14.17)
Local auditors	-	20 (7.54)	21 (7.93)	41 (15.47)
Chartered accountants	24 (9.05)	10 (3.77)	-	34 (12.84)

Table 5.41 reveals that (15.47 %) heads responded that auditing was carried out by local auditors. According to 14.17 per cent auditing was done by internal auditors while (12.84%) revealed that it was carried out by chartered accountants.

5.2.42 PROVISION OF FREE TEXTBOOKS, FREE UNIFORMS AND MID-DAY MEALS

The heads of schools were asked whether free textbooks, free uniforms and mid-day meals were provided in Lower Primary schools. The analysis of their responses have been given in table 5.42.

Table 5.42 Provision of Free Text-books, Free Uniforms and Mid-day Meals

Welfare Measures	Deficit (38)		Private-Aided (175)		Private (52)		Total (265)		
	Pro-vided	Not provided	Pro-vided	Not provided	Pro-vided	Not provided	Pro-vided	Not provided	
Free text books	23 (8.67)	15 (5.66)	18 (6.79)	157 (59.24)	-	52 (19.62)	41 (15.47)	224 (84.52)	265 (100.00)
Free Uniforms	8 (3.01)	30 (11.32)	2 (0.75)	95 (35.84)		52 (19.62)	10 (3.77)	255 (96.22)	265 (100.00)
Mid Day Meals	38 (14.33)	-	105 (39.62)	113 (42.64)	46 (17.35)	6 (2.26)	181 (68.30)	84 (31.69)	265 (100.00)
Transport facilities	3 (1.13)	35 (13.20)	-	104 (39.24)	-	52 (19.62)	3 (1.13)	262 (98.86)	265 (100.00)
Any other (i)	3 (1.13)	35 (13.20)	3 (1.13)	141 (53.20)	1 (0.37)	51 (19.24)	7 (2.64)	258 (97.35)	265 (100.00)
(ii)	1 (0.37)	37 (13.96)	1 (0.37)	136 (51.32)	1 (0.37)	51 (19.24)	3 (1.13)	262 (98.86)	265 (100.00)

Table 5.42 above indicates that the majority of the schools (68.30%) provided mid-day meals in schools. In a large majority of cases (84.52%) textbooks were not provided. Most of the schools (96.22%) did not provide free uniforms and also almost all schools (98.86%) did not provide transport. It was found that the schools provided no other facilities.

5.2.43 PERMITTING TEACHERS TO ATTEND WORKSHOP/ SEMINARS/ ORIENTATION COURSES

The heads were asked whether their teachers were permitted to attend workshops/ seminars/orientation courses. Their responses have been analyzed in table 5.43.

Table 5.43 Permitting Teachers to Attend Workshop/Seminars/Orientation Courses

Attending Workshops/ Seminars/Orientation Courses	Deficit	Private- Aided	Private	Total
Permitted	18 (6.79)	157 (59.24)	36 (13.58)	211 (79.62)
Not permitted	20 (7.54)	18 (6.79)	16 (6.03)	54 (20.37)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The Table above revealed that a large majority (76.62%) of heads permitted their teachers to attend workshops, seminars and orientation courses.

5.2.44 DEPUTATION OF TEACHERS FOR TRAINING

The position regarding deputation of teachers for training is shown in table 5.44.

Table 5. 44 Deputation of Teachers for Training

Deputation	Deficit	Private- Aided	Private	Total
Yes	36 (13.58)	48 (18.11)	41 (15.47)	125 (47.16)
No	2 (0.75)	127 (47.92)	11 (4.15)	140 (52.83)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The responses in Table 5.44 reveal that 47.16 per cent school heads deputed teachers for training and 52.83 percent did not depute their teachers for the same.

5.2.45 USE OF INNOVATIVE TECHNIQUES IN TEACHING

Table 5.45 gives the analysis whether the heads permitted the teacher to use innovative techniques in teaching.

Table 5.45 Use of Innovative Techniques in Teaching

Innovative techniques in teaching	Deficit	Private-Aided	Private	Total
Permitted	7 (2.64)	140 (52.83)	24 (9.05)	171 (64.52)
Not permitted	31 (11.69)	35 (13.20)	28 (10.56)	94 (35.47)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.45 indicates that majority of the heads (64.52%) permitted their teachers to use innovative techniques in classroom teaching.

5.2.46 TAKING TEACHERS INTO CONFIDENCE

The analysis of data regarding heads of schools taking their teachers into confidence is given in table 5.46.

Table 5.46 Taking Teachers into Confidence

Confidence in teachers	Deficit	Private-Aided	Private	Total
Yes	19 (7.16)	150 (56.60)	35 (13.20)	204 (76.98)
No	19 (7.16)	25 (9.43)	17 (6.41)	61 (23.01)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The table above reveals that a large majority (76.98%) of heads took their teachers into confidence in matters of importance to the school.

5.2.47 VARIOUS BENEFITS TEACHERS ARE

The responses of the heads concerning the various benefits teachers were entitled to are analyzed in table 5.47

Table 5.47 Various Benefits Teachers are Entitled

Teachers entitled to:	Deficit (38)		Private-Aided (175)		Private (52)		Total (265)		
	Pro-vided	Not provided	Pro-vided	Not provided	Pro-vided	Not provided	Pro-vided	Not provided	
Annual increment	10 (3.77)	28 (10.56)	112 (42.26)	63 (23.77)	16 (6.03)	36 (13.58)	138 (52.07)	127 (47.92)	265 (100.00)
House rent allowance	30 (11.32)	8 (3.01)	20 (7.54)	155 (58.49)	18 (6.79)	34 (12.83)	68 (25.66)	197 (74.33)	265 (100.00)
Medical allowance	28 (10.56)	10 (3.77)	21 (7.92)	154 (58.11)	16 (6.03)	36 (13.58)	65 (24.52)	200 (75.47)	265 (100.00)
Any other (i)	12 (4.52)	26 (9.81)	8 (3.01)	167 (63.01)	7 (2.64)	45 (16.98)	27 (10.18)	238 (89.81)	265 (100.00)
(ii)	4 (1.50)	34 (12.83)	3 (1.13)	172 (64.90)	3 (1.13)	49 (18.49)	10 (3.77)	255 (96.22)	265 (100.00)

Table 5.47 above finds that 52.07 per cent revealed that teachers were entitled to annual increment. However, in a large majority of cases (74.33%) teachers were not entitled to house rent allowance. 75.47 per cent did not enjoy medical allowance and (96.22%) were provided any other benefits.

5.2.48 OTHER BENEFITS ENJOYED BY TEACHERS.

Table 5.48 gives the analysis of data regarding other benefits enjoyed by teachers.

Table 5.48 Other Benefits Enjoyed by Teachers

Benefits	Deficit (38)		Private-Aided (175)		Private (52)		Total (265)		
	Enjoyed	Not enjoyed	Enjoyed	Not enjoyed	Enjoyed	Not enjoyed	Enjoyed	Not enjoyed	
Pension	6 (2.26)	32 (12.07)	3 (1.13)	172 (64.90)	2 (0.75)	50 (16.86)	11 (4.15)	254 (95.84)	265 (100.00)
Gratuity	14 (5.28)	24 (9.05)	9 (3.39)	166 (62.64)	6 (2.26)	46 (17.35)	29 (10.94)	236 (89.05)	265 (100.00)
Provident fund	12 (4.52)	26 (9.81)	11 (4.15)	164 (61.88)	9 (3.39)	43 (16.22)	32 (12.07)	233 (87.92)	265 (100.00)
Higher Studies	9 (3.39)	29 (10.94)	7 (2.64)	168 (63.39)	6 (2.26)	46 (17.35)	22 (8.30)	243 (91.69)	265 (100.00)

Table 5.48 reveals that in 95.84 per cent school teachers did not enjoy pension, 89.05 per cent did not enjoy gratuity, 87.92 per cent were not provided provident fund, 91.69 per cent were not provided help for higher studies. It was also found that in 97.35 per cent schools no other benefits were provided to teachers.

5.2.49 PROVISION OF LEAVE BENEFITS

The heads were asked regarding leave benefits enjoyed by teachers. The analysis of their responses is given below:

Table 5.49 Provision of Leave Benefits to Teachers

Leave Benefits	Deficit (38)		Private-Aided (175)		Private (52)		Total (265)		
	Pro-vided	Not provided	Pro-vided	Not provided	Pro-vided	Not provided	Pro-vided	Not provided	
Casual leave	16 (6.03)	22 (80.30)	148 (55.84)	27 (10.18)	28 (10.56)	24 (9.05)	192 (72.45)	73 (27.54)	265 (100.00)
Maternity leave	36 (13.58)	2 (0.75)	71 (26.79)	104 (39.24)	39 (4.90)	13 (4.90)	146 (55.09)	119 (44.90)	265 (100.00)
Medical leave	32 (12.07)	6 (2.26)	46 (17.35)	129 (48.67)	35 (13.20)	17 (6.41)	113 (42.64)	152 (57.35)	265 (100.00)
Earned Leave	21 (7.92)	17 (6.41)	16 (6.03)	159 (60.00)	14 (5.28)	38 (14.33)	51 (19.24)	214 (80.75)	265 (100.00)
Commutated Leave	6 (2.26)	32 (12.07)	2 (0.75)	173 (65.28)	3 (1.13)	49 (18.49)	11 (4.15)	254 (95.84)	265 (100.00)
Any Other (i)	2 (0.75)	36 (13.58)	1 (0.37)	174 (65.66)	1 (0.37)	51 (19.24)	4 (1.50)	261 (98.49)	265 (100.00)
(ii)	-	38 (14.33)	-	175 (66.03)	-	52 (19.62)	-	265 (100.00)	265 (100.00)
(iii)	1 (0.37)	37 (13.96)		175 (66.03)	-	50 (18.86)	1 (0.37)	264 (99.62)	265 (100.00)

Table 5.49 reveals that majority of schools (72.45%) provided casual leave to teachers and as regards maternity leave 55.09 per cent of the schools provided the benefit. It was also revealed that 42.64 per cent schools provided medical leave, 19.24 per cent provided earned leave and only 4.15 per cent provided commuted leave. Almost all schools (99.62%) did not provide any other leave.

5.2.50 HAVING MANAGING COMMITTEE IN SCHOOL

The analysis of data regarding having a managing committee in the schools is given in table 5. 50.

Table 5.50 Having a Managing Committee in Schools

Managing Committee in School	Deficit	Private-Aided	Private	Total
Yes	31 (11.69)	172 (64.90)	48 (18.11)	251 (94.71)
No	7 (2.64)	3 (1.13)	4 (1.50)	14 (5.28)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The Table 5.50 shows that 94.71 per cent of schools in the sample had a managing committee.

5.2.51 DURATION OF THE MANAGING COMMITTEE

The analysis of data regarding duration of the managing committee of the schools is given in table 5.51.

Table 5.51 Duration of the Managing Committee

Duration	Deficit	Private-Aided	Private	Total
One year	-	19 (7.16)	16 (6.03)	35 (13.20)
Three years	38 (14.33)	156 (58.87)	31 (11.69)	225 (84.90)
Any other	-	-	5 (1.89)	5 (1.89)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from Table 5.51 that in the majority of cases (84.90%) the duration of the Managing Committee was three years.

5.2.52 TEACHER REPRESENTATIVES IN THE MANAGING COMMITTEE

Table 5.52 gives the analysis whether teacher representatives were included in the managing committee of the schools.

Table 5.52 Teacher Representatives in the Managing Committee

Teacher Representatives	Deficit	Private-Aided	Private	Total
Yes	28 (10.56)	163 (61.50)	40 (15.09)	231 (87.16)
No	10 (3.77)	12 (4.52)	12 (4.52)	34 (12.83)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.52 shows a large majority of schools (87.16%) teachers' representatives were included in the Managing Committee.

5.2.53 PARENT REPRESENTATIVES IN THE MANAGING COMMITTEE

Table 5.53 gives the analysis of inclusion of parent representatives in the managing committee of the schools.

Table 5.53 Parent Representatives in the Managing Committee

Parent Representatives	Deficit	Private-Aided	Private	Total
Yes	27 (10.18)	160 (60.37)	40 (15.09)	227 (85.66)
No	11 (4.15)	15 (5.66)	12 (4.52)	38 (14.33)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.53 above that 85.66 per cent of the schools had Parent Representatives in the managing committee.

5.2.54 GOVERNMENT REPRESENTATIVES IN THE MANAGING COMMITTEE

The analysis of the position of Government Representative in the Managing Committee of the School is given in table 5.54.

Table 5.54 Government Representative on the Managing Committee

Govt. Representatives	Deficit	Private-Aided	Private	Total
Yes	32 (12.07)	29 (10.94)	26 (9.81)	87 (32.83)

No	6 (2.26)	146 (55.09)	26 (9.81)	178 (67.16)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.54 above reveals that 67.16 per cent of the schools did not have government representatives on the Managing Committee.

5.2.55 FREQUENCY OF THE MANAGING COMMITTEE MEETINGS

The analysis of data concerning frequency of managing committee meetings is given in table 5.55.

Table 5.55 Frequency of Managing Committee Meetings

Frequency	Deficit	Private-Aided	Private	Total
Bi-monthly	1 (0.37)	2 (0.75)	3 (1.13)	6 (2.26)
Quarterly	13 (4.90)	10 (3.77)	12 (4.52)	35 (13.20)
Half yearly	16 (6.03)	13 (4.90)	14 (5.28)	43 (16.22)
Annually	14 (5.28)	10 (3.77)	12 (4.52)	36 (13.58)
Whenever necessary	2 (0.75)	14 (52.83)	32 (12.07)	174 (65.66)

Table above reveals that majority (65.66%) of schools held meetings of managing committee whenever it was necessary.

5.2.56 HOLDING MANAGING COMMITTEE MEETINGS REGULARLY

The heads were asked whether Committee Meetings were held regularly. The analysis of their responses is given in table 5.56.

Table 5.56 Holding Managing Committee Meetings Regularly

Holding Regular Meetings	Deficit	Private-Aided	Private	Total
Yes	9 (3.39)	140 (52.83)	20 (7.54)	169 (63.77)
No	29 (10.94)	35 (13.20)	32 (12.07)	96 (36.22)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.56 indicates that 63.77 per cent head revealed that their schools held managing committee meetings regularly while 36.22 per cent responded that managing committee meetings were not held regularly.

5.2.57 MAINTAINING MINUTE BOOK OF MANAGING COMMITTEE MEETINGS

The analysis of data regarding maintaining Minute Book of the Managing Committee meetings is given in table 5.57.

Table 5.57 Maintaining the Minute Book of the Managing Committee Meetings

Maintaining Minute Book	Deficit	Private-Aided	Private	Total
Maintained	18 (6.79)	155 (58.49)	31 (11.69)	204 (76.98)
Not maintained	20 (7.54)	20 (7.54)	21 (7.92)	61 (23.01)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.57 reveals that a large majority of schools (76.98%) maintained the Minute Book of their Managing Committee Meetings while 23.01 per cent did not maintain the same.

5.2.58 INFLUENCE OF MANAGING COMMITTEES ON SCHOOL POLICIES

The analysis concerning the influence of the managing committee in framing school policies is given in table 5.58.

Table 5.58 Influence of Managing Committee on Schools Policies

Influencing school policies	Deficit	Private-Aided	Private	Total
Yes	28 (10.56)	164 (61.88)	39 (14.71)	231 (87.16)
No	10 (3.77)	11 (4.15)	13 (4.90)	34 (12.83)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.58 indicates that a large majority of the heads of schools (87.16%) revealed that the Managing Committee was involved in framing school policies.

5.2.59 ROLE OF MANAGING COMMITTEE IN MAINTAINING THE ACADEMIC QUALITY OF SCHOOLS

The heads were asked whether the managing committee helped in maintaining the academic quality of the schools. The analysis of their responses has been given in table 5.59.

Table 5.59 Role of the Managing Committee in Maintaining Academic Quality of Schools

Role in maintaining Academic Quality	Deficit	Private-Aided	Private	Total
Yes	19 (7.16)	154 (58.11)	35 (13.20)	208 (78.49)
No	19 (7.16)	21 (7.92)	17 (6.41)	57 (21.50)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.59 that a vast majority of the respondents (78.49%) were of the opinion that the Managing Committee helped maintain the academic quality of their schools.

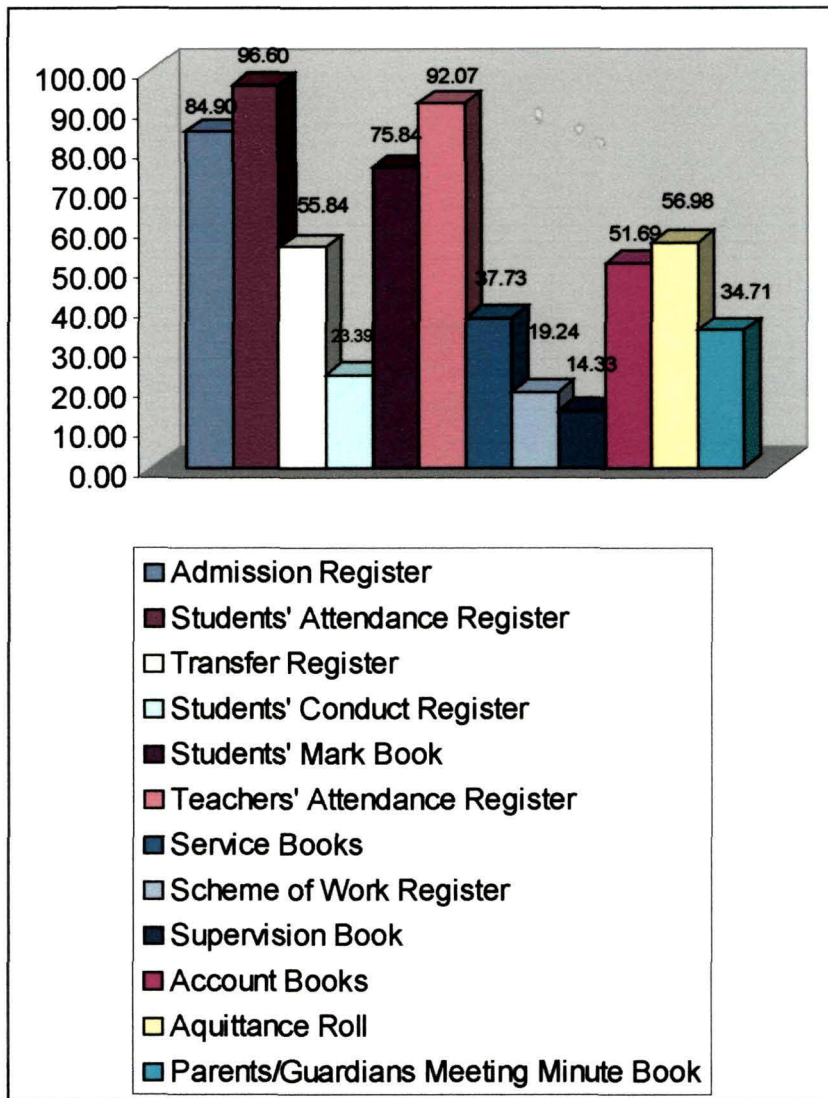
5.2.60 RECEIVING ASSISTANCE FROM THE MANAGING COMMITTEE TOWARD IMPROVEMENT OF THE SCHOOL

The heads were asked if they received assistance from the Managing Committee toward the improvement of their schools. The analysis of their responses is given in table 5.60.

Table 5.60 Managing Committee assisting to improve the School

Helping to improve the schools	Deficit	Private-Aided	Private	Total
Yes	20 (7.54)	158 (59.62)	36 (14.58)	214 (80.75)
No	18 (6.79)	17 (6.41)	16 (6.03)	51 (19.24)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

GRAPHIC SHOWING MAINTENANCE OF SCHOOL RECORDS IN PERCENTAGE



The table 5.60 above shows that a large majority of the respondents (80.75 %) revealed that they received assistance from the Managing Committee toward the improvement of their schools.

5.2.61 TYPES OF ASSISTANCE RECEIVED FROM THE MANAGING COMMITTEE

The data given by the heads regarding the types of assistance received from the managing committees are analyzed in table 5.61.

Table 5.61 Types of Assistances from the Managing Committee

Types of Assistance	Deficit	Private-Aided	Private	Total
Finance	24 (9.05)	25 (9.43)	28 (10.56)	77 (29.05)
Guidance	37 (13.96)	55 (20.75)	46 (17.35)	138 (52.07)
Consultancy	32 (12.07)	43 (16.22)	40 (15.09)	115 (43.39)
Co-operation	36 (13.58)	81 (30.56)	50 (18.86)	167 (63.01)

It was found from table 5.61 that majority of school heads (63.01%) was of the opinion that their managing committees assisted their school by their cooperation and 52.07 per cent had opined that the managing committee helped the school by their guidance. 43.39 per cent revealed that the managing committee helped by their consultancy and 29.05 per cent through financial assistance.

5.2.62 MAINTENANCE OF SCHOOL RECORDS

Analysis of data pertaining to school records is given in table 5.62.

Table 5.62 Maintenance of School Records

School Records	Deficit	Private-Aided	Private	Total
Admission Register	37 (13.96)	140 (52.83)	48 (18.11)	225 (84.90)
Student Attendance Register	35 (13.20)	171 (64.52)	50 (18.86)	256 (96.60)
Transfer Register	36 (13.58)	63 (23.77)	49 (18.49)	148 (55.84)
Student Conduct Register	21 (7.92)	21 (7.92)	20 (7.54)	62 (23.39)

Student Marks Register	36 (13.58)	115 (43.39)	50 (18.86)	201 (75.84)
Teacher attendance Register	38 (14.33)	159 (60)	47 (17.73)	244 (92.07)
Service Books for Teachers	32 (12.07)	33 (12.45)	35 (13.20)	100 (37.73)
Scheme of work register	17 (6.41)	16 (6.03)	18 (6.79)	51 (19.24)
Co-curricular register	16 (6.03)	22 (8.30)	18 (6.79)	56 (21.13)
Supervision Book	15 (5.66)	11 (4.15)	12 (4.52)	38 (14.33)
Account Books	38 (14.33)	54 (20.37)	45 (16.98)	137 (51.69)
Teacher's Pay Register	37 (13.96)	64 (24.15)	50 (18.86)	151 (56.98)
Proceeding Register for Guardians meeting	28 (10.56)	32 (12.07)	32 (12.07)	92 (34.71)
Any other	6 (2.26)	4 (1.50)	2 (0.75)	12 (4.52)

Responses in Table 5.62 revealed that almost all schools (96.60%) maintained students' attendance registers, 92.07 per cent Teachers' Attendance Register, 84.90 per cent maintained Admission Register and (75.84%) maintained Student Marks Register. Other important records maintained by the schools were Teachers' Pay Register (56.98%), Transfer Register (55.84%), Account Books (51.69%). Other records maintained were Service books of teachers (37.73%) Co-curricular Register (21.13%), Scheme of Work Register (19.24%) and Supervision Book (14.22%).

5.2.63 HAVING LONG TERM PLANS AND SHORT TERM PLANS FOR THE SCHOOLS

The heads were asked if they had long term and short term plans for their schools. Their responses have been analyzed in Table 5.63.

Table 5.63 Having Long Term and Short Term Plans for the Schools

Having Long Term and Short Term Plans	Deficit	Private-Aided	Private	Total
Yes	34 (12.83)	90 (33.96)	42 (15.84)	166 (62.64)
No	4 (1.50)	85 (32.07)	10 (3.77)	99 (37.35)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.63 above indicates that the majority of heads (62.64%) had long term and short terms plans for their schools.

5.2.64 ADMISSION PROCEDURE

Table 5.64 shows the analysis of data concerning procedure followed for admission to the school.

Table 5.64 Admission Procedure

Admission Procedure	Deficit	Private-Aided	Private	Total
First come first served	17 (6.41)	66 (24.90)	25 (9.43)	108 (40.75)
Interview	10 (3.77)	76 (28.67)	11 (4.15)	97 (36.60)
Written test	9 (3.39)	69 (26.03)	10 (3.77)	88 (33.20)
Oral test	7 (2.64)	60 (22.64)	7 (2.64)	74 (27.92)
Any other	1 (0.37)	14 (5.28)	1 (0.37)	16 (6.03)

Table 5.64 reveals that 40.75 per cent of the schools followed the first-come-first serve policy in granting admission to pupils. Only (36.60%) used the interview, (33.20%) the written test and (27.92%) the oral test. Only (6.03%) schools followed other procedures.

5.2.65 BASIS FOR ADMISSION

Table 5.65 gives the analysis of data concerning basis for admission.

Table 5.65 Basis for Admission to the School

Criteria	Deficit	Private-Aided	Private	Total
Locals only	8 (3.01)	13 (11.32)	8 (3.01)	29 (10.94)
Tribals only	3 (1.13)	4 (1.50)	3 (1.13)	10 (3.77)
Non-tribals also	2 (0.75)	5 (1.88)	4 (1.50)	11 (4.15)
Religious affiliation	-	2 (0.75)	2 (0.75)	4 (1.50)
Open to all	32 (12.07)	166 (62.64)	45 (16.98)	243 (91.69)

Table 5.65 found that in almost all schools (91.69 %) admission was open to all.

5.2.66 AGE OF ADMISSION IN SCHOOL

The analysis of data concerning the age of admission in school is given in table 5.66.

Table 5.66 Age of Admission in school

Age of Admission	Deficit	Private-Aided	Private	Total
Three years	11 (4.15)	43 (16.22)	16 (6.03)	70 (26.41)
Four years	15 (5.66)	101 (38.11)	21 (7.92)	137 (51.69)
Five years	12 (4.52)	31 (11.69)	15 (5.66)	58 (21.88)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.66 above indicates that in majority of schools (51.69%) the age for admission was four years while 26.41 per cent admitted pupils at the age of three and 21.99 per cent at the age of five.

5.2.67 BENEFITS OF SCHOOL UNIFORM TO THE STUDENTS

Table 5.67 gives the analysis of responses regarding advantages of having school uniform for students.

Table 5.67 Benefits of School Uniform

School Uniform	Deficit	Private-Aided	Private	Total
Gives the students a sense of identity	21 (7.92)	121 (45.66)	31 (11.69)	173 (65.28)
Promotes a sense of equality between rich & poor students	23 (8.67)	151 (56.98)	34 (12.83)	208 (78.49)
Ensures cleanliness & neatness	22 (8.30)	126 (47.54)	32 (12.07)	180 (67.92)
Prevents misbehaviour	18 (6.79)	87 (32.83)	25 (9.43)	130 (49.05)

Table 5.67 reveals that a large majority of head teachers (75.84%) were of the opinion that having school uniform was of great benefit to students. It was opined by 65.28 per cent that school uniform gave students a sense of identity. 78.49 per cent revealed that it promoted a sense of equality between rich and poor students while 67.92 per cent opined that it ensured cleanliness and neatness and 49.05 per cent that it prevented misbehaviour.

5.2.68 FRAMING OF CURRICULUM

Table 5.68 gives the analysis of Data regarding Framing of Curriculum.

Table 5.68 Framing of Curriculum

Curriculum framed by:	Deficit	Private-Aided	Private	Total
Headmaster/Headmistress	8 (3.01)	16 (6.03)	11 (4.15)	35 (13.20)
Headmaster/Headmistress & teachers	14 (5.28)	24 (9.05)	17 (6.41)	55 (20.75)
Board of Elementary School Education	22 (8.30)	100 (37.73)	31 (11.69)	153 (57.73)
District Educational Research & Training (DERT)	4 (1.50)	10 (3.77)	4 (1.50)	18 (6.79)
Managing committee	8 (3.01)	18 (6.79)	9 (3.39)	35 (13.20)
Any other (i)	1 (0.37)	5 (1.88)	2 (0.75)	8 (3.01)
(ii)	-	1 (0.37)	2 (0.75)	3 (1.13)
(iii)	-	1 (0.37)	1 (0.37)	2 (0.75)

Table 5.68 indicates that the majority of respondents (57.73%) revealed that the curriculum was framed by the Board of Elementary Education.

5.2.69 VIEWS ON THE EXISTING CURRICULUM

Table 5.69 gives the analysis of the opinions of the heads regarding the existing curriculum.

Table 5.69 Views on the Existing Curriculum

Views	Deficit	Private-Aided	Private	Total	
Very satisfied	8	13	9	30	265 (100.00)
	(3.01)	(4.90)	(3.39)	(11.32)	
No	30	162	43	235	
	(11.32)	(61.13)	(16.22)	(88.67)	
Satisfied	20	121	30	171	265 (100.00)
	(7.54)	(45.66)	(11.32)	(64.52)	
No	18	54	22	94	
	(6.79)	(20.37)	(8.30)	(35.47)	
Not satisfied	14	31	19	64	265 (100.00)
	(5.28)	(11.69)	(7.16)	(24.15)	
No	24	144	33	201	
	(9.05)	(54.33)	(12.45)	(75.84)	

Table 5.69 indicates that a large majority of heads (88.67 %) was not very satisfied with the existing curriculum while 64.52 per cent were satisfied and 24.15 per cent opined that they were not satisfied with the curriculum.

5.2.70 DEFECTS OF THE PRESENT CURRICULUM

Table 5.70 gives the analysis concerning for not being satisfied with the present curriculum.

Table 5.70 Defects of the Present Curriculum

Defects of Curriculum	Deficit	Private-Aided	Private	Total	
It does not cater to the needs of the pupil	10 (3.77)	16 (6.03)	5 (1.88)	31 (11.69)	
It is theoretical	8 (3.01)	17 (6.41)	9 (3.39)	34 (12.83)	
It is bookish	8 (3.01)	16 (6.03)	10 (3.77)	34 (12.83)	
It is too heavy	10 (3.77)	14 (5.28)	12 (4.52)	36 (13.58)	
Any other	(i)	3 (1.13)	4 (1.50)	2 (0.75)	9 (3.39)
	(ii)	-	2 (0.75)	1 (0.37)	3 (1.13)
	(iii)	-	1 (0.37)	1 (0.37)	2 (0.75)

Table 5.70 above indicates that 13.58 per cent respondents opined that they were not satisfied with the present curriculum as it was too heavy. 12.83 per cent respondents revealed it was theoretical and 12.83 per cent were of the opinion that it was bookish. It was also found that 11.69 per cent were not satisfied with the curriculum as it did not cater to the needs of the pupils.

5.2.71 REVISION OF THE CURRICULUM

The analysis of data concerning revision of the curriculum is given in table 5.71.

Table 5.71 Revision of the Curriculum

Revision of curriculum	Deficit	Private-Aided	Private	Total
Yes	24 (9.05)	142 (53.58)	34 (12.83)	200 (75.47)
No	14 (5.28)	33 (12.45)	18 (6.79)	65 (24.52)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.71 indicates that large majority (75.47%) head teachers revealed that there was revision of the curriculum.

5.2.72 INVOLVEMENT IN CURRICULUM REVISION WORK

Table 5.72 below gives the analysis of the involvement of heads in the revision of the Curriculum.

Table 5.72 Involvement in Curriculum Revision Work

Involvement	Deficit	Private-Aided	Private	Total
Yes	15 (5.66)	33 (12.45)	19 (7.16)	67 (25.28)
No	23 (8.67)	142 (53.58)	33 (12.45)	198 (74.71)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The table 5.72 indicates that a very small number (25.28%) of head teachers was involved in Curriculum Revision work.

5.2.73 TIME-FRAME FOR CURRICULUM REVISION

Table 5.73 gives the analysis of data regarding the time when curriculum revision was last carried out.

Table 5.73 Time-frame for Curriculum Revision

Time-Frame	Deficit	Private-Aided	Private	Total
Every three years	15 (5.66)	42 (15.84)	22 (8.30)	79 (29.81)
Every five years	13 (4.90)	27 (10.18)	16 (6.03)	56 (21.13)
Every ten years	5 (1.88)	4 (1.50)	3 (1.13)	12 (4.52)

Table 5.73 shows in the opinion of only 29.81 per cent of the respondents revision of the curriculum was carried out every three years.

5.2.74 AGENCIES INVOLVES IN THE REVISION OF THE CURRICULUM

The heads' responses regarding persons who carried out revision of the curriculum have been analyzed in table 5.74.

Table 5.74 Agencies involves in Curriculum Revision

Curriculum Revisers	Deficit	Private-Aided	Private	Total
Board of Elementary School Education (BOESE)	21 (7.92)	91 (34.33)	26 (9.81)	138 (52.07)
State Council of Educational Research & Training (SERT)	14 (5.28)	34 (12.83)	17 (6.41)	65 (24.52)
Dist. Educational Research & Training (DERT)	-	3 (1.13)	2 (0.75)	5 (1.88)
Inspectorate	3 (1.13)	8 (3.01)	4 (1.50)	15 (5.66)
Specially constituted team	8 (3.01)	14 (5.28)	8 (3.01)	30 (11.32)
Any other (i)	2 (0.75)	10 (3.77)	5 (1.88)	17 (6.41)
(ii)	-	1 (0.37)	1 (0.37)	2 (0.75)

Table 5.74 indicates that 52.07 per cent respondent revealed that revision of the curriculum was carried out by the Board of Elementary School Education.

5.2.75 PRESCRIPTION OF TEXT-BOOKS FOR ELEMENTARY SCHOOLS

The responses of the heads regarding the prescription of text-books are given in table 5.75.

Table 5.75 Prescription of Text-books

Prescription of Text-books	Deficit	Private-Aided	Private	Total
Government	5 (1.88)	9 (3.39)	6 (2.26)	20 (7.54)
Board of Elementary School Education	31 (11.69)	151 (56.98)	20 (7.54)	202 (76.22)
Head of school & Teacher	2 (0.75)	10 (3.77)	19 (7.16)	31 (11.69)
Any other	-	5 (1.88)	7 (2.64)	12 (4.52)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.75 above reveals that 76.22 per cent of the heads revealed that the Board of Elementary School Education prescribed textbooks for elementary schools.

5.2.76 RELIGIOUS/MORAL EDUCATION IN SCHOOL

The heads' responses regarding Religious/moral education in their schools are analyzed in table 5.76.

Table 5.76 Religious/Moral Education

Religious/Moral Education	Deficit	Private-Aided	Private	Total
Yes	32 (12.07)	174 (65.66)	52 (19.62)	258 (97.35)
No	6 (2.26)	1 (0.37)	-	7 (2.64)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

The tables indicates that a large majority (97.35%) belonging of the three categories provided religious/moral education in the schools.

5.2.77 TYPES OF RELIGIOUS/MORAL INSTRUCTION

Table 5.77 gives the analysis of data regarding types of religious/moral education imparted in schools.

Table 5.77 Types of Religious/Moral Instruction

Types of Religious/ Moral Education	Deficit	Private- Aided	Private	Total
Christine doctrine	20 (7.54)	148 (55.84)	32 (12.07)	200 (75.47)
General Moral/ instruction/ value education	17 (6.41)	109 (41.13)	22 (8.30)	148 (55.84)
Any other (i)	1 (0.37)	1 (0.37)	2 (0.75)	4 (1.50)
(ii)	-	-	1 (0.37)	1 (0.37)

The table above indicates that a large majority (75.47 %) of the respondents revealed that religious instruction imparted in school consisted of Christian doctrine. Regarding general moral instruction/value education it was found that 55.84 per cent of the schools provided the same. Some of the school however, provided instruction on both Christian doctrines and general moral and value education.

5.2.78 VIEWS ON THE IMPORTANCE OF MORAL INSTRUCTION IN THE LIFE OF THE PUPIL

The opinion of the Head of Schools was sought on the importance of moral instruction in the life of the pupils. This has been analyzed in table 5.78.

Table 5.78 Views on Importance of Moral Instruction

Views	Deficit	Private- Aided	Private	Total
Important	36 (13.58)	173 (65.28)	50 (18.86)	259 (97.73)
Not important	2 (0.75)	2 (0.75)	2 (0.75)	6 (2.26)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.78 reveals that almost all the schools (97.73%) were of the opinion that moral instruction was very important in their life of pupils.

5.2.79 INCLUSION OF SUPW, WE, CRAFT AND COMPUTER EDUCATION IN SCHOOL CURRICULUM

The analysis of data regarding inclusion of SUPW, WE (Work Experience), Craft and Computer Education in the school curriculum is given in table 5.79.

Table 5.79 SUPW, WE, Craft and Computer Education in School Syllabus

Included	Deficit	Private-Aided	Private	Total
SUPW (Socially useful productive work)	33 (12.45)	170 (64.15)	49 (18.49)	252 (95.09)
WE (Work Experience)	12 (4.52)	151 (56.98)	28 (10.56)	191 (72.07)
Craft	21 (7.92)	25 (9.43)	19 (7.16)	65 (24.52)
Computer education	18 (6.79)	12 (4.52)	14 (5.28)	44 (16.60)

Table 5.79 above reveals that almost all schools (95.09%) included SUPW in the syllabus. A large majority (72.07%) had Work Experience (WE). It was also found that 24.52 per cent school did not have Craft and Computer Education and 16.60 per cent did not include computer education in their school syllabus.

5.2.80 PROVISION FOR VOCATIONAL TRAINING IN SCHOOLS

Table 5.80 gives the analysis of data concerning provision of vocational training in schools.

Table 5.80 Provision for Vocational Training

Vocational Training	Deficit	Private-Aided	Private	Total
Provided	8 (3.01)	10 (3.77)	9 (3.39)	27 (10.18)
Not provided	30 (11.32)	165 (62.26)	43 (16.22)	238 (89.81)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.80 that in most schools (89.81%) vocational training was not provided.

5.2.81 MEDIUM OF INSTRUCTION

The heads were asked regarding the medium of instruction used in their schools. Table 5.81 gives the analysis of their responses.

Table 5.81 Medium of Instruction

Medium of Instruction	Deficit	Private-Aided	Private	Total
Mother tongue	26 (9.81)	161 (60.75)	41 (15.47)	228 (86.03)
English	12 (4.52)	14 (5.28)	11 (4.15)	37 (13.96)
Hindi	-	-	-	-
All three	-	-	-	-
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.81 indicates that a large majority (86.03 %) of the respondents revealed that the mother tongue was the medium of instruction in most schools and only 13.96 per cent adopted English as the medium of instruction.

5.2.82 SPORTS AND GAMES

The heads were asked to tick the types of sports and games organized in their schools. Table 5.82 gives the analysis of their responses.

Table 5.82 Games and Sports

Sports and Games	Deficit	Private-Aided	Private	Total
Basketball	15 (5.66)	50 (18.86)	18 (6.79)	83 (31.32)
Volley ball	16 (6.03)	13 (4.90)	15 (5.66)	44 (16.60)
Cricket	14 (5.28)	43 (16.22)	24 (9.05)	81 (30.56)
Badminton	11 (4.15)	8 (3.01)	10 (3.77)	29 (10.94)
Tug of war	18 (6.79)	88 (33.20)	26 (9.81)	132 (49.81)
Cock fight	17 (6.41)	27 (10.18)	20 (7.54)	64 (24.15)
Jumping	20 (7.54)	149 (56.22)	33 (12.45)	202 (76.77)

Table 5.82 reveals that the most popular games and sports organized in school was jumping (76.77%). Another game played was tug of war (49.81%). The game in which they showed least interest was badminton (10.94%).

5.2.83 PROVISION FOR/OF PHYSICAL EDUCATION IN SCHOOL

The following Table 5.83 gives the analysis of responses on provision of physical education.

Table 5.83 Provision for/of Physical Education in School

Physical Education	Deficit	Private-Aided	Private	Total
Provided	23 (8.67)	112 (42.26)	32 (12.07)	167 (63.01)
Not provided	15 (5.6)	63 (23.77)	20 (7.54)	98 (36.98)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.83 reveals that majority (63.01%) of schools provided physical education.

5.2.84 PROVISION OF INSTRUCTOR FOR PHYSICAL EDUCATION

The analysis of data regarding provision of Instructor for Physical Education is given in table 5.84.

Table 5.84 Providing Instructor for Physical Education

Physical Education Instructor	Deficit	Private-Aided	Private	Total
Provided	14 (5.28)	29 (10.94)	16 (6.03)	59 (22.26)
Not provided	24 (9.05)	146 (55.09)	36 (13.58)	206 (77.73)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.84 indicates that 77.73 per cent of the schools in the sample did not provide Instructor for Physical Education.

5.2.85 PROVIDING A FULL TIME/PART TIME INSTRUCTOR FOR PHYSICAL EDUCATION

The data regarding schools that provided a full time/part time physical education instructor are analyzed in table 5.85.

Table 5.85 Providing full time/part time Instructor for Physical Education

Part-time/Full time		Deficit	Private-Aided	Private	Total
Full time	Yes	8 (3.01)	13 (4.90)	6 (2.26)	27 (10.18)
	No	30 (11.32)	162 (61.13)	46 (17.35)	238 (89.81)
Part time	Yes	14 (5.28)	16 (6.03)	16 (6.03)	49 (18.49)
	No	24 (9.05)	156 (58.86)	36 (13.58)	216 (81.50)

The responses given in the table above indicates that neither full time (89.81%) nor part time (81.50 %) Physical Instructor was provided.

5.2.86 TYPES OF PHYSICAL EXERCISES

The head were asked to select from the given list the types of physical exercises used in their schools. The analysis of their options is given in table 5.86.

Table 5.86 Types of Physical Exercises

Physical Exercises	Deficit	Private-Aided	Private	Total
Drill	28 (10.56)	163 (61.50)	43 (16.22)	234 (88.30)
Parade	22 (8.30)	120 (45.28)	29 (10.94)	171 (64.52)
Gymnastics	2 (0.75)	2 (0.75)	2 (0.75)	6 (2.26)
Any other (i)	3 (1.13)	3 (1.13)	2 (0.75)	8 (3.01)
(ii)	1 (0.37)	-	-	1 (0.37)

Table 5.86 indicates that drill was largely conducted in majority of schools (88.30%). It was further found that parade was another form of physical exercises used by most schools (64.52%). The least used was gymnastics (2.26%).

5.2.87 OTHER CO-CURRICULAR ACTIVITIES

Table 5.87 below gives the analysis of data regarding other co-curricular activities in schools.

Table 5.87 NCC, Bull-bull, Girl-Guides and Boy-Scouts

Other Co-curricular Activities	Deficit	Private-Aided	Private	Total
NCC	7 (2.64)	-	-	7 (2.64)
Bull-bull	4 (1.50)	-	-	4 (1.50)
Girl Guides	30 (11.32)	1 (0.37)	-	31 (11.69)
Boy Scouts	25 (9.43)	2 (0.75)	-	27 (10.18)

The Table above shows schools hardly had any of the co-curricular activities, NCC (2.64 %), Bull-bulls (1.50 %), Girl-Guides (11.69 %) and Boy-Scouts (10.18%).

5.2.88 PROVISION FOR CREATIVE EXPRESSION

The analysis of data regarding provision of creative expression is shown in table 5.88.

Table 5.88 Creative Expression

Creation Expression	Deficit	Private-Aided	Private	Total
Dance	23 (8.67)	116 (43.77)	28 (10.56)	167 (63.01)
Music	16 (6.30)	54 (20.37)	22 (8.30)	92 (34.71)
Painting	20 (7.54)	100 (37.73)	29 (10.94)	149 (56.22)
Singing	21 (7.92)	156 (58.86)	35 (13.20)	212 (80.00)
Competition Viz.	16 (6.30)	27 (10.18)	18 (6.79)	61 (23.01)
Essay writing	19 (7.16)	69 (26.03)	21 (7.92)	109 (41.13)
Dramatization	18 (6.79)	40 (15.09)	20 (7.54)	78 (29.43)
Debates	15 (5.66)	28 (10.56)	16 (6.03)	59 (22.26)
Extempore Speech	15 (5.66)	52 (19.62)	21 (7.92)	88 (33.20)
Recitation	4 (1.50)	4 (1.50)	3 (1.13)	11 (4.15)

Table 5.88 above revealed that of the various creative expressions singing was organized in large majority of schools (80.00 %). Dance (63.01 %) and painting (56.22 %) were also popular. Other forms of creative expressions organized were essay-writing (41.13 %), music (34.71 %), extempore speech (33.20 %) dramatization (29.43 %), competition (23.01 %) debates (22.26 %) and recitation (4.15 %).

5.2.89 PARTICIPATION IN INTER-SCHOOL SPORTS/INTER-STATE SPORTS

The analysis of the data concerning participation in inter-school sports/inter-state sports is given Table 5.89.

Table 5.89 Participation in Inter-school/Inter-state Sports

Participation in Sports	Deficit	Private-Aided	Private	Total
Yes	22 (8.30)	113 (42.64)	28 (10.56)	163 (61.50)
No	16 (6.03)	62 (2.73)	24 (9.05)	102 (38.49)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.89 that majority of schools (61.50%) participated in inter-school and inter-state sports.

5.2.90 INSPECTION OF CLASSES

The analysis of data collected from heads of schools regarding supervision is given in table 5.90.

Table 5.90 Visit of Classes

Visit of Classes	Deficit	Private-Aided	Private	Total
Daily	22 (8.30)	107 (40.37)	28 (10.56)	157 (59.24)
Weekly	4 (1.50)	6 (2.26)	4 (1.50)	14 (5.28)
Monthly	3 (1.13)	5 (1.88)	3 (1.13)	11 (4.15)
As often as necessary	16 (6.03)	32 (12.07)	21 (7.92)	69 (26.03)

The table 5.90 above indicates that majority of heads (59.24%) visited the classes in their schools daily, 5.28 per cent weekly, 4.15 per cent monthly and 26.03 per cent as often as necessary.

5.2.91 SCHOOL INSPECTION

The analysis regarding inspection of schools by the Inspector is given in table 5.91.

Table 5.91 School Inspection

School Inspection	Deficit	Private-Aided	Private	Total
Yes	14 (5.28)	27 (10.18)	18 (6.79)	59 (22.26)
No	24 (9.05)	148 (55.84)	34 (12.83)	206 (77.73)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.91 above indicates that 77.73 per cent respondents had revealed that inspection by the inspector of schools was not carried out regularly.

5.2.92 FREQUENCY OF SCHOOLS INSPECTION

The data regarding the frequency of school inspection are analyzed in table 5.92.

Table 5.92 Frequency of School Inspection

Inspection	Deficit	Private-Aided	Private	Total
Every year	5 (1.88)	9 (3.39)	6 (2.26)	20 (7.54)
Every two years	3 (1.13)	8 (3.01)	4 (1.50)	15 (5.66)
Every five years	5 (1.88)	7 (2.64)	6 (2.26)	18 (6.79)
None at all	4 (1.50)	8 (3.01)	5 (1.88)	17 (6.41)

Table 5.92 shows that 7.54 per cent heads revealed that inspection was carried out every year, 5.66 per cent every two years, 6.79 per cent every five years while 6.41 per cent opined that no inspection was carried out in the schools.

5.2.93 ADVANCE INFORMATION BEFORE INSPECTION

Table 5.93 gives the analysis of data whether the teachers were informed in advance regarding inspection.

Table 5.93 Advanced Information before Inspection

Information	Deficit	Private-Aided	Private	Total
Yes	16 (6.03)	28 (8.30)	18 (6.79)	62 (23.39)
No	22 (8.30)	47 (17.73)	34 (12.83)	203 (76.60)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from Table 5.93 that 76.60 per cent respondents revealed that advanced information was not given to teachers before inspection.

5.2.94 MATTERS CONSIDERED DURING INSPECTION OF THE SCHOOL

The analysis of data regarding various matters considered during inspection is given in Table 5.94.

Table 5.94 Matters Considered during Inspection

Matters for consideration	Deficit	Private-Aided	Private	Total	
Infrastructures	Yes	17 (6.41)	27 (10.18)	19 (7.16)	63 (23.77)
	No	21 (7.92)	148 (55.84)	33 (12.45)	202 (76.22)
Academic achievement	Yes	18 (6.79)	33 (12.45)	21 (7.92)	72 (27.16)
	No	20 (7.54)	142 (53.58)	31 (11.69)	193 (72.83)
Administrative effectiveness	Yes	17 (6.41)	36 (13.58)	19 (7.16)	72 (27.16)
	No	21 (7.92)	139 (2.64)	33 (12.45)	193 (72.83)

Table 5.94 shows that 23.77 per cent respondents revealed that infrastructure was an item considered during inspection. 27.16 per cent were of the opinion that academic achievement was a matter for inspection and 27.16 per cent opined that administrative effectiveness was considered during inspection.

5.2.95 EXAMINATION AND EVALUATION

The analysis regarding Examination and Evaluation is given in table 5.95.

Table 5.95 Examination and Evaluation

Examination & Evaluation	Deficit	Private-Aided	Private	Total
Monthly tests	18 (6.79)	73 (27.54)	24 (27.54)	115 (43.39)
Quarterly Examination	17 (6.41)	42 (15.84)	21 (7.92)	80 (30.18)
Half yearly Examination	24 (9.05)	145 (54.71)	36 (13.58)	205 (77.35)
Annual Promotion Examination	26 (9.81)	153 (57.73)	39 (14.71)	218 (82.26)

Table 5.95 indicates that a vast majority of schools (82.26%) conducted annual promotion examination. It was also revealed that 77.35 per cent conducted half yearly examination, 43.39 per cent monthly test and 30.18 per cent quarterly examination. Other forms of examination and evaluation were also used though the respondents did not specify them.

5.2.96 CRITERIA FOR PROMOTION TO HIGHER CLASSES

The analysis regarding the criteria for promotion to higher classes is given in table 5.96.

Table 5.96 Criteria Promotion to Higher Classes

Criteria	Deficit	Private-Aided	Private	Total
Attainment of pass marks	23 (8.67)	122 (46.03)	35 (13.20)	180 (67.92)
Minimum aggregate	12 (4.52)	33 (12.45)	13 (4.90)	58 (21.88)
Performance in monthly tests	14 (5.28)	56 (21.13)	18 (6.79)	88 (33.20)
Regularity & hard work	17 (6.41)	74 (27.92)	22 (8.30)	113 (42.64)
Based on child's work during the year	22 (8.30)	89 (33.58)	29 (10.94)	140 (52.64)
Any other (i)	2 (0.75)	2 (0.75)	1 (0.37)	5 (1.88)
(ii)	2 (0.75)	-	-	2 (0.75)

The table 5.96 indicates that 67.92 per cent respondents revealed that attainment of pass marks was the condition for promotion to a higher class. 52.64 per cent were of the opinion that promotion to higher classes was based on a child's work during the year, 42.64 per cent opined that it was based on regularity and hard work while 33.20 per cent revealed that promotion was based on performance in monthly tests and 21.88 per cent on minimum aggregate. Most of the school, however, used more than criterion for granting promotion to a higher class.

5.2.97 IMPROVING THE EXAMINATION SYSTEM

Table 5.97 gives the analysis of the measures adopted by the schools in improving the examination system.

Table 5.97 Improving the Examination System

Measures for improvement	Deficit	Private-Aided	Private	Total
Objective type question	16 (6.03)	78 (29.43)	23 (8.67)	117 (44.15)
Short question answer type	21 (7.92)	88 (33.20)	27 (10.18)	136 (51.32)
Essay type question	16 (6.03)	55 (20.75)	20 (7.54)	91 (34.33)
Combination of all the above	24 (9.05)	74 (27.92)	36 (13.58)	185 (69.81)
Any other (i)	6 (2.07)	2 (0.75)	8 (3.01)	21 (7.92)
(ii)	-	-	1 (0.37)	1 (0.37)

It was found from Table 5.97 that majority (69.81%) school heads adopted the combination of objective type, short-question answer and essay type of questions for improving the examination system. 51.32 per cent used the short answer type questions, 34.33 per cent the essay type question, and 7.92 per cent adopted some other measures for improving the examination system in the schools.

5.2.98 CONTRIBUTIONS OF THE SCHOOLS TO ELEMENTARY EDUCATION

Table 5.98 gives the analysis concerning the various contributions of the school to Elementary Education.

GRAPHIC SHOWING THE CONTRIBUTION OF THE CATHOLIC SCHOOLS IN ELEMENTARY EDUCATION IN PERCENTAGE

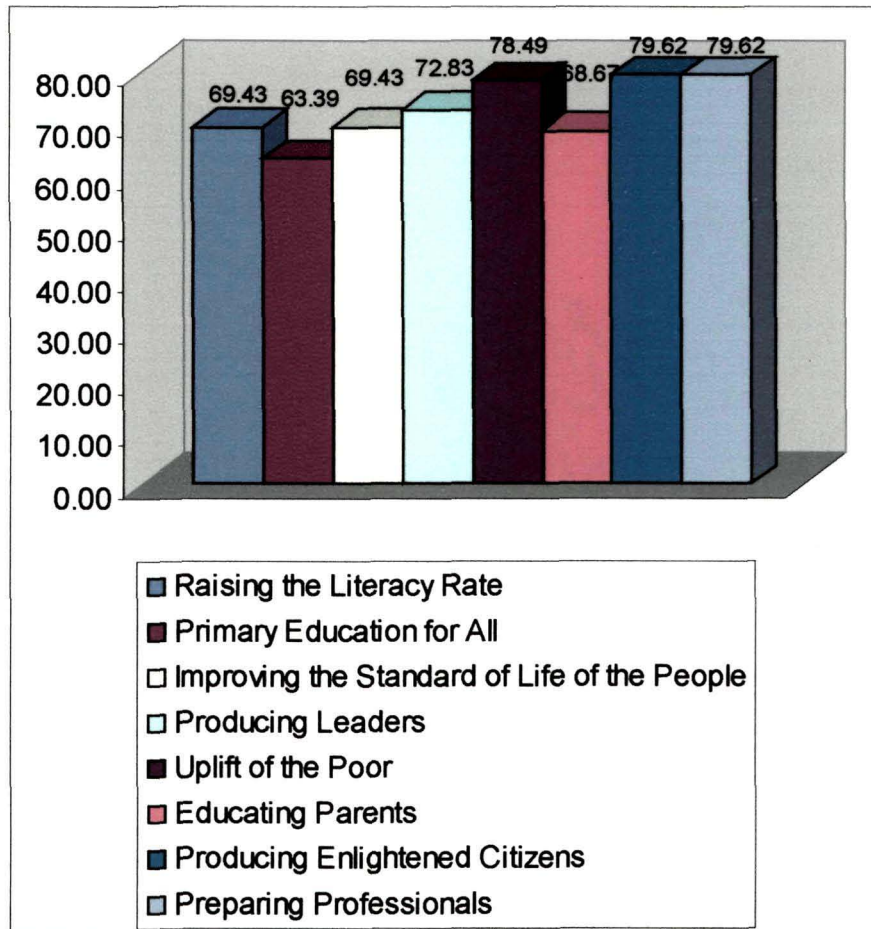


Table 5.98 Contributions of the Schools to Elementary Education

Contributions	Deficit	Private-Aided	Private	Total
Raising Literacy rate in the state	20 (7.54)	129 (48.67)	35 (13.20)	184 (69.43)
Helping to make "primary education for all" available	23 (8.67)	116 (43.77)	29 (10.94)	168 (63.39)
Improving standard of life of people	22 (8.30)	128 (48.30)	34 (12.83)	184 (69.43)
Producing Leaders for society	26 (9.81)	137 (51.69)	30 (11.32)	193 (72.83)
Uplifting the poor	30 (11.32)	140 (52.83)	38 (14.33)	208 (78.49)
Educating Parents	28 (10.56)	122 (46.03)	32 (12.07)	182 (68.67)
Producing enlightened citizens	28 (10.56)	142 (53.58)	40 (15.09)	211 (79.62)
Preparing professionals like doctors, lawyers, teachers, social workers etc.	27 (10.18)	143 (53.96)	41 (15.47)	211 (79.62)
Any other (i)	2 (0.75)	1 (0.37)	1 (0.37)	4 (1.50)
(ii)	1 (0.37)	-	-	1 (0.37)

Table 5.98 shows that 79.62 per cent respondents were of the opinion that the schools contributed to elementary education by 'producing enlightened citizens', 'preparing professionals like doctors, lawyer, teachers, social workers etc.' (79.62 %), 'uplifting the poor' (78.49 %), 'producing leaders for society' (72.83 %), 'raising the literacy rate of the state' (69.43 %). Other areas of contribution of the schools were 'improving the standard of life of the people' (69.43 %), 'educating parents' (68.67 %), 'helping to make primary education for all available' (63.39 %). A small percentage (1.50 %) and (0.37 %) had also indicated other contributions of their schools without specifying the areas. The respondents, however, take more than one item given in the questionnaire regarding the contribution of the school.

5.2.99 PROBLEMS OF SCHOOL ADMINISTRATION

Table 5.99 gives the analysis of data regarding problems of administration faced by the heads of schools.

GRAPHIC SHOWING THE PROBLEMS OF SCHOOL ADMINISTRATION IN PERCENTAGE

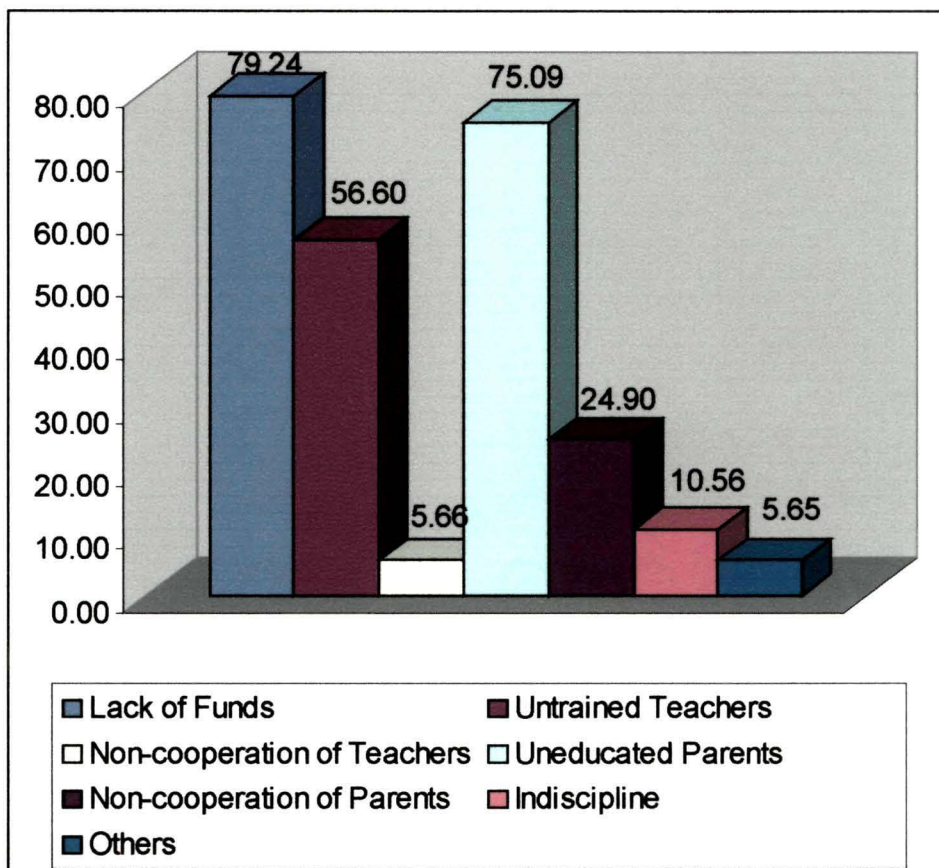


Table 5.99 Problems of School Administration

Problems	Deficit	Private-Aided	Private	Total
Lack of Funds	24 (90.56)	149 (56.22)	37 (13.96)	210 (79.24)
Untrained Teachers	21 (7.92)	101 (38.11)	28 (10.56)	150 (56.60)
Non-cooperation of Teachers	3 (1.13)	8 (3.01)	4 (1.50)	15 (5.66)
Uneducated	24 (90.56)	139 (52.45)	36 (13.58)	199 (75.09)
Non-cooperation of parents	17 (6.41)	31 (11.69)	18 (6.79)	66 (24.90)
Indiscipline	11 (4.15)	10 (3.77)	7 (2.64)	28 (10.56)

In table 5.99 it was found that the biggest problem faced in school administration was lack of funds (79.24%). Other serious problems faced by a great majority were uneducated parents (75.90%) and lack of trained teachers (56.60%). It was found that non-cooperation of parents (24.90%), indiscipline (10.56%) and non-cooperation of teachers (5.66%) were also problems experienced.

5.2.100 STRENGTHS OF THE SCHOOL

The data regarding the strengths of the school have been analyzed in table 5.100.

Table 5.100 Strengths of the Schools

Strengths	Deficit	Private-Aided	Private	Total
Cater to development of the people	20 (7.54)	126 (47.54)	36 (13.58)	182 (68.67)
Popular for its good education	21 (7.92)	112 (42.26)	35 (13.20)	168 (63.39)
Teachers act as resource persons for training	20 (7.54)	91 (34.33)	27 (10.18)	138 (52.07)
The school is a resource centre for the training	22 (8.30)	109 (41.13)	28 (10.56)	159 (60.00)
Involvement in literary activities in village	26 (9.81)	140 (52.83)	37 (13.96)	203 (76.60)
Availability of school facilities for community functions	21 (7.92)	101 (38.11)	26 (9.81)	148 (55.84)

Table 5.100 indicates that 76.60 per cent of the head teachers were of the opinion that the strength of the school was 'involvement in literacy activity in villages'. It was found that other areas of strength 'catering to development of the people' (68.67%), 'the schools were popular for their good education' (63.39%), 'schools were resource centres for training' (60.00%) 'availability of school facilities for community functions' (55.84%).

5.2.101 FUTURE PLANS AND PROSPECTS

The heads were asked regarding their plans for the development of the schools. The responses were analysed but not tabulated. The major thrust areas identified by the investigator in most of the cases were:

- (i) Development of better infrastructure namely, buildings, adequate furniture, water supply and sanitation, playgrounds, libraries, science equipments and provision of physical education, co-curricular and better classroom requisites.
- (ii) Appointment of more teachers.
- (iii) Provision for Training of teachers.
- (iv) Strengthening the financial position of the schools.

5.2.102 SUGGESTIONS FOR IMPROVEMENT

Towards the end of the questionnaire the heads were asked for their suggestions for the improvement of their schools. The responses were analysed but not tabulated. The most common suggestions identified by the investigator are as follows:

- (i) Appointment of more teachers.
- (ii) Provision of trained teachers.
- (iii) Provision of separate classrooms and classroom requisites.
- (iv) Assistance to students in the form of text-books, uniform and mid-day meal.

- (v) Provision of sufficient teaching aids.
- (vi) Encouraging co-operation of parents and community.
- (vii) Approaching Government for financial assistance.

5.3 ANALYSIS OF DATA COLLECTED FROM ASSISTANT SCHOOLTEACHERS

The analysis and interpretation of data collected from Elementary School Teachers are given under different sub-heads. The figures in brackets in various tables indicate percentages while the figures outside the brackets indicate numbers.

5.3.1 QUALIFICATIONS OF ASSISTANT SCHOOL TEACHERS

The assistant teachers were asked regarding their qualifications. Their responses have been given in Table 5.3.1.

Table 5.3.1 Qualifications of Assistant School Teachers

Teachers by Qualifications	Urban	Rural	Total
Under Matric	-	23	23 (8.67)
HSLC/HSSLC	-	66	66 (24.90)
P.U.(Arts)	20	56	76 (28.67)
P.U. Science	6	8	14 (5.28)
B.A.	14	34	48 (18.11)
B.Sc.	2	2	4 (1.50)
B.Ed.	5	20	25 (9.43)
M.A.	2	2	4 (1.50)
M.Ed.	1	-	1 (0.37)
M. Sc.	2	2	4 (1.50)
Total	52	213 (91.69)	265 (100.00)

Table 5.3.1 provides the information regarding the qualifications of assistant teachers at Elementary stage. It was found that 28.67 per cent were P.U. (Arts), 24.90 per cent HSLC/HSSLC, 18.11 per cent B.A., 9.43 per cent B.Ed. Under-Matric 8.67 per cent and P.U. (Sc.) 5.28 per cent. Some teachers were M.A. qualified (1.50%) M.Ed. (0.37%) and M.Sc. (1.50%).

5.3.2 EDUCATIONAL STATUS OF TEACHERS

Table 5.3.2 gives the educational status of elementary school teachers of the entire sample.

Table 5.3.2 Educational Status of Teachers

Trained Teacher	Deficit	Private Aided	Private	Total
Yes	18 (6.79)	85 (32.07)	21 (7.92)	124 (46.79)
No	20 (7.54)	90 (33.96)	31 (11.69)	141 (53.20)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.2 indicates that 46.79 per cent of the assistant teachers were trained while 53.20 per cent were untrained.

5.3.3 BENEFITS OF BEING A TRAINED TEACHER

The assistant teachers were asked with regard to the benefits of being trained teachers. The data are shown in table 5.3.3.

Table 5.3.3 Benefits of Being a Trained Teacher

Benefited by the training	Deficit	Private Aided	Private	Total
Yes	9 (3.39)	81 (30.56)	14 (5.28)	104 (39.24)
No	29 (10.94)	94 (35.47)	38 (14.33)	161 (60.75)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It has been found from table 5.3.3 that the majority of assistant teachers (60.75%) had revealed that they had benefited from having been trained.

5.3.4 OPPORTUNITIES FOR TRAINING

With regard to opportunities for training given to teachers are shown in table 5.3.4.

Table 5.3.4 Opportunities for Training

Opportunities for Training	Deficit	Private - Aided	Private	Total
Short Courses/in-service training	24 (9.05)	95 (35.84)	34 (12.83)	153 (57.73)
Yes				
No	14 (5.58)	80 (30.18)	18 (6.79)	112 (42.26)
Workshops/Seminars	17 (6.41)	85 (32.0)	24 (9.05)	126 (47.54)
Yes				
No	21 (7.92)	90 (33.96)	28 (10.56)	139 (52.45)
Orientation programme	12 (4.52)	50 (18.86)	15 (5.66)	77 (29.05)
Yes				
No	26 (9.81)	125 (47.16)	37 (13.96)	188 (70.94)

Table 5.3.4 shows that 57.73 per cent revealed they were given opportunity for short courses/in-service training. 42.26 per cent were given opportunity to attend workshops/seminars. However, a large majority (70.99%) did not have the opportunity to attend orientation programme.

5.3.5 EXPERIENCE OF ATTENDING COURSES

Assistant teachers were asked if they had attended the above courses. Their responses have been given in table 5.3.5.

Table 5.3.5 Experience of attending courses

Experience of attending courses	Deficit	Private Aided	Private	Total
Yes	28 (10.56)	106 (40.00)	34 (12.83)	168 (63.39)
No	10 (3.77)	69 (26.03)	18 (6.79)	97 (36.60)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.3.5 that 63.39 per cent had attended courses/in-service training/workshops/seminars and orientation programmes.

5.3.6 HELPFULNESS OF PARTICIPATION IN COURSES

The assistant teachers were asked for their view if participating in courses had been helpful to them. Their responses are shown in table 5.3.6.

Table 5.3.6 Helpfulness of participation in Courses

Helpfulness of participation in Courses	Deficit	Private Aided	Private	Total
Yes	29 (10.94)	143 (53.96)	40 (15.09)	212 (80.00)
No	9 (3.39)	32 (12.07)	12 (4.52)	53 (20.00)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.6 shows that 80.00 per cent of teachers revealed that attending courses was beneficial to them.

5.3.7 VIEWS ON SALARY

The views of teachers on salary has been given in table 5.3.7.

Table 5.3.7 Views on Salary

Views on Salary	Deficit	Private Aided	Private	Total
Yes	16 (6.03)	71 (26.79)	21 (7.92)	108 (40.75)
No	22 (8.30)	104 (39.24)	31 (11.69)	157 (59.24)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It has been found from table 5.3.7 that the majority 59.24 per cent of teachers was not satisfied with the salary while 40.75 per cent opined that they were satisfied.

5.3.8 METHODS OF PAYING SALARIES

The data regarding methods of paying salaries to teachers has been shown in table 5.3.8.

Table 5.3.8 Methods of Paying Salaries

Methods of Paying Salaries		Deficit	Private Aided	Private	Total
Cash	Yes	32 (12.07)	144 (54.33)	47 (17.73)	223 (84.15)
	No	6 (2.26)	31 (11.69)	5 (1.88)	42 (15.84)
Cheque	Yes	6 (2.26)	30 (11.32)	4 (1.50)	40 (15.09)
	No	32 (12.07)	145 (54.71)	48 (18.11)	225 (84.90)

Table 5.3.8 reveals that in a large majority of cases payment of salaries was made in cash and only 15.84 per cent paid salary by cheque.

5.3.9 REGULAR PAYMENT OF SALARIES

The data regarding regularly payment of salaries to teachers has been given in table 5.3.9.

Table 5.3.9 Regular Payment of Salaries

Regular Payment of Salaries	Deficit	Private Aided	Private	Total
Yes	23 (8.67)	109 (41.13)	32 (12.07)	164 (61.88)
No	15 (5.66)	66 (24.90)	20 (7.54)	101 (38.11)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from the data in table 5.3.9 that 61.88 per cent school teachers were paid their salaries regularly every month while 38.11 per cent revealed that they were not paid regularly.

5.3.10 INCENTIVES TO TEACHERS

The data collected from teachers regarding incentives have been given in table 5.3.10.

Table 5.3.10 Incentives to Teachers

Incentives to Teachers		Deficit	Private-Aided	Private	Total
Annual increment	Yes	18 (6.79)	48 (18.11)	24 (9.05)	110 (41.50)
	No	20 (7.54)	127 (47.92)	28 (10.56)	155 (58.49)
Financial assistance for higher studies	Yes	7 (2.64)	6 (2.26)	1 (0.37)	14 (5.28)
	No	31 (11.69)	169 (63.77)	51 (19.24)	251 (94.71)
Pension scheme	Yes	5 (1.88)	3 (1.13)	-	8 (3.01)
	No	33 (12.45)	172 (64.90)	52 (19.62)	257 (96.98)
Gratuity Benefit	Yes	14 (5.28)	6 (2.26)	-	20 (7.54)
	No	24 (9.05)	169 (63.77)	52 (19.62)	245 (92.45)
Provident Fund	Yes	15 (5.66)	10 (3.77)	-	25 (9.43)
	No	23 (8.67)	165 (62.26)	52 (19.62)	240 (90.56)
Any other	(i) Yes	2 (0.75)	-	-	2 (0.75)
	No	36 (13.58)	175 (66.03)	52 (19.62)	263 (99.24)
	(ii) Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.10 reveals that 41.50 per cent teachers received incentive in the form of annual increment. In the case of others very little incentive was given, namely provident fund (9.43%), gratuity (7.45%) and financial assistance (5.28%). It is interesting to note that 3.01 per cent revealed that they enjoyed the facility of pension scheme.

5.3.11 BENEFITS TO TEACHERS

Teachers were asked to specify the types of benefits provided to them. Table 5.3.11 gives their responses

Table 5.3.11 Benefits to Teachers

Benefits to Teachers			Deficit	Private - Aided	Private	Total
Quarter	Yes		14 (5.28)	10 (3.77)	6 (2.26)	30 (11.32)
	No		24 (9.05)	165 (62.26)	46 (17.35)	235 (88.67)
House Rent Allowance	Yes		19 (7.16)	35 (15.20)	-	54 (20.37)
	No		19 (7.16)	140 (52.83)	52 (19.62)	211 (79.62)
Maternity Leave	Yes		17 (6.41)	66 (24.90)	22 (8.30)	105 (39.62)
	No		21 (7.92)	109 (41.13)	30 (11.32)	160 (60.37)
Medical Leave	Yes		16 (60.03)	69 (26.03)	21 (7.92)	106 (40.00)
	No		22 (8.30)	106 (40.00)	31 (11.69)	159 (60.00)
Earned Leave	Yes		17 (6.41)	9 (3.39)	-	26 (9.81)
	No		21 (7.92)	166 (62.64)	52 (19.62)	239 (90.18)
Any other (i)	Yes		-	-	-	-
	No		38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
(ii)	Yes		-	-	-	-
	No		38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
(iii)	Yes		-	-	-	-
	No		38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

From the responses shown in table 5.3.11 it was found 40.00 per cent enjoyed medical leave, 39.62 per cent maternity leave and 20.37 per cent house rent. A very small percentage enjoyed quarter (11.32%) and earned leave (9.81%).

5.3.12 PROVISION FOR OFF-PERIODS

The teachers were asked regarding the provision for off-periods in schools. Their responses are shown in table 5.3.12.

Table 5.3.12 Provision for off-Periods

Provision for off-Periods	Deficit	Private Aided	Private	Total
Yes	16 (6.03)	82 (30.94)	21 (7.92)	119 (44.90)
No	22 (8.30)	93 (35.09)	31 (11.69)	146 (55.09)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.12 shows that 44.90 per cent were having off-periods while majority 55.09 per cent of teachers were not provided free periods.

5.3.13 WORKLOAD IN ELEMENTARY SCHOOLS

Teachers were asked regarding their workload in school. Table 5.3.13 gives their responses.

Table 5.3.13 Workload in Elementary Schools

Workload in Elementary Schools	Deficit	Private-Aided	Private	Total	
Heavy	Yes	24 (9.05)	92 (34.71)	32 (12.07)	148 (55.84)
	No	14 (5.28)	83 (31.32)	20 (7.54)	117 (44.15)
Moderate	Yes	15 (5.66)	81 (30.56)	18 (6.79)	14 (5.28)
	No	23 (8.67)	94 (35.47)	34 (12.83)	251 (94.71)
Light	Yes	-	1 (0.37)	1 (0.37)	2 (0.75)
	No	38 (14.33)	174 (65.66)	51 (19.24)	263 (99.24)

Table 5.3.13 indicates that 99.24 per cent revealed that the workload in school was not light while 55.84 per cent were of the opinion that the workload in schools was heavy and 5.28 per cent opined that it was moderate.

5.3.14 TAKING PART IN FRAMING THE TIME-TABLE

Teachers were asked regarding their involvement in framing the school time-table. Their responses have been shown in table 5.3.14

Table 5.3.14 Taking part in Framing the Time-Table

Framing the Time-Table	Deficit	Private Aided	Private	Total
Yes	28 (10.56)	154 (58.11)	40 (15.09)	222 (83.77)
No	10 (3.77)	21 (7.92)	12 (4.52)	43 (16.22)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.3.14 that a large majority (83.77%) of teachers were involved in framing the school time-table.

5.3.15 INVOLVEMENT IN SCHOOL SCHOOLS ACTIVITIES

Teachers were asked regarding their involvement in various school activities. The data of their involvement have been shown in table 5.3.15.

Table 5.3.15 Involvement in school activities

		Deficit	Private-Aided	Private	Total
Planning the school work	Yes	21 (7.92)	129 (48.67)	28 (10.56)	178 (67.18)
	No	17 (6.41)	46 (17.35)	24 (9.05)	87 (32.83)
Examination	Yes	26 (9.81)	148 (55.84)	38 (14.33)	212 (80.00)
	No	12 (4.52)	27 (10.18)	14 (5.28)	53 (20.00)
School library	Yes	15 (5.66)	39 (14.71)	22 (8.30)	76 (28.67)
	No	23 (8.67)	136 (51.32)	30 (11.32)	189 (71.32)
Co-curricular activities	Yes	20 (7.54)	109 (41.13)	28 (10.56)	157 (59.24)
	No	18 (6.79)	66 (24.90)	24 (9.05)	108 (40.75)
School-parents meeting	Yes	28 (10.56)	123 (46.41)	40 (15.09)	217 (72.07)
	No	10 (3.77)	52 (19.62)	12 (4.52)	48 (27.92)

Table 5.3.15 reveals that most teachers were engaged in examination work (80.00%). A large majority (72.07%) took part in teacher-parent meeting, 67.18 per cent in planning the school work and 59.24 per cent in extra-curricular activities. The activity in which teachers were least involved was school library (28.67%).

5.3.16 HELPING IN MAINTAINING ORDER AND DISCIPLINE IN SCHOOL

The question was asked to find out whether teachers helped in maintaining order and discipline in their schools. Their responses have been shown in table 5.2.16

Table 5.3.16 Helping in Maintaining Order and Discipline in the School

Helping in maintaining order and discipline	Deficit	Private Aided	Private	Total
Yes	37 (13.96)	175 (66.03)	52 (19.62)	264 (99.62)
No	1 (0.37)	-	-	1 (0.37)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.16 shows clearly that almost all the teachers (99.62%) revealed that they helped in maintaining order and discipline in the schools.

5.3.17 VIEWS ON THE CURRICULUM

With regard to the views of assistant teachers on the curriculum has been shown in the table 5.3.17.

Table 5.3.17 Views on the Curriculum

Extension of satisfaction	Deficit	Private-Aided	Private	Total
Satisfied	24 (9.05)	136 (51.32)	36 (13.58)	196 (73.96)
Not satisfied	14 (5.28)	39 (14.71)	16 (6.03)	69 (26.03)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.3.17 that 73.96 per cent of the elementary school teachers were satisfied with the present curriculum while 26.03 per cent were not satisfied.

5.3.18 CO-CURRICULAR ACTIVITIES AT LOWER PRIMARY STAGE

The data regarding co-curricular in Lower Primary stage have been given in table 5.3.18.

Table 5.3.18 Co-curricular activities at Lower Primary Stage

Co-curricular Activities		Deficit	Private - Aided	Private	Total
Singing Competition	Yes	22 (8.30)	125 (47.16)	29 (10.94)	176 (66.41)
	No	16 (6.03)	50 (18.86)	23 (8.67)	89 (33.58)
Dance Competition	Yes	20 (7.54)	97 (36.60)	27 (10.18)	144 (54.33)
	No	18 (6.79)	78 (29.43)	25 (9.43)	121 (45.66)
Art: Drawing/colouring /painting	Yes	24 (9.05)	134 (50.56)	32 (12.07)	190 (71.69)
	No	14 (5.28)	41 (15.47)	20 (7.54)	75 (28.30)
Recitation	Yes	17 (6.41)	68 (25.66)	23 (8.67)	108 (40.75)
	No	21 (7.92)	107 (40.37)	29 (10.94)	157 (59.24)
Quiz	Yes	15 (5.66)	45 (16.98)	21 (7.92)	81 (30.56)
	No	23 (8.67)	130 (49.05)	31 (11.69)	184 (69.43)
Any other					
(i)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
(ii)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.18 shows that the most organized activity in schools was drawing/colouring/painting (71.69%). Other activities included singing (66.41%), dance competition (54.33%) recitation (40.75%) and Quiz (30.56 %).

5.3.19 CO-CURRICULAR ACTIVITIES IN UPPER PRIMARY STAGE

The data of co-curricular activities at Upper Stage is given in Table 5.3.19.

Table 5.3.19 Co-curricular activities in Upper Primary Stage

Co-curricular activities		Deficit	Private-Aided	Private	Total
Team system	Yes	12 (4.52)	50 (18.86)	18 (6.79)	80 (30.18)
	No	26 (9.81)	125 (47.16)	34 (12.83)	185 (69.81)
Quiz	Yes	20 (14.33)	88 (33.20)	26 (9.81)	134 (50.56)
	No	18 (7.54)	87 (32.83)	26 (9.81)	131 (49.43)
Debate	Yes	15 (6.79)	36 (13.58)	16 (6.03)	67 (25.28)
	No	23 (8.67)	139 (52.45)	36 (13.58)	198 (74.71)
Essay writing competition	Yes	17 (6.41)	65 (24.52)	25 (9.43)	107 (40.37)
	No	21 (7.92)	110 (41.50)	27 (10.18)	158 (59.62)
Extempore Speech	Yes	14 (5.28)	36 (13.58)	15 (5.66)	65 (24.52)
	No	24 (9.04)	139 (52.45)	37 (13.96)	200 (75.47)
Any other					
(i)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
(ii)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.19 shows that co-curricular activities organized at Elementary Stage were Quiz (50.56%), Essay Writing (40.37 %), Debate (25.28%) and Extempore Speech (24.52%).

5.3.20 FREEDOM TO USE INNOVATIVE METHODS OF TEACHING

Teachers were asked whether they were free to use innovative methods of teaching. Their responses have been shown in table 5.3.20.

Table 5.3.20 Use of Innovative Methods of Teaching

Use of Innovative Methods of Teaching	Deficit	Private Aided	Private	Total
Yes	36 (13.58)	169 (63.77)	48 (18.11)	253 (95.47)
No	2 (0.75)	6 (2.26)	4 (1.50)	12 (4.52)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.20 shows almost all assistant teachers (95.47%) revealed that they were free to use innovative methods of teaching while 4.52 per cent were not free to do so.

5.3.21 TEACHING METHODS GENERALLY USED IN SCHOOLS

The responses of teachers regarding methods of teaching used are shown in Table 5.3.21.

Table 5.3.21 Teaching Methods Generally Used in Schools

Teaching Methods Generally Used in Schools		Deficit	Private-Aided	Private	Total
Lecture Methods	Yes	21 (7.92)	87 (32.83)	28 (10.56)	136 (51.32)
	No	17 (6.41)	88 (33.20)	24 (9.05)	129 (48.67)
Discussion Method	Yes	15 (6.79)	73 (27.54)	22 (8.30)	110 (41.50)
	No	23 (8.67)	102 (38.49)	30 (11.32)	155 (58.49)
Question-answered Methods	Yes	31 (11.69)	149 (56.22)	44 (16.60)	224 (84.52)
	No	7 (2.64)	26 (9.81)	8 (3.01)	41 (15.47)
Play-way Method	Yes	10 (3.77)	60 (22.64)	12 (4.52)	82 (69.05)
	No	28 (10.56)	115 (43.39)	40 (15.09)	183 (69.05)
Text Book Method	Yes	24 (9.05)	110 (41.05)	36 (13.58)	170 (64.15)
	No	14 (5.28)	65 (24.52)	16 (6.03)	95 (35.84)

Table 5.3.21 finds that most teachers (84.52%) used the Question-answer Method in Teaching. A large number of them used the Play-way Method (69.05%) and the Text-book Method (64.15%), while (51.32%) used the Lecture Method and the least used method was Discussion Method (41.50%).

5.3.22 USING TEACHING AIDS

Assistant teachers were asked regarding the use of teaching aids in teaching. The data collected from them have been shown in Table 5.3.22.

Table 5.3.22 Using Teaching Aids

Using Teaching Aids	Deficit	Private Aided	Private	Total
Yes	29 (10.94)	157 (59.24)	42 (15.84)	228 (86.03)
No	9 (3.39)	18 (6.79)	10 (3.77)	37 (13.96)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.22 shows clearly that a large majority of teachers (86.03%) used teaching aids in teaching.

5.3.23 OPINIONS REGARDING THE USE OF TEACHING AIDS FOR TEACHING EFFECTIVENESS

The opinions of teachers were elicited whether teaching aids were necessary for effective teaching. These have been given in table 5.3.23.

Table 5.3.23 Opinions regarding use of Teaching Aids for teaching effectiveness

Effectiveness of Teaching Aids	Deficit	Private Aided	Private	Total
Yes	35 (13.20)	168 (63.3)	50 (18.86)	253 (95.47)
No	3 (95.09)	7 (2.64)	2 (0.75)	12 (4.52)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.23 indicates that almost all teachers (95.47%) were of the opinion that teaching aids were necessary for teaching effectiveness.

5.3.24 TRYING OUT INNOVATIVE IDEAS/PRACTICES IN TEACHING

The data of teachers' responses regarding trying out innovative ideas/practices in teaching have been given in table 5.3.24.

Table 5.3.24 Trying out Innovative Ideas/Practices in Teaching

Innovative Ideas	Deficit	Private Aided	Private	Total
Yes	30 (11.32)	167 (63.01)	45 (16.98)	242 (91.32)
No	8 (3.01)	8 (3.01)	7 (2.64)	23 (8.67)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It was found from table 5.3.24 almost all teachers (91.32%) were keen in trying out innovative ideas/practices in their classroom teaching.

5.3.25 ENCOURAGING TEACHERS' INITIATIVE AT INNOVATIVE PRACTICES

The data regarding encouragement given to teachers' initiative at innovative practices have been given in Table 5.3.25.

Table 5.3.25 Encouraging Teachers' Initiative

Encouraging initiatives	Deficit	Private Aided	Private	Total
Yes	27 (10.18)	157 (59.24)	39 (14.71)	223 (84.15)
No	11 (4.15)	18 (6.79)	13 (4.90)	42 (15.84)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.25 reveals that a large majority of schools (84.15%) encouraged teachers' initiative at innovative practices.

5.3.26 FRIENDLY ATMOSPHERE OF THE SCHOOL

Teachers were asked whether they felt at home in their school. Their responses have been given in Table 5.3.26.

Table 5.3.26 Friendly Atmosphere of the school

Friendly Atmosphere	Deficit	Private Aided	Private	Total
Yes	37 (13.96)	171 (64.52)	50 (18.86)	258 (97.35)
No	1 (0.37)	4 (1.50)	2 (0.75)	7 (2.64)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It is found from Table 5.3.26 that 97.35 per cent teachers felt completely at home in their school.

5.3.27 PRIDE OF WORKING IN THE SCHOOL

Teachers were asked regarding their feeling about working in their schools. Their responses have been given in table 5.3.27.

Table 5.3. 27 Pride of Working in the School

Pride of working in the school	Deficit	Private Aided	Private	Total
Yes	37 (13.96)	173 (65.28)	50 (18.86)	260 (98.11)
No	1 (0.37)	2 (0.75)	2 (0.75)	5 (1.88)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.27 indicates that almost all teachers (98.11%) were indeed proud to be working in their schools.

5.3.28 SCHOOL AUTHORITIES AND STAFF WELFARE

The data regarding school authorities taking care of the welfare of their staff have been given in table 5.3.28.

Table 5.3.28 School Authorities and Staff Welfare

Taking care of Staff Welfare	Deficit	Private Aided	Private	Total
Yes	32 (12.07)	163 (61.50)	45 (16.98)	240 (90.56)
No	6 (2.26)	12 (4.52)	7 (2.64)	25 (9.43)
Total	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.28 shows that large majority of teachers (90.56%) revealed that school authorities took care of the welfare of their staff.

5.3.29 TYPE OF SCHOOL MANAGEMENT

The teachers were asked to describe the management of their schools. Their responses are given in table 5.3.29.

Table 5.3.29 Type of School Management

Type of School Management		Deficit	Private - Aided	Private	Total
Autocratic	Yes	4 (1.50)	10 (3.77)	7 (2.64)	21 (7.92)
	No	34 (12.83)	165 (62.26)	45 (16.98)	244 (92.07)
Democratic	Yes	30 (11.32)	145 (54.71)	43 (16.22)	218 (82.26)
	No	8 (3.01)	30 (11.32)	9 (3.39)	47 (17.73)
Laissez faire	Yes	1 (0.37)	4 (1.50)	2 (0.75)	7 (2.64)
	No	37 (13.96)	171 (64.52)	50 (18.86)	258 (97.35)

Table 5.3.29 shows that large majority of teachers (82.26%) described the management of their schools as democratic while 7.92 per cent described it as autocratic and a small percentage (2.64%) as laissez faire.

5.3.30 INTERACTION WITH STUDENTS OUTSIDE CLASS

The responses of teachers regarding their interaction with students outside class are given in table 5.3.30.

Table 5.3.30 Interaction with Students outside Class

Interaction outside class		Deficit	Private - Aided	Private	Total
Always	Yes	19 (7.16)	79 (29.81)	25 (9.43)	123 (46.41)
	No	19 (7.16)	96 (36.22)	27 (10.18)	142 (53.58)
Often	Yes	12 (4.52)	57 (21.50)	13 (4.90)	82 (30.94)
	No	26 (9.81)	118 (44.52)	39 (14.71)	183 (69.05)
Occasionally	Yes	9 (3.39)	43 (16.22)	11 (4.15)	63 (23.77)
	No	29 (10.94)	132 (49.81)	41 (15.47)	202 (76.22)
Never	Yes	-	4 (1.50)	1 (0.37)	5 (1.88)
	No	38 (14.33)	171 (64.52)	51 (19.24)	260 (98.11)

Table 5.3.30 reveals that 46.41 per cent teachers interacted always with students outside class, 30.94 per cent often, 23.77 per cent occasionally and a very small percentage (1.88 %) did not interact at all with students outside class.

5.3.31 TEACHERS' SELF-EVALUATION

The teachers were asked whether they evaluated themselves as teachers. Their responses are given in table 5.3.31.

Table 5.3.31 Teachers' Self-Evaluation

Evaluating oneself		Deficit	Private - Aided	Private	Total
Often	Yes	25 (9.43)	110 (41.50)	38 (14.33)	173 (62.28)
	No	13 (4.90)	65 (24.52)	14 (5.28)	92 (34.71)
Occasionally	Yes	9 (3.39)	42 (15.84)	10 (3.77)	61 (23.01)
	No	29 (10.94)	133 (50.18)	42 (15.84)	204 (76.98)
Seldom	Yes	-	4 (1.50)	2 (0.75)	6 (2.26)
	No	38 (14.33)	171 (64.52)	50 (18.86)	259 (97.73)
Never	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

It is found from table 5.3.31 that 62.28 per cent of teachers evaluated themselves often, 23.01 per cent occasionally and 2.26 per cent seldom. No one was found not to evaluate herself/himself.

5.3.32 PRAISING CHILDREN

The responses regarding teachers praising children for doing well are given in table 5.3.32.

Table 5.3.32 Praising Children

Praising		Deficit	Private - Aided	Private	Total
Always	Yes	29 (10.94)	146 (55.09)	41 (15.47)	216 (81.50)
	No	9 (3.39)	29 (10.94)	11 (4.15)	49 (18.49)
Often	Yes	8 (3.01)	22 (8.30)	10 (3.77)	40 (15.49)
	No	30 (11.32)	153 (57.73)	42 (5.84)	225 (84.90)
Occasionally	Yes	2 (0.75)	6 (2.26)	3 (1.13)	11 (4.15)
	No	36 (13.58)	169 (63.77)	49 (18.49)	254 (95.84)
Seldom	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
Never	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.32 shows that large majority of teachers (81.50%) revealed that they always praised children for doing well. 15.49 per cent praised often and 4.15 per cent occasionally. It was found that there was no teacher who seldom or never praised children when they did well.

5.3.33 INSTILLING CONFIDENCE IN CHILDREN

Teachers were asked if they instilled confidence in children when they failed. Their responses are given in table 5.3.33.

Table 5.3.33 Instilling confidence in Pupils

Instilling confidence		Deficit	Private - Aided	Private	Total
Always	Yes	24 (9.05)	126 (47.54)	37 (13.96)	187 (70.56)
	No	14 (5.28)	49 (18.49)	15 (5.66)	78 (29.43)
Often	Yes	9 (3.39)	29 (10.94)	12 (4.52)	50 (18.86)
	No	29 (10.94)	146 (55.09)	40 (15.09)	215 (81.13)
Occasionally	Yes	4 (1.50)	6 (2.26)	5 (19.62)	15 (5.66)
	No	34 (12.83)	169 (63.77)	47 (17.73)	250 (94.33)
Seldom	Yes	2 (0.75)	2 (0.75)	2 (0.75)	6 (2.26)
	No	36 (13.58)	173 (62.28)	50 (18.86)	259 (97.73)
Never	Yes	1 (0.37)	1 (0.37)	1 (0.37)	3 (1.13)
	No	37 (13.96)	174 (65.66)	51 (19.54)	262 (98.86)

Table 5.3.33 shows that large majority of teachers (70.56%) instilled confidence always in children when they failed and 19.86 per cent often while 5.66 per cent never did so.

5.3.34 MONITORING DAY-TO-DAY PROGRESS OF PUPILS

The question was asked to find out how teachers monitored the day-to-day progress of their pupils. The data are given in table 5.3.34.

Table 5.3.34 Monitoring Progress of Pupils

Monitory Progress		Deficit	Private - Aided	Private	Total
Class-work	Yes	33 (12.45)	159 (60.00)	45 (16.98)	237 (89.43)
	No	5 (0.18)	16 (6.03)	7 (2.64)	28 (10.56)
Home work	Yes	32 (12.07)	151 (56.98)	44 (16.60)	227 (85.66)
	No	6 (2.26)	24 (9.05)	8 (3.01)	38 (14.33)
Weekly Test	Yes	16 (6.03)	85 (32.07)	24 (9.05)	125 (47.16)
	No	22 (8.30)	90 (33.96)	28 (10.56)	140 (52.83)
Monthly Test	Yes	20 (7.54)	86 (32.45)	26 (9.81)	132 (49.81)
	No	18 (6.79)	89 (33.58)	26 (9.81)	133 (50.18)
Activities Projects / Collecting Information					
	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
Any other	(i) Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
(ii)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.0)	52 (19.62)	265 (100.00)
(iii)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.34 reveals that a large majority of teachers 89.43 percent monitored the progress of pupils through class-work. Other forms of monitoring pupils' progress carried out were home-work (85.66%) monthly test (49.81%) and weekly test (47.16%).

5.3.35 CONTRIBUTIONS AS A TEACHER

Teachers were asked regarding their contribution as a teacher of their schools. Their responses are given in table 5.3.35.

Table 5.3.35 Contributions as a Teacher

Contributions as a Teacher		Deficit	Private - Aided	Private	Total
Guiding & Counseling Students	Yes	17 (6.41)	86 (32.45)	19 (7.16)	122 (46.03)
	No	21 (7.92)	89 (33.58)	33 (12.45)	143 (53.96)
Guiding & Counseling Parents	Yes	10 (3.77)	54 (20.37)	12 (4.52)	76 (28.67)
	No	28 (10.56)	121 (45.66)	40 (15.09)	189 (71.32)
Linking School & community	Yes	9 (3.39)	67 (25.28)	13 (4.90)	89 (33.58)
	No	29 (10.94)	108 (40.75)	39 (14.71)	176 (66.41)
Special assistance to weak children	Yes	16 (6.03)	90 (33.96)	18 (6.79)	124 (46.79)
	No	22 (8.30)	85 (32.07)	34 (12.83)	141 (53.20)
(i)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
(ii)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)
(iii)	Yes	-	-	-	-
	No	38 (14.33)	175 (66.03)	52 (19.62)	265 (100.00)

Table 5.3.35 reveals that 53.96 per cent teachers were of the opinion that their contribution was guiding and counseling students. 46.79 per cent opined it was giving special assistance to weak children, 46.03 per cent guiding and counseling parents and 33.58 per cent linking school and community.

5.4 ANALYSIS OF DATA FROM RETIRED TEACHERS

The analysis of data collected from the interview schedule conducted on 13 retired teachers is given under different sub-heads. The analysis has been given in terms of percentages. The figures inside brackets in various tables indicate percentages while the figures outside brackets indicate numbers

5.4.1 OBJECTIVES OF THE SCHOOLS ACCORDING TO RETIRED TEACHERS

The responses of the retired teachers regarding the objectives of the school are shown in table 5.4.1.

Table 5.4.1 Objectives of the Schools

Objectives	Deficit	Private Aided	Private	Total
To Provide basic and elementary Yes	2 (15.38)	4 (30.76)	2 (15.38)	8 (61.54)
No	1 (7.69)	2 (15.38)	2 (15.38)	5 (38.46)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
To uplift the poor Yes	2 (15.38)	4 (30.76)	3 (23.07)	9 (69.25)
No	1 (7.69)	2 (15.38)	1 (7.69)	4 (30.77)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
To bring about development of the people of the area through Education Yes	1 (7.69)	5 (38.46)	3 (23.07)	10 (76.72)
No	2 (15.38)	1 (7.69)	1 (7.69)	3 (23.07)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
To provide a solid moral/ spiritual development of the young Yes	2 (15.38)	4 (30.76)	3 (23.07)	9 (69.25)
No	1 (7.69)	2 (15.38)	1 (7.69)	4 (30.76)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
To provide / pave the way/ open ways for higher learning among tribals Yes	2 (15.38)	4 (30.76)	2 (15.38)	8 (61.54)
No	1 (7.69)	2 (15.38)	2 (15.38)	5 (38.46)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
To provide better opportunities for learning English Yes	1 (7.69)	3 (23.07)	1 (7.69)	5 (38.46)
No	2 (15.38)	3 (23.07)	3 (23.07)	8 (61.54)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
To prepare youth for a career Yes	2 (15.38)	4 (30.76)	3 (23.07)	9 (69.25)

	No	1 (7.69)	2 (15.38)	1 (7.69)	4 (30.77)
Total		3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
To cater to the development of border area by providing Government servants, doctors, lawyer & teacher	Yes	2 (15.38)	3 (23.07)	2 (15.38)	7 (53.85)
	No	1 (7.69)	3 (23.07)	2 (15.38)	6 (46.15)
Total		3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The table 5.4.1 revealed that the highest percentage of retired teachers (76.92%) were of the opinion that the objective of the school was to bring about development of the people of the area through education. It was found that the objectives to uplift the poor (69.23 %), to prepare youth for a career (69.23 %) and to provide basic and elementary education for local tribal children (61.54%) were the objectives of the school as perceived by a large majority of ex-teachers. Other objectives were to provide moral/spiritual development to the young (46.15%), to open the way for higher education among tribals (38.46 %) and to cater to the development of border areas by producing government servants, doctors, lawyers and teachers (38.46%).

5.4.2 PEOPLE'S ATTITUDE TOWARD THE ESTABLISHMENT OF THE SCHOOL

The responses whether local people were in favour of the establishment of the school are given in Table 5.4.1.

Table 5.4.2 People's Attitude toward the Establishment of the School

In favour of the School	Deficit	Private Aided	Private	Total
Yes	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
No	-	-	-	-
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The table above revealed that 100 per cent of the retired teachers responded that the people were in favour of the establishment of the school.

5.4.3 MATERIAL SUPPORT GIVEN TO THE SCHOOL

The responses of ex-teachers regarding material support given to the school by the local people is shown in table 5.4.3.

Table 5.4.3 Material Support given to the School

Types of Support	Deficit	Private Aided	Private	Total
Cash	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Kind	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Time	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Manual	1 (7.69)	2 (15.38)	1 (7.69)	4 (30.76)
Total	4 (23.07)	5 (46.15)	4 (30.76)	13 (100.00)

The table 5.4.3 shows that support given to the school in the form of manual labour was 30.76 percent while the percentages of help given in cash, kind and time was 23.07 per cent each.

5.4.4 GOVERNMENT APPROVAL OF THE SCHOOL

The responses regarding Government grant of approval of the school are found in table 5.4.4.

Table 5.4.4 Government granting Approval of the School

Grant Approval	Deficit	Private Aided	Private	Total
Yes	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)
No	-	-	-	-
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

Table 5.4.4 reveals that the respondents were 100% unanimously of the opinion that the Government granted approval of the school.

5.4.5 ORIGINAL BUILDINGS OF THE SCHOOL

The types of building the school had at the beginning of its establishment are given in table 5.4.4.

Table 5.4.5 Original school Buildings

Types of Buildings	Deficit	Private Aided	Private	Total
Thatch	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Concrete	1 (7.69)	2 (15.38)	1 (7.69)	4 (30.77)
Assam Type	2 (15.38)	2 (15.38)	2 (15.38)	6 (46.15)
Total	4 (23.07)	5 (46.15)	4 (30.76)	13 (100.00)

It was found from Table 5.4.5 that 46.15 per cent retired teachers revealed that the original school buildings were of Assam Type, while 30.77 per cent were concrete and 23.07 per cent were thatched structures.

5.4.6 HAVING TRAINED TEACHERS WHEN THE SCHOOL WAS ESTABLISHED

Table 5.4.6 Availability of trained teachers

Availability of trained Teachers	Deficit	Private Aided	Private	Total
Yes	1 (7.69)	2 (15.38)	4 (30.76)	3 (23.07)
No	2 (15.38)	4 (30.76)	-	10 (76.72)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The Table 5.4.6 shows that at the time when the school was established most teachers (76.72%) were untrained and only 23.07 per cent were trained.

5.4.7 PROVIDING FACILITIES FOR TEACHERS' DEVELOPMENT LIKE DEPUTATION FOR TRAINING, SEMINARS AND WORKSHOPS

The responses regarding facilities provided for teachers' development are shown in table 5.4.7.

Table 5.4.7 Providing Facilities for Teachers' Development

Facilities Provided		Deficit	Private Aided	Private	Total
Deputation	Yes	1 (7.69)	3 (23.07)	1 (7.69)	5 (38.46)
Seminars	Yes	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Workshop/Orientation Programme	Yes	1 (7.69)	2 (15.38)	2 (15.38)	5 (38.46)
Total		3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

It was found from table 5.4.7 that retired teachers had revealed that the school provided facilities for teachers' development in the form of deputation (38.46%) seminars (23.07%) and workshop/Orientation Programme (38.46 %).

5.4.8 HAVING TEACHERS WHO SELDOM TOOK LEAVE FROM SCHOOL

The responses of Ex-teachers regarding teachers who seldom took leave from school are shown in table 5.4.8.

Table 5.4.8 Teachers who Seldom took Leave from School

Taking Leave by the staff	Deficit	Private Aided	Private	Total
Yes	2 (15.38)	5 (38.46)	4 (30.76)	11 (84.62)
No	1 (7.69)	1 (7.69)	-	2 (15.38)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

It was found from table 5.4.8 that that a large majority 84.62 per cent retired teachers revealed that there were teachers in their school who seldom took leave from school.

5.4.9 RECOGNITION GIVEN TO TEACHERS WHO SELDOM TOOK LEAVE FROM SCHOOL

Retired teachers were asked if schools gave recognition to teachers who seldom took leave from school. Their responses are shown in the table 5.4.9 below.

Table 5.4.9 Recognition given to teachers who seldom took leave

Recognition given to Teachers	Deficit	Private Aided	Private	Total
Yes	3 (23.07)	6 (46.15)	3 (23.07)	12 (92.31)
No	-	-	1 (7.69)	1 (7.69)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

According to the data in table 5.4.9 it was found that 92.31 per cent schools gave recognition to teachers who seldom take leave from school.

5.4.10 SENDING SUBSTITUTE WHEN TAKING LEAVE

The responses given by the ex-teachers regarding sending a substitute when they took leave are presented in table 5.4.10.

Table 5.4.10 Sending Substitute when Taking Leave

Sending Substitute	Deficit	Private Aided	Private	Total
Yes	3 (23.07)	1 (7.69)	1 (7.69)	11 (84.62)
No	-	5 (38.46)	3 (23.07)	2 (15.38)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The table 5.4.10 shows that a large majority of teachers (84.62%) revealed that they sent substitutes when they took leave from school.

5.4.11 EVERY CHILD IN THE VILLAGE ATTENDING SCHOOLING

The responses whether every child in the village attended school are shown in table 5.4.11.

Table 5.4.11 Every Child Attending Schooling

Compulsory school attendance	Deficit	Private Aided	Private	Total
Yes	1 (7.69)	4 (30.76)	2 (15.38)	7 (53.85)
No	2 (15.38)	2 (15.38)	2 (15.38)	6 (46.15)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The table above indicates that 53.85 per cent were of the opinion that every child in the village attended school while 46.15 percent opined that all children were not in school. It appears that compulsory education at elementary school has not been in many villages.

5.4.12 LITERACY RATE AT THE TIME OF THE ESTABLISHMENT OF THE SCHOOL

Table 5.4.12 gives the literacy rate of the locality at the time when the school was established.

Table 5.4.12 Literacy Rate at the Time of the Establishment of the School

Literacy Rate	Deficit	Private Aided	Private	Total
10 %	1 (7.69)	-	-	1 (7.69)
15 %		2 (15.38)	1 (7.69)	3 (23.07)
20 %	1 (7.69)	1 (7.69)	-	2 (15.38)
25 %	-	1 (7.69)	1 (7.69)	2 (15.38)
30 %		1 (7.69)	1 (7.69)	2 (15.38)
35 %	1 (7.69)	1 (7.69)	-	2 (15.38)
40 %	-	1 (7.69)		1 (7.69)
Total	3 (23.07)	7 (53.84)	3 (23.07)	13 (100.00)

It was found from table 5.4.13 that according to 23.07 percent respondents the literacy rate of their locality at the time of the establishment of their school was 30% while 15.38 percent respondents revealed it was 40 %. Other literacy rates revealed ranged from 10% - 25 %

5.4.13 THE PRESENT LITERACY RATE OF THE LOCALITY

The responses of the retired teachers regarding the present literacy rate of their locality are shown in table 5.4.13.

Table 5.4.13 Literacy Rate of the Locality

Literacy Rate	Deficit	Private Aided	Private	Total
50 %	-	-	1 (7.69)	1 (7.69)
55 %	-	1 (7.69)	1 (7.69)	2 (15.38)
75 %	-	1 (7.69)	-	1 (7.69)
80 %	2 (15.38)	2 (15.38)	2 (15.38)	6 (46.15)
85 %	1 (7.69)	1 (7.69)	-	2 (15.38)
95 %	-	1 (7.69)	-	1 (7.69)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The data in Table 5.4.13 show that according to 7.69 per cent ex-teachers the present literacy rate of their locality is 95 %, while 15.39 percent opined it is 85 %, and 46.15 percent revealed it is 80 %. According to 7.69 percent it is 75% and 15.38 percent it is 55% The lowest literacy rate according to 7.69 per cent it is 50%.

5.4.14 PARENTS MOTIVATING THEIR CHILDREN TO ATTEND SCHOOL

The responses regarding parents motivating their children to come to school are shown in the table below:

Table 5.4.14 Parents Motivating their Children to Attend School

Parents Motivating Children	Deficit	Private Aided	Private	Total
Yes	2 (15.38)	5 (38.46)	3 (23.07)	10 (76.72)
No	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The table 5.4.14 indicates that a large majority of parents 76.72 per cent motivated their children to attend school.

5.4.15 INCENTIVES TO ATTRACT CHILDREN TO SCHOOL

Ex-teachers were asked if incentives were given to attract children to come to school. The information received is shown in table 5.4.15

Table 5.4.15 Incentives to attract Children to School

Incentives	Deficit	Private Aided	Private	Total
Mid-day meal	-	1 (7.69)	1 (7.69)	2 (15.38)
Uniform	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Visiting families	-	1 (7.69)	-	1 (7.69)
Books	1 (7.69)	2 (15.38)	-	3 (23.07)
Fetching children to school and back home	-	-	1 (7.69)	1 (7.69)
Friendly atmosphere	-	-	1 (7.69)	1 (7.69)
Prizes	1 (7.69)	1 (7.69)	-	2 (15.38)

The table above indicates that incentives given to attract children to come to school were free uniform (23.07), books 23.07%, mid-day meal 15.38%, Prizes (15.38 %) fetching children to school and taking them back home (7.69%), friendly atmosphere (7.69%) games and sports also (7.69%).

5.4.16 EFFORTS AT COMPULSORY EDUCATION AT PRIMARY LEVEL

The responses regarding the efforts of the school at making primary education compulsory are presented in table 5.4.16.

Table 5.4.16 Efforts at Compulsory Education

Compulsory Education on Primary Level	Deficit	Private Aided	Private	Total
Reduction of fee	-	1 (7.69)	1 (7.69)	2 (15.38)
Assistance to poor children	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Admission to all	1 (7.69)	2 (15.38)	1 (7.69)	4 (30.77)
Free education for poor children	-	1 (7.69)	1 (7.69)	2 (15.38)

Awareness Programme for parents	1 (7.69)	1 (7.69)	-	
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The responses in Table 5.4.16 show that efforts made by the school at compulsory education at primary level were admission to all (30.77 %), assistance to poor children (23.07%), free education for poor children (15.38%), and fee reduction (15.38%).

5.4.17 POSSESSING ADEQUATE INFRASTRUCTURE

The responses regarding adequate infrastructure are given in Table 5.4.17.

Table 5.4.17 Possessing Adequate Infrastructure

Adequate Infrastructure	Deficit	Private Aided	Private	Total
Yes	2 (15.38)	5 (38.46)	4 (30.76)	11 (84.62)
No	1 (7.69)	1 (7.69)	-	2 (15.38)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The table 5.4.17 revealed that a vast majority (84.62 %) were of the opinion that the school had adequate infrastructure.

5.4.18 TEACHER-PUPIL RATIO

The responses regarding Teacher-student ration is shown in table 5.4.18

Table 5.4.18 Teacher-Pupil Ratio

Teacher-Pupil Ratio	Deficit	Private Aided	Private	Total
1.25	-	1 (7.69)	-	1 (7.69)
1.30	1 (7.69)	-	1 (7.69)	2 (15.38)
1.40	-	1 (7.69)	1 (7.69)	2 (15.38)
1.50	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
1.55	-	1 (7.69)	1 (7.69)	2 (15.38)
1.60	1 (7.69)	1 (7.69)	-	2 (15.38)

1.65	-	1 (7.69)	-	1 (7.69)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

The table above reveals that the highest teacher-pupil ratio is 1:65 and the lowest is 1:25

5.4.19 IMPLEMENTING MID-DAY MEAL PROGRAMME

The responses of ex-teachers regarding implementing mid-day meal programme have been shown in table 5.4.19.

Table 5.4.19 Implementing Mid-day meal Programme

Mid-day meal	Deficit	Private Aided	Private	Total
Yes	2 (15.38)	4 (30.76)	1 (7.69)	7 (53.85)
No	1 (7.69)	2 (15.38)	3 (23.07)	6 (45.15)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

Table 5.4.19 reveals that a majority 53.85 was of the opinion that the mid-day meal programme was being implemented in the school while 45.15 percent opined that it was not implemented.

5.4.20 TEACHERS IN FAVOUR OF PROMOTING EVERY CHILD

The ex-teachers were asked whether the teachers were in favour of promoting every child. Their responses are shown in table 5.4.20.

Table 5.4.20 Promoting every child

Promoting every child	Deficit	Private Aided	Private	Total
Yes	2 (15.38)	5 (38.46)	3 (23.07)	10 (76.92)
No	1 (7.69)	1 (7.69)	1 (7.69)	3 (23.07)
Total	3 (23.07)	6 (46.15)	4 (30.76)	13 (100.00)

It was found from table 5.4.20 that a large majority (76.92%) was of the opinion that teachers were in favour of promoting every child.



Mid-day Meals in Schools



Fun and Games in Orphanages/Hostels

CHAPTER VI

FINDINGS OF THE STUDY
AND SUGGETIONS

CHAPTER VI

FINDINGS OF THE STUDY AND SUGGETIONS

The present chapter gives the major findings in respect of the three objectives of the study. To situate the present study 'Role of the Catholic in Elementary Education in Meghalaya' in a broader perspective, a discussion on the role of the Catholic Church in Education in India with special reference to the North East was given in Chapter III. The major points with regard to the study along with other major findings are now presented towards the end suggestions for future researchers can be seen.

1. The European traders and English colonists who came to India since 1488 brought along with them the Christian missionaries who set up schools for elementary education in religion, local language, arithmetic, crafts and other useful skills.
2. The first formal Christian educational enterprise anywhere outside Europe was the Sante Fe School in Goa founded in 1540 by the Franciscans.
3. Missionary schools were soon set up in other parts of India: at Bassein in 1546, Cochin in 1549, at Punaicayil in Tamil Nadu in 1567 in Madurai in 1595. In 1713 a school was established at Pondicherry and in 1731 a school of High Tamil was started at Ellacurachi in Tamil Nadu.
4. Colleges were also established, the first being the Jesuit College at Goa in 1575. St. Xavier's College 1835, Madras Christian College 1839, St. Joseph's College at Tiruchirapally 1844, St. John's College 1858, at Agra highly reputed to this day, were among the first colleges to be affiliated to the first universities started in the country in 1857.
5. Till the end of 18th century, Christian educational activities were confined to the southern tip and West coast of India. In 1793, the arrival of Christian

missionaries under the leadership of William Carey, Marshman and Wards at Calcutta, brought Bengal into the Christian educational programmes and the establishment of a college at Serampore became a landmark.

6. The Catholic Church ventured into higher education in 1835 with the founding of St. Xavier's College in Calcutta.
7. The first who brought the Khasi people in contact with Christianity was an Indian, Krishna Chandra Paul. He was the first Bengali to become a Christian and was sent by William Carey founder of the Serampore Mission to the Khasi Hills in 1826.
8. In 1829 the Serampore Mission opened a school in Gauhati. The New Testament was translated into Assamese and in 1833 the whole Bible was translated and published. William Carey used the services of a renowned Assamese scholar, Atmaram Sarma of Kalibar in Nowgong district of Assam in the work of translation.
9. In 1832 Alexander Lish came to Cherrapunji in the Khasi and Jaintia Hills and opened three schools one at Mawsmai, one at Nongsawlia and one at Sohra. The schools were closed after six years when he left the Khasi Hills.
10. In Assam, the first American Baptist to arrive were Rev. Nathan Brown and Oliver Cutter and set up their first center at Sadiya in upper Assam.

6.1 MAJOR FINDINGS OF THE STUDY

The major findings of the study may be pointed out by classifying them as listed below:

6.1.1 BACKGROUND

1. The study revealed the highest percentage of qualifications of the teachers was HSLC / SSLC (26.30%). However it was interesting to note that a small

percentage of B.Ed. passed (15.09%) and M.Sc and M.Ed qualified (2.26%), were teaching in rural schools.

2. It was found that 91.69 per cent of managements in the sample comprising 11.69 per cent Deficit Schools, 61.13 per cent and 18.86 per cent were serving in rural areas.
3. The responses of assistant teachers revealed that the educational status of teachers was 46.79 percent trained and 53.20 percent untrained teachers.
4. 91.69 percent categories of management - deficit (11.69%) Private Aided (61.13%) and Private (18.86%) are situated in rural surrounding. It appears that the major beneficiaries are the weaker section of society.
5. The study found that the primary objectives of these schools as perceived by the heads were 'to meet the educational needs of people' (72.45%), 'to improve their standard of life' (61.88%) and to cater to the well being of the people (53.20%).
6. According to the assistant teachers, the primary objectives of the school were preparing youth for a career (73.96 %), promoting mission work (71.69 %) empowering people (70.56 %) uplifting the poor (69.25 %) providing basic and elementary education (61.54 %) and providing moral/spiritual development of the young (53.85 %).

6.1.2 RESOURCES OF THE SCHOOL

1. All the elementary schools (100 %) in the sample run by the Catholic Church possessed their own land and building.
2. It was found that all the schools (100%) in the Study operated in permanent school buildings and there were no thatched buildings in the sample. That is to say, that the permanent building included both concrete buildings and buildings with the roof having C.I. sheets (Assam Type).

3. It was revealed that in general, almost all schools provided the following basic facilities such as Blackboard, chalk and dusters ((90.95%), chairs and tables for teachers (90.96%), benches and desks for pupils (90.94%).
4. It was found that the following facilities such as room for the Head teachers (56.22%), office room (55.84%) , teachers' common room (51.69%, pupils' common room (96.60%), science laboratory (83.77%), auditorium (89.43%), library(83.77%), computer room(82.77%) and storeroom(75.03%) were not provided by majority of school.
5. The Study found that the majority of the sample schools made provision for classroom with adequate space (58.11%), proper ventilation and lighting (76.22%) and that classrooms (57.74%) were also made attractive with charts, pictures etc.
6. Regarding the provision of suitable and adequate books for reading it was found that 61.50 per cent of the schools did not provide this facility.
7. Most school in the sample did not provide modern facilities like radio (84.53%) and television 93.97%).
8. The Study found that the majority of schools 64.15%) provided playground.
9. It was also found that though playgrounds were provided 65.66 per cent were not sufficiently large.
10. It was found that (50.56 %) of the schools provided Boarding/Hostel facilities.
11. The benefits a child received by being in the boarding/hostel were better in academic opportunities (26.41%), preparation for life (32.83%), physical development (21.56%), intellectual development 15.84% and spiritual development 15.84%).
12. It was found that the preference in hostel admission was given to orphans (81.50 %), handicapped children (71.69 %), economically underprivileged (67.92 %) and children from far away places (47.54 %). It appears that he

weakest and the socially and economically disadvantaged, therefore, were given due consideration.

13. It was found that majority of schools (76.23 %) provided drinking water. And 53.96 per cent provided sanitation. Provision of the following facilities were far from being adequate, first-aid (30.19 %), medial check-up (16.60 %) and sick room (10.56 %),
14. It was revealed that most of the schools (74.33%) provided adequate number of teachers while 25.67 per cent did not have adequate number of teachers. In some schools therefore teachers had the burden of extra workload.
15. In the case of 60 percent of the schools in the sample, the Governing Body of the schools gave appointments of teachers. These schools were deficit schools. In the case of private-aided or purely private schools appointment of teachers was done by the Headmaster who was also the administrator and financier of the school.

6.1.3 PARENT-TEACHER RELATIONSHIP

1. It was found that 57.36 per cent of the schools did not have a parent-teacher association (PTA).
2. It was revealed by 69.43% respondents that the parent-teacher association was found to be helpful in maintaining the school discipline.
3. In the opinion of the large majority (61.14%), the parent-teacher association played an important role in improving the quality of education in the schools.
4. There was a high degree (69.43%) of consultation by the parents with the teachers regarding the education of their children.
5. It was revealed by 67.17 per cent of the respondents that the teacher-parent meeting was held as and when required, which may be inferred that there was cooperation between teachers and parents.

6.1.4 STUDENT-TEACHER RELATIONSHIP

Responses of Assistant teachers indicated that a friendly relationship existed between students and teachers. 81.50 percent mentioned that they praised children when they did well.

6.1.5 FINANCE

1. It was found that the main source of income (67.56%) of deficit schools was Government Grant. The sources of income of Private-Aided schools were Government grants (53.20%), Church contribution (26.74%) and the rest came from fees, donations and other items. The total outlay (100%) of Private-unaided schools was borne by the Church.
2. The types of financial assistance received by the schools were Government grant-in-aids for salary of teachers (66.03%), non-recurring grants for buildings, (41.88%) furniture (33.96%). Besides, book grants, scholarships grants for students and library grants were sanctioned by the Government from time to time.
3. Regarding the preparation of the school budget, it was found that in 40 percent cases it was prepared by the managing committee, in 33.96 percent by the headmaster/headmistresses, in 17.74 percent by the office clerk
4. A large majority of the schools (75.09 %) did not have a reserve fund.
5. It was found that auditing of the schools in the sample was carried out by local auditors (15.47%), by internal auditors 14.71%) and by chartered accountants 12.84%)

6.1.6 WELFARE MEASURES

1. Majority of teachers (68.30%) pointed out that midday meal was provided in schools, thereby contributing to the implementation of the midday meal scheme at the lower primary level and greater retention of children in schools.
2. It was found that regarding free textbooks (84.52%) and uniforms (96.22%) and transport (98.86%) were not provided by the sample schools

3. It was found that a large majority (62%) provided opportunities for teachers to attend workshops, seminars, and orientation courses.
4. Regarding that deputation of teachers for the study found that 47.16 per cent of the heads sent their teachers for training.
5. A large majority (70.99%) of the respondents could not avail themselves of the opportunity to attend orientation programmes because of heavy work in the schools.
6. The study found that schools fostered creative talents of teachers in the teaching-learning activities. Majority (64.52.%) of the teachers revealed that the school encouraged the use of innovative techniques in classroom teaching.
7. It was found that 76.98% of heads took their teacher into confidence in dealing with important matters.
8. With regard to salary, the study found that the majority of assistant teachers (59.24%) were not satisfied with their salary. In majority of the schools (61.88%) payment was regularly made every month. The mode of payment was mostly cash (84.15%).
9. It was found that 52.07 per cent of schools provided annual increment to teachers. In large majority of cases (74.33 %) teachers were not provided house rent allowance and 74.47 did not enjoy medical allowances.
10. The facilities of provident fund (9.43%) and gratuity (7.54%) were provided by very few schools. In almost all cases (96.98%), the facility for pension was not provided except in the case 3.01 percent schools were found to provide pension benefit.
11. With regard to leave benefits, a large majority (72.45%) provided casual leave and majority (55.09%) provided maternity leave. Other leave benefits such as medical leave, maternity leave and commuted leave were not provided by almost of all schools.

6.1.7 MANAGEMENT

1. It was found that in almost all the schools (94.71 %), a duly constituted managing committee was in operation.

2. 84.90 per cent of the schools in the sample revealed that the managing committees were of three years' duration.
3. The study found that 87.16 per cent respondents revealed that Managing Committee included representatives of both teachers and parents.
4. Regarding Parents' representatives in the Managing Committee, 87.16 per cent respondents revealed that parents were included. Parents were thus enabled to exercise their primary and undeniable right and duty for educating their children.
5. The meeting of the Managing Committee was held regularly (63.77%) and the Minutes Books (76.98 %) were maintained.
6. The responses from the head teachers (87.16%) showed that the Managing Committee had great influence in framing school policies and played an active part (78.49 %) in maintaining the academic quality of the school.
7. The managing Committee also rendered assistance to the school through co-operation (63.01%), guidance 52.07%, consultancy 43.39% and finance 29.05%).
8. It was found that the majority of schools maintained the following requisites:

(a) Students' Attendance Register	96.60 %
(b) Teachers' Attendance Register	92.07 %
(c) Admission Register	84.90 %
(d) Students' Marks Register	75.84 %
(e) Teachers' Acquaintance Register	56.98 %
(f) Transfer Register	55.84 %
(g) Account Books	51.69 %
(h) Teachers' Service Book	37.73 %
(i) Proceeding Register for guardians' meeting	34.71%
(j) Scheme of Work Book	19.24 %

6.1.8 PROCESS

1. Strategic planning is essential for achieving objectives. It was revealed that majority of schools (62.64 %) had long term and short term plans for sustained development of the schools.
2. The study revealed that admission procedure in Catholic schools was on first-come-first-serve basis (44.75 %) and interview (35.60 %). Depending on the situation other considerations were also given as and when necessary.
3. The study found that admission (91.69 %) in Catholic schools was open to all.
4. In majority of schools (51.69 %), children were admitted at the age of four though in some cases (26.41 %) they were taken at the age of three and even five (21.88 %).
5. The study found that a large majority (75.84 %) of head teachers were of the opinion that the school uniform was of great benefits to the students.
6. The views of the respondents regarding the benefits of having uniforms in schools were the following:-
 - (a) The school uniform promoted a sense of equality between the rich and the poor students. (78.49 %)
 - (b) It generated a sense of identity in students. (65.28 %)
 - (c) It encouraged cleanliness and neatness. (67.92 %)
 - (d) It prevented misbehavior on the part of students or misbehaviors towards them. (49.05 %)

6.1.9 CURRICULUM

1. It was found that the majority (57.73 %) of the respondents were of the opinion that the Board of Elementary Education developed the curriculum. In

actual practice the Education Department of the Government Of Meghalaya has currently entrusted this responsibility to the Directorate of Education Research and Training (DERT).

2. The study found that the majority of head teachers (64.52%) were satisfied with the present curriculum. The same question was asked to the assistant teachers and 73.96 per cent of them indicated that were satisfied with the curriculum.
3. The reasons given for dissatisfaction included: (i) the curriculum did not cater to the needs of the pupils (11.69%). (ii) It was too bookish (13.56%) and theoretical (12.83 %). (iii) It was too heavy (13.58%). Such a curriculum may place too much burden on the young minds and does not allow children to enjoy their childhood and benefit from the normal pace of physical and psychological growth.
4. It was found that almost all schools (97.35 %) provided religious/moral education for their pupils. This indicates that one of the chief characteristics of Catholic school education is a diligent teaching of its values to catholic students and education in moral values to students of all other communities.
5. The view of the heads was sought on the importance of religious/moral education. 97.73 percent expressed that religious/moral education was very important in the life of the children.

Education helps to draw out the ethical dimension in the child. According to Dr. Radhakrishnan '...Man is here to be honest, to be decent, and to be good. Whether you get a prize post or not, it is open to you to be useful to your fellows and to work for truth, not because you hope to win, but because your cause is just'.

6. It has been found that almost all schools (95.09%) have included SUPW (Socially Useful Productive Work) and majority (72.07%) has included Work Experience (WE) in the syllabus. 24.52 per cent schools taught craft and only 16.60 per cent of schools provided computer education.

7. Most respondents (89.81%) pointed out that schools did not provide vocational training at elementary stage. However, it may be mentioned that the catholic missionaries were the pioneers of vocational training. As far back as 1907, they saw the danger of producing an ever-increasing number of educated youth at that time and took measure to address this need. Vocational training was provided to youngsters in trade schools (printing, carpentry, shoe making, smithy) in Shillong. Skills in agriculture were imparted to the youth.
8. The present 'Don Bosco Technical School' of Shillong has developed from the trade school that began in 1907. This is a unique technical institution not only in Meghalaya but also in the whole of the North Eastern Region. A similar technical school was set up in Gauhati in 1969.
9. With regard to the medium of instruction, it was found that 86.03 percent imparted elementary education in the mother tongue.
10. The study found 55.84 per cent of assistant teachers opined that the workload of teachers was heavy. In addition to class-room teaching, they were also involved in framing the time-table (83.77%), planning the school work (67.18%), examination duties (80 %), library duties 28.67 %), co-curricular activities (59.24 %) maintaining order and discipline (99.22 %) and in the parent-teacher association (PTA 72.07%) . The inadequate number of teachers (25.67% shortage) in the schools might have been responsible for the workload being heavy.
11. With regard to the methods of teaching, it was found that the most used was the question-answer method (84.52 %) the play-way method (69.05 %), the textbook method (64.15 %), the lecture method 51.32 % and the discussion method (48.67 %).
12. It was found that teaching aids were used by a vast majority of teachers (86.03%) who had also opined that the use of teaching aids made the teaching-learning process more effective.

6.1.10 CO-CURRICULAR ACTIVITIES

1. In the Lower Primary Stage, the following co-curricular activities were largely organized for Art activities like drawing, colouring and painting

(71.69 %) singing competition (66.41%), dance competition (54.33 %) and recitation (40.75 %).

2. At the Upper Primary Stage, the following co-curricular activities were organized quiz (50.56%), and essay writing (40.37%). Others were team system (30.18%), debate (25.28%)and extempore speech (14.52%).
3. Majority of schools having been set up in rural areas, games and sports like jumping (76.77%), tug of war (49.81%) and cock fight (24.15%) were organized. Other games were also organized like basketball 31.32%), cricket (30.56%), volleyball (16.60%) and badminton 10.94%).
4. Physical education was not provided in most school (88.30 %) and no physical instructor was provided. However, it was found that respective class teachers organized physical exercises such as drill (88.30%), parade (64.52%), gymnastics 2.26%) and others (9.38%).
5. It was found that the following co-curricular activities were not popular among rural schools of they were not feasible. They were organized only to a small extent, like Boy- scouts (11.69%), Girl-guides (10.18%), NCC (2.64%) and Bull-bull (1.50%),
6. The study revealed that creative expression at the upper primary stage consisted of singing (80%), dance (63.01%), painting (56.22%) and competition in essay writing (41.13%), extempore speech (33.20%) dramatization (29.43%), debates (22.26%), and recitation (4.15%).
7. The schools (61.50%) were also found to participate in inter-school and interstate sports.

6.1.11 SUPERVISION

1. It was found that the majority of heads (59.24%) made a daily round of the classes. 26.03 per cent revealed that occasional visits to the classes were also made due to specific needs.

2. Inspection by the Inspector of Schools was not regular (77.73%) and it was gathered that the schools were not inspected for many years.
3. It was found that whenever inspection by the Inspector of schools was undertaken the following areas were examined: academic achievement (23.77%) of the students, infrastructure facilities (23.77%) and effectiveness of the administration 27.16%).
4. The study found that in order to improve the examination system, the examination paper included a combination of objective type questions, short answer questions and essay type question (69.81%). The short answer type was also used (51.32%). The least popular was the essay type question. (34.33%).
5. A large majority of schools carried out the final assessment of students' achievement on the basis of their performance in the annual examination (82.26 %) and the half yearly examination (77.35%). In some schools monthly tests and quarterly examinations were also made use of in evaluating the performance of students.
6. It was found that attainment of pass marks was the condition for promotion to higher classes (67.92%).

6.2 CONTRIBUTION OF THE CATHOLIC SCHOOLS

The respondents had indicated the contributions of the school to the development of elementary education. The most common ones are listed below:

- | | |
|--|--------|
| 1. Raising the literacy rate in the state | 69.43% |
| 2. Improving the standard of life of the people | 69.43% |
| 3. Helping to make 'primary education for all' available | 63.39% |

4.	Uplifting the poor	78.49%
5.	Producing leaders for society	72.83%
6.	Producing enlightened citizens	79.62%
7.	Preparing professionals like teachers, doctors, lawyers, social workers and others.	79.62%

6.3 STRENGTHS OF THE SCHOOLS

The strengths of the Catholic Schools as revealed from the present study are given below:

1. ***Contribution to the development of the people:*** The majority (68.76%) of the respondents had revealed that contribution to the development of the people was the strength of the schools. The education that these schools provided had prepared the people to cope with the changes that took place after Independence. The development in free India would have remained outside the reach of the people of State and the Region if were it not for the education imparted to young people by the Church.
2. ***Teachers acting as resource persons:*** In the opinion of head teachers (52.07%) the schools had produced teachers who served as resource persons, in their respective localities and willing to insert themselves into the life of the people. They had produced numerous social and political leaders who have become agents of change and transformation of their people. The excellence demanded in these institutions and the leadership qualities fostered in them have empowered them to take their place in society.
3. ***Popularity of the Schools for the good education they impart:*** It was found that 63.39 per cent of the respondents had revealed that the Catholic schools were widely known for their popularity. The quality of these educational institutions was borne out by their considerable reputation.

4. ***Involvement in Literacy activities in rural areas:*** The study found that 91.69 per cent of catholic elementary educational institutions were in rural Meghalaya. It may be pointed out that 56 per cent of catholic educational establishments in the entire country were situated in villages. Apart from increasing literacy in the State these schools were also the nurseries for the number of young boys and girls pursuing higher studies in local universities and outside the region.⁹¹
5. ***Availability of school facilities for the community.*** 55.84 per cent of the respondents had revealed that the school facilities were made available for use to the community.
6. ***Hostel/boarding facilities:*** 50.56 of the respondents had revealed that hostel/boarding facilities were provided. It has also been the Church's policy from the beginning to attach a boarding to a school.
7. ***Resource Centres of Training:*** It was found that 76.60 per cent of the school heads had revealed that the schools were resource centers of training to all categories of people. It has been seen that the enlightenment the people have received in these institutions has taught the people to assert themselves. They are able to understand their role in the present day society. They are able to see, weigh and act in order to express their demands for what is their just due in development and social justice.
8. ***Preserving one's identity:*** As perceived by the respondents (62.64%) the education received in these schools has aroused in the young a sense of their identity. Amidst all the social pressures and changes, the education they have received has made them keenly aware of their unique identity.
9. ***Commitment:*** It was found from the records maintained by the Church and some relevant books that the missionaries were committed to the people and their uplift. They could do it because of their selfless dedication. In the words of Gandhi, 'The first thing needful is sufficient number of self-sacrificing

⁹¹ Report of 27th General Body Meeting of Catholic Bishops' Conference of India (CBCI) February 2006

people who would devote themselves to educational work as a labour of love'. The Church had people of this caliber who were qualified and ready to render academic education in all levels, to all people, in good conditions and in difficult conditions.

10. Involvement in literacy activities in villages. 76.60 per cent respondents revealed that literacy activities of the Catholic Church has contributed to the rise in the literacy rate in the State. Retired teachers revealed that the literacy rates in their localities at the time of the establishments of the schools were between 10 percent and 40 percent and that presently the literacy rates ranged between 50 per cent and 95 per cent depending on the location.

6.4 UNIQUE FEATURES

The Study revealed Catholic elementary schools the following unique features:-

1. **Religious/Moral Education:** An outstanding feature of education in Catholic educational institutions is religious/moral education. Without the development of spiritual intelligence the all round development of the individual cannot be achieved. On the part of parents 97.93 per cent of them favoured this aspect of education in schools. This appears to be unique about the Catholic-run Elementary schools.
2. **Hostel/Boarding:** From the very beginning hostels/boardings have been attached to Catholic mission centers and they have rendered an immense service for the education and the formation of future leaders. These institutions were run on charitable bases with no profit motive. '...The Roman Catholic Mission started Boarding-cum-Orphanage convents which no other missions had attended to before'. In the absence of road links and transport facilities in villages, the only way to enable the young to continue education was to open boarding facilities for them.
3. **Missionary Commitment:** A Missionary commitment is one of the hallmarks of the Catholic Church. Religious personnel who voluntarily and freely

committed their lives to the uplift and development of peoples have animated the Catholic educational institutions. This was found to be a unique feature of these schools.

4. **Technical Schools:** In order to help educated youth gain employment a trade school was started as early as 1907. This trade school today has become the Don Bosco Technical School, a unique institution of its kind not only in the Northeast but in the whole of India. Later another technical school was opened at Maligoan (1969) 10 km from Guwahati.
5. **No thatched buildings:** According to the responses of the retired teachers 23.07 per cent of the original buildings were thatches. Since their inception, the schools had developed the infrastructure so that it was found that all schools (100%) in the sample conducted the education in concrete buildings.
6. **Rural Education:** 91.69 per cent of the Catholic-run elementary schools have been set up in rural areas, thereby playing an important role in promoting education in rural areas.
7. **Pursuit of Excellence:** It may be pointed out that consistently good academic performance was found to be a unique feature of the schools under study.
8. **Discipline:** One of the primary reasons for the parents and guardians both from the rural and urban areas for preferring to admit their wards in a Catholic-run Educational institution is the superior discipline that is prevalent in these institutions.

6.5 WEAKNESSES

In spite of the many positive aspects, there are weaknesses which should be attended to. These include:-

1. Improvement of the professional qualification of teachers needed to be addressed. As per the response of assistant teachers 53.20 percent of teachers at primary level were not trained.

2. Though the management paid the teachers regularly, the responses (59.24%) indicated that they were not satisfied with their salary, implying that the salary paid to the teachers should be enhanced.
3. Facilities like separate room for the head teacher, office-room and teachers' common room were provided by a number of schools while a vast majority 77.96 % did not provide requisite rooms like pupils' common-room, Science Laboratory, Library, Computer room and store-room.
4. In some cases, more classrooms and more teachers were needed.
5. Though the majority of schools (64.15 %) were provided with playgrounds, they needed to be adequately developed. Other infrastructure aspects that needed to be developed included sanitation and adequately spacious classrooms.
6. Provident fund, gratuity and pension benefits were not adequately provided by the schools.
7. Suitable and adequate books were not provided.
8. 75.09 per cent of the schools did not have reserve fund.
9. It was found that there were fewer incentives for teachers, like medical allowances, house-rent allowances, etc.

6.6 SUGGESTIONS

On the basis of the findings of the study the following suggestions are offered for improvement of elementary education in the Catholic schools:

1. Having numerous elementary schools under its jurisdiction, the Church may undertake at this point of time an evaluation and critique of its educational activities particularly at the elementary level, which is the base of the entire education edifice.

2. Much has been done. However there is the need for forward planning for the work that still remains to be done.
3. Another area that needs to be mentioned is the quality of teaching in some of the primary schools under the auspices of the Church throughout the State.
4. Efforts may be made by the schools to send teachers for in-service training to help them keep abreast of the latest development in the methodology of teaching. Sustained professional growth of the teachers can be ensured only through in-service trainings.
5. Steps must be taken to ensure that on the completion of elementary education, children have acquired the competencies and the skills to live a decent human life in this fast changing global world.
6. The standard of teaching needs to be improved. Arrangements may be made for getting the teachers trained.
7. Efforts should be made by the Government to reorganize the pre-service training programme as well as the system of recruiting teachers in such a way that regular appointment is given only the successful completion of the pre-service training. Only the trained teachers may be recruited from now onwards so as to reduce the backlog of untrained teachers.
8. Government also should bear responsibility in quality improvement by extending adequate financial assistance to all private-aided schools and bring the private schools under the purview of its financial plan. This would be beneficial to all, as it would enable the Church to use its resources for the uplift of the poor and underprivileged particularly in rural areas. We cannot forget that 'India lives in its villages'.
9. The Government may ensure release of the salary of teachers in Government and deficit schools while the pay of teachers in time. It is justice that should not be delayed. School managements should introduce time scale of pay for the teachers working in private-unaided schools.

10. Schools with inadequate number of teachers must make arrangements for recruiting more teachers.
11. Workload of teachers should be equally distributed. The number of periods to be taken by teachers per week should be uniform in all schools. The inspectorate may prescribe the total number of periods to be taken by the teachers per week.
12. Study leave facilities should be extended liberally to teachers who wish to pursue higher studies. Teachers may also be encouraged to undertake various courses under open learning system so as to equip themselves better.
13. The inspectorate may ensure regular inspection of the schools. The inspection should include both the administrative and academic activities of the schools.
14. The school curriculum should be revised from time to time, at least once in five years. The school board may do the needful in this regard..
15. Communitization must be part and parcel of the education policy in which the community is facilitated to share responsibility for the education of its members as well as the beneficiary of the education its members received.
16. The schools should reach out to the community in the neighbourhood with beneficial activities, like literacy programmes, non-formal education, balwadis, street plays and activities leading to removal of difficulties in getting essential needs fulfilled
17. Unaided private schools may be elevated to the status of Government deficit schools by the State Government on a phased basis .
18. If Education for All (EFA) and Universal Elementary Education (UEE) are to become a reality, there is need for community participation all the way.
19. If India lives in its villages, there is needed to build more schools and provide infrastructure facilities for them. There is therefore, the need for networking with other agents of education.

20. Special attention must be given to the education of the weakest, socially and economically disadvantaged, all those who are victims of new forms of poverty. 'India's main problem of inequality is not in income but education'. (Swaminathan Anklesaria Aiyar)
21. More centers for the training of retarded children and those in need of special attention are required. It will be of great benefit to our entire population if the Government comes in with more substantial assistance to the already existing centers.
22. Steps should be taken for inclusive education to provide opportunities for children with disabilities to join the main stream of education.

6.7 SUGGESTIONS FOR FUTURE RESEARCHERS

1. The present investigator conducted the study on the elementary schools run by the Catholic Church in Meghalaya. Similar studies may be undertaken on the elementary schools run by other missionaries and non-missionary bodies.
2. Again studies maybe undertaken on the secondary schools run by the Catholic Church as well as other organizations in the State.
3. Some other topics that could be undertaken by other researchers are given below:
 - (a) A study of the pre-vocational/vocational courses in the elementary education programme in Meghalaya.
 - (b) A study on the problems of education of the girl students at the elementary level in Meghalaya.
 - (c) Investigation into the problems of Wastage and Stagnation at the Elementary school levels in Meghalaya.
 - (d) A study of the socio-economic problems of elementary school teachers in Meghalaya

APPENDICES

APPENDIX – A

LISTS OF SCHOOLS

GARO HILLS

1.	St. Francis U.P. School	Sonsak
2.	Pascal School	Resubelpara
3.	St. Thomas Secondary School	Mendipathar
4.	Monfort School Jonglapara	Resubelpara
5.	St. Joseph's School	Selsella
6.	St. Anthony's School	Beljek Ajal
7.	Stephen Memorial School	Matchakolgre
8.	Don Bosco Secondary School	Mendal
9.	Don Bosco High School	Bagmara
10.	All Saints L. P. School	Rongara
11.	Mater Dei School	Dawagri
12.	Pascal G/A U.P. School	Resubelpara
13.	St. John Vienney School	Rajabala
14.	St. Anthony's School	Teteng Ajal

JAINTIA HILLS

15.	St. Margareth RCLP School	Mowkyndeng
16.	Khliehriat Higher Secondary School	Khliehriat
17.	Little Flower Upper Primary School	Sahsniang - B
18.	Byndihati Secondary School	Bindihati
19.	St. John L.P. School	Mowshrot
20.	Tluh Secondary School	Sutnga
21.	St. Hilarius L P School	Laskeiñ,
22.	Lum Assisi Upper Primary School	Khanduli
23.	Holy Family R.C.L.P. School	Khliehriat
24.	Mulang L.P. School Nongbah	Jowai
25.	St. Agnes R.C.L.P. School	Barato
26.	St. Victor L.P. School	Mowkaiaw

27.	St. Francis RCLP School	Mawtyrshiah
28.	Ka Syiem Jingsuk Secondary School	Amlaren
29.	St. Vincent Depaul Upper Primary School	Thadmuthlong
30.	Krist Syiem Secondary School	Namdong
31.	Morian Hills Secondary School	Jowai
32.	Holy Trinity School	Sutnga
33.	RCLP School Sakhain Molimen	Sutnga
34.	St. Peter Upper Primary School,	Iongkaluh
35.	St. Dominic Upper Primary School	Mawkyndeng
36.	St. James L.P. School	Madasaphai
37.	Nongbah Mulang RCLP	Nongbah
38.	RCLP School	Mihmyntdu
39.	RCLP School	Sohmynting
40.	RCLP School	Mookaswan
41.	RCLP School Muliang	Jowai
42.	RCLP School Moopari	Nongbah
43.	Kynaayusar RCLP School	Kynaayusar
44.	RCLP School	Saba
45.	Khongsnong RCLP School	Khongsnong
46.	Iawthymmai RCLP School	Iawthymmai
47.	Sapahi RCLP School	Sapahi
48.	Kdiap ECLP School	Kdiap
49.	Rakabah RCLP School	Rakabah
50.	Saitsama RCLP School	Saitsama
51.	Bamkamar RCLP School	Bamkamar
52.	Wahrymbai RCLP School	Wahrymbai
53.	Mookhangkhla RCLP School	Mookhangkhla
54.	Thadsning RCLP School	Thadsning
55.	Mukroh RCLP School	Mukroh
56.	Khliehsniang RCLP School	Khliehsniang
57.	Lumshken RCLP School	Lumshken
58.	Ryngngad RCLP School	Ryngngad
59.	Mukjat RCLP School	Mukjat
60.	Ladmongor RCLP School	Ladmongor

61.	Wahrymbai RCLP School	Wahrymbai
62.	Krem Myrsiang RCLP School	Krem Myrsiang
63.	Umlangshor RCLP School	Umlangshor
64.	Sohkymphor RCLP School	Sohkymphor

RI BHOI DISTRICT

65.	Don Bosco Higher Secondary School	Byrnihat
66.	Sacred Heart School Upper Primary	Marmain
67.	St. Joseph Secondary School	Umden
68.	St. Alfred's Secondary School	Margar
69.	Fernando School Umroi,	Nongrah
70.	St. Theresa L.P. School	Nongkhyllap
71.	St. Dominic RCLP School	Umsawriang
72.	Umtung RCLP	Umtung
73.	Fatima Upper Primary School	Umkon
74.	Palwi RCLP School	Bhoirymbong
75.	St. Dominic RCLP School Liarbang	Mawbri
76.	St. Luke's RCLP School Mawshut	Mawbri
77.	St. Theresa Upper Primary School	Nonhkhyllap
78.	Sacred Heart RCLP School	Umtngam
79.	St. Hubert's RCLP School	Nongtraw
80.	RCLP School Nongpyrdet	Kyrdem
81.	Sacred Heart RCLP School	Umsning
82.	St. Joseph Upper Primary School	Mawlein
83.	St. Joseph RCLP School Nongkya	Umsning
84.	Lumsophoh RCLP School	Barapani
85.	St. Anthony's Upper Primary School Hoppati	Nongpoh
86.	St. Micheal RCLP School	Nongpoh
87.	St. Thomas RCLP School	Nongpoh
88.	RCLP School	Umbi Nathan
89.	St. Mary's Upper Primary School	Nongkrah
90.	St. Peter's RCLP School	Nongpoh
91.	St. Dominic RCLP School	Nongpoh
92.	St. John Secondary School	Nongpoh

93.	Lurshai Upper Primary School	Nongpoh
94.	St. Joseph's Primary School	Nongpoh
95.	St. Peter's RCLP School	Liarkhla
96.	Little Flower Higher Secondary School	Mawbri
97.	RCLP School Umsohlang	Umsohlang
98.	Umiarong RCLP School	Umiarong
99.	RCLP School Thadnongiaiw	Thadnongiaiw
100.	Little Flower School	Umtasok
101.	St. Robert RCLP School	Pahampdem
102.	St. Francis D' Assisi School	Umsiang
103.	RCLP School, Jojuwa	Byrnihat
104.	RCLP School, Tamulkuchi	Byrnihat
105.	RCLP School Umsang	Nongbah Umden
106.	RCLP School	Umjong Umden
107.	RCLP School Umbimathan	Umden
108.	Sancta Maria RCLP School	Mawbri
109.	RCLP School, Liarbang	Mawbri
110.	RCLP School, Mawshut	Mawbri
111.	RCLP School Umsohlang,	Mawbri
112.	RCLP School, Umshoma	Byrnihat
113.	RCLP School, Tagongbari	Byrnihat
114.	RCLP School	Mawbri

EAST KHASI HILLS

115.	RCLP School	Nongsohphan
116.	St. Peter's School Dangar	Balat
117.	St. Dominic Savio L.P. School	Laitkynsew
118.	St. John Bosco Boys School	Cherrapunjee
119.	St. John Bosco Girls School	Cherrapunjee
120.	St. Peter Higher Secondary School	Cherrapunjee
121.	St. Anthony's Higher Secondary School	Pynursla
122.	St. Francis School	Smit
123.	Lurshai RCLP School	Lynkyrdem
124.	Laitmawsiang RCLP School	Laitmawsiang

125.	RCLP School	Nongkwai
126.	Lamjingshai Upper Primary School	Umnihtmar
127.	St. Anthony's School	Mawpran
128.	RCLP School	Nongsohphan
129.	St. Francis Xavier RCLP School	Mawmyrsiang
130.	St. John Vienney's RCLP School	Wahkdait
131.	Green Hills Secondary School	Sohrynkam
132.	St. John RCLP School	Khrang
133.	Maurice Patrick King Memorial School	Laitryngew
134.	RCLP School Mawphu	Laitduh
135.	St. Cyprian's RCLP School	Tynring
136.	Holy Family RCLP School	Pyrda
137.	RCLP School Sohkhhar	Sohiong
138.	Pdei RCLP School	Khadarshnong
139.	St. Mary's RCLP School	Khadarshnong
140.	St. John RCLP School Phong	Khadarshnong
141.	St. Peter's RCLP School Jathang	Ladmawphlang
142.	RCLP School	Laitsohpiah
143.	RCLP School Nongtraw	Khadarshnong
144.	St. Cecilia RCLP School	Mawkdok
145.	RCLP School Khrang	Laitkroh
146.	St. Joseph School	Shiliangwah
147.	St. Ferando Secondary School	Sawsymper
148.	Kmawan RCLP School	Kmawan
149.	Mawshyieng RCLP School, Mawser	Nonglwai
150.	St. Dominic Savio Lower Primary School	Laitkynsew
151.	St. Joseph's Lower Primary & Upper Primary School	Mawkriah
152.	John Bosco Secondary School	Mawshbuit
153.	St. Clarets School	Mawsynram
154.	Tiewlyngksiar RCLP School	Pynursla
155.	Good Sheperd Higher Secondary School	Jongksha
156.	St. Francis Xavier School	Mawsynram
157.	St. Anges RCLP School	Mawlynrei
158.	John Bosco RCLP School	Mawshbuit

159.	Sacred Heart RCLP School	Mawshbuit
160.	St. Peter's RCLP School	Laitlyngkot
161.	RCLP School	Jyntah
162.	St. Paul Lower Primary School	Nongkrem
163.	Little Flower Lower Primary School	Mawmuthoh
164.	RCLP School	Lamlyer
165.	Umphymai Circle Upper primary School	Umphymai
166.	RCLP School	Madan Thangsniang
167.	St. Mary Mazzerello	Nongkrem
168.	St. Joseph's Lower Primary	Kynton-u-Mon
169.	Eusai Memorial L. P. & U. P. School	Pynursla
170.	Resurrection Church Lower Primary School	Pynursla
171.	Tbeh Jingshai RCLP School	Pymnai
172.	St. Peter's School Rangbihbih	Pomlakrai
173.	St. Joseph's Lower Primary and Upper Primary School	Laitkor
174.	Hubert Memorial Secondary School	Umpling
175.	St. Dominic Lower Primary School	Nongrah
176.	St. Rose Lower Primary & Upper Primary School	Umpling
177.	St. Joseph's Higher Secondary School, 3rd Mile	Upper Shillong
178.	St. Gabriel's Primary School	3rd Mile
179.	Sacred Heart Boys Higher Secondary School	Mawlai
180.	Correngia Lower Primary & Upper Primary School	Mawprem
181.	St. Mary's Lower Primary School	Laitumkhrach
182.	St. John's Secondary School	Laban
183.	St. John Bosco Upper Primary School	Lawsotun
184.	Holy Child Secondary School	Demthring
185.	St. Joseph' English School	Jaiaw
186.	Savio Lower Primary & Upper Primary School	Laitumkhrach
187.	St. Dennis RCLP School	Mawiong
188.	St. Anne's Lower Primary School	Mawtawar
189.	Sacred Heart Boys Lower Primary School	Mawlai
190.	Little Flower School	Malki
191.	St. Joseph's Lower Primary School	Jaiaw
192.	St. Joseph's Higher Secondary School	Jaiaw

193.	St. Anthony's Junior School	Laitumkhrah
194.	Stephan Memorial School	Mawlai Mawroh
195.	St. Joseph's Secondary School	Pynthohumkhrah
196.	Loreto Convent	Laitumkharah

WEST KHASI HILLS

197.	St. Peter's Higher Secondary School	Pyndengrei
198.	St. Mary's Upper Primary & Lower Primary School	Nongstoin
199.	Rosario Upper Primary School	Kynrut
200.	R.C.L.P. School Mawdoh	Rambrai
201.	R.C.L.P. School Mawrok	Rambrai
202.	R.C.L.P. School Sohmysut	Rambrai
203.	St. Dominic School Sohmynthor	Rambrai
204.	St. George Upper Primary School Phuddumbah	Rambrai
205.	St. John Bosco Secondary School Nongkroh	Rambrai
206.	Tynrong Mawsaw RCLP School	Tynrong Mawsaw
207.	Mawsura RCLP School	Seinduli
208.	RCLP School Parsohlang	Riangdo
209.	Nongsynrang RCLP School	Riangdo
210.	RCLP School Riangkang	Riangdo
211.	Nongrynniaw RCLP School	Riangdo
212.	RCLP School Nongrimthawrak	Riangdo
213.	Asuit RCLP School	Riangdo
214.	Little Flower RCLP School	Nonglang
215.	Rangdkhew RCLP School	Mawthawpdah
216.	St. Peter's English & Primary School	Pyndengrei
217.	RCLP School Tiehnongbah	Tiehnongbah
218.	Umdum Mawpon RCLP, School	Myriaw Syiemship
219.	Mawtharap RCLP School	Mairang
220.	RCLP School Madan Phlang	Nongktieh
221.	St. Thomas RCLP School	Mairang
222.	Pyndengumiong RCLP School	Mairang
223.	Umsa Khlaw Myriaw RCLP School	Mairang
224.	Blah-Lawing RCLP School	Mairang

225.	RCLP School Lyngdoh Masi	Mairang
226.	Pyndemumiong RCLP School	Mairang
227.	Domkor RCLP School	Mairang
228.	Weimysier RCLP School	Mairang
229.	St. Dominic RCLP School	Kynshi
230.	RCLP School Lumiew Shillong	Nongkhlaw
231.	RCLP School Mulieh,	Laitdom Mairang
232.	Mawkyllon RCLP School	Nongstoin
233.	Nongkubur RCLP School	Riangdo
234.	RCLP School Nongthymmai	Riangdo
235.	St. Thomas Upper primary School Nongri	Riangdo
236.	Nongumkap RCLP School	Riangdo
237.	Jririangsin RCLP School	Riangdo
238.	Umkait RCLP School	Riangdo
239.	RCLP School mawsyrpat	Riangdo
240.	Riangdo RCLP School	Banglapluh
241.	Umdein RCLP School	Sonapahar
242.	St. Thomas Lower Primary School, Thadleja	Nonghyllam
243.	St. Mary's Lower Primary School, Khonjuoy	Nonghyllam
244.	St. Mary's Lower Primary School, Kampilgiri	Nonghyllam
245.	RCLP School, Amarsang	Nonghyllam
246.	St. John's Lower Primary School, Mawpyllun	Nonghyllam
247.	St. Claret's Lower Primary School, Rajaju	Nonghyllam
248.	St. Peter's Lower Primary School, Borsora	Nonghyllam
249.	St. George Lower Primary School, Pormodal	Nonghyllam
250.	RCLP School, Umbhar	Nonghyllam
251.	RCLP School, Puitbli	Nonghyllam
252.	RCLP School, Tynrong	Sonapahar
253.	RCLP School, Lawdilah	Rambrai
254.	RCLP School, Phudumbah	Rambrai
255.	RCLP School, Mawdempep	Rambrai
256.	RCLP School, Mawthaw	Rambrai
257.	RCLP School, Mawiatap	Rambrai
258.	Ladrishan RCLP School Sohpain	Nongstoin

259.	RCLP School, Domsaw	Nongstoin
260.	RCLP School, Kormawlein	Nongstoin
261.	RCLP School, Domwahlang	Nongstoin
262.	RCLP School, Nongjyndong	Nongstoin
263.	RCLP School, Diengsyiang	Nongstoin
264.	RCLP School, Mawlieh Sangriang	Nongstoin
265.	RCLP School, Kenlyngdoh	Nongstoin

APPENDIX – B
**QUESTIONNAIRE FOR HEADS OF ELEMENTARY
SCHOOLS**

APPEAL TO THE RESPONDENT

To: The Headmaster/Headmistress/Assistant Teacher

Name of the school _____

Address _____

Dear Sir/Madam,

I am conducting a study on “ROLE OF THE CATHOLIC CHURCH IN ELEMENTARY EDUCATION IN MEGHALAYA” for a Ph.D. Degree under Education, NEHU.

I shall be grateful if you will kindly go through the questionnaire and give your response(s)/reply(s) in the space(s) provided therein.

The response(s) received from you will be used for research purposes only and will be *treated as confidential*.

Kindly return the questionnaire with your comments/responses as early as possible to the address given below:

Sr. B. Shadap
St. Mary’s Convent,
Shillong 793003
Meghalaya.

Thanking you for your kind assistance and co-operation,

Yours sincerely,

Sr. B. Shadap

1. A. GENERAL INFORMATION:

1. Name : Shri/Smt _____
2. Designation : _____
3. Qualification : _____
4. Name and Address of the School : _____

5. Type of Management : Govt./Deficit/
Private-Aided/Private
6. Category of School : Boys/Girls/Co-Education)
7. Location of the School : Urban/Rural
9. Classes from _____ to _____

B. HISTORICAL BACKGROUND:

10. Year of establishment _____
11. Is the school recognized by the Government? _____
When? _____
12. What are the main objectives of the school? *(Please tick what is applicable)*
- a. Meeting the educational needs of the people
 - b. Catering to the well-being of the local people
 - c. Improving their standard of life
 - d. Empowering the people to take their place in life
 - e. Preparing youth for a career
 - f. Promoting mission work

13. Were the local people in favour of setting up the school? Yes No

14. What influence did the Government/local authorities had/have on the school?

a. Government:

- ii. Rules and Regulations
- iii. Curriculum
- iv. Text-books
- v. Any other. *(Please specify)*

b. Local Authorities:

- i. Payment of taxes
- ii. Holding of functions in the locality
- iii. Security volunteers
- iv. Recommendation for infrastructures

15. Were there schools in the neighbourhood when the school was founded?

Yes No

16. What was the attitude of the existing schools towards your school?

- a. very helpful
- b. helpful to some extent
- c. hostile

2. RESOURCES OF THE SCHOOL:

A. PHYSICAL:

17. Does your school have its own land and building?

Yes No

18. What type of building did the school have when it was established?

(Please tick)

- a. Thatch
- b. Concrete
- c. In the open

19. What type of school building do you have now? *(Please tick)*

- a. Permanent
- b. Thatch

20. Do you have the required rooms for each of the following? *(Please tick if applicable)*

- a. Headmaster/Headmistress
- b. Office Room
- c. Teachers' Common Room
- d. Pupils' Common Room separately for boys and for girls
- e. Science Laboratory
- f. Auditorium
- g. Library Room
- h. Computer Room
- i. Store-room

j. Any other (Please specify)

i. _____

ii. _____

21. Does each class- room have basic facilities like-

- | | | |
|----------------------------------|------------------------------|-----------------------------|
| a. Blackboard, chalk and duster | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. Chairs and tables for teacher | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c. Desks and benches for pupils | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d. Cupboards | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e. Maps, charts and globes | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

22. Are the class-rooms well-lit and well-ventilated? Yes No

23. Do the class-rooms have sufficient space/accommodation? Yes No

24. Are the class-rooms made attractive with charts, picture etc. Yes No

25. Does each class-room have books for reading suitable to the pupils' age?
Yes No

26. If so, does it have sufficient reading material for the number of children?
Yes No

27. Who is in charge of the distribution of books? (*Please Tick*)

- | | |
|------------------|--------------------------|
| a. Teacher | <input type="checkbox"/> |
| b. Class Monitor | <input type="checkbox"/> |
| c. Any other | <input type="checkbox"/> |

i. _____

ii. _____

28. Is there a Television in your school? Yes No

29. Is there a Radio in your school? Yes No

30. Do you have a playground in your school? Yes No

31. If yes, is the playground sufficiently large? Yes No

32. Does the school provide hostel/boarding facilities? Yes No

33. What advantages does a child get being in a hostel/boarding?

- | | |
|----------------------------------|--------------------------|
| a. Better academic opportunities | <input type="checkbox"/> |
| b. Physical development | <input type="checkbox"/> |
| c. Intellectual development | <input type="checkbox"/> |
| d. Spiritual development | <input type="checkbox"/> |
| e. Better preparation for life | <input type="checkbox"/> |

34. Is preference in hostel admission given to the following?

- | | | |
|--|------------------------------|-----------------------------|
| a. Orphans | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. Economically under-privileged | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c. Handicapped children | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d. Children from far away places | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e. Any other (Please specify) | | |
| i. _____ | | |
| ii. _____ | | |

35. Does the school also provide the following facilities?

- | | |
|-------------------------------|--------------------------|
| a. Drinking water | <input type="checkbox"/> |
| b. Adequate sanitation system | <input type="checkbox"/> |
| c. Sick room | <input type="checkbox"/> |
| d. Medical check-up | <input type="checkbox"/> |
| e. First-aid | <input type="checkbox"/> |

B. HUMAN RESOURCES:

1. TEACHERS/STAFF:

36. Do you have the required number of teachers in your school? Yes No

37. Who appoints teachers in your school?

- | | |
|--|--------------------------|
| a. Headmaster/Headmistress | <input type="checkbox"/> |
| b. Managing Committee | <input type="checkbox"/> |
| c. District Council | <input type="checkbox"/> |
| d. District Educational Officer/Government | <input type="checkbox"/> |
| e. Director of Elementary Education | <input type="checkbox"/> |
| f. Any other (<i>Please specify</i>) | |
| i. _____ | |
| ii. _____ | |

2. COMMUNITY: PARENT-TEACHER RELATIONSHIP

38. Is there a Parent-Teacher Association in the school? Yes No

39. Does the Parent-Teacher Association help in maintaining discipline?
Yes No

40. Does the association help in improving the quality of the school? Yes No
41. Do parents consult teachers in the education of their children? Yes No
42. How often are meetings between teachers and parents held?
- a. Once a year
- b. Twice a year
- c. As often as required

C. FINANCE:

43. What are the sources of income for your school?
- a. Government Grants
- b. Church Contribution
- c. Fees
- d. Donations
- e. Any other. (*Please specify*)
- i. _____
- ii. _____
44. What type of financial assistance does your school receive from the Government?
- a. Grant for Salary for teachers
- b. Building Grant
- c. Furniture Grant
- d. Textbook Grant
- e. Scholarship for students
- f. Library Grant
- g. Any other (*Please specify*)
- i. _____
- ii. _____
45. Does the financial assistance come on time? Yes No
46. Who prepares the budget estimate of your school? (*Please tick what is applicable*)
- a. Headmaster/Headmistress
- b. Headmaster/Headmistress and staff
- c. Managing Committee
- d. Office Clerk

f. Any other (*Please mention*)

i. _____

ii. _____

47. Does the school maintain Reserve Fund for emergency? Yes No

48. Are the accounts of your school audited? Yes No

49. If so, how often are the accounts of your school audited? (*Please Tick*)

a. Every two years

b. Every three years

c. Every five years

50. Who audit your school Accounts?

a. Internal Auditors

b. Local Auditors

c. Chattered Accountants

D. WELFARE MEASURES:

51. Is there provision for the following in the Lower Primary Section of your school?

a. Free text-books

b. Free uniforms

c. Mid-day meals

d. Transport facilities?

e. Any other (*Please specify*)

i. _____

ii. _____

52. Are teachers allowed to attend workshops/seminars/orientation courses?

Yes No

53. Are teachers deputed for training? Yes No

54. Are they allowed to use innovative techniques in teaching? Yes No

55. Are teachers taken into confidence in important matters of the school?
Yes No

56. Are teachers entitled to the following benefits? (*Please tick what is applicable*)

a. Annual increment

b. House rent allowance

c. Medical allowance

d. Any other (please mention)

i. _____

ii. _____

57. Are teachers entitled to other benefits?

a. Pension

b. Gratuity

c. Provident Fund

d. Higher studies

e. Any other. (*Please specify*)

i. _____

ii. _____

58. Do teachers enjoy leave benefits such as? (*Please Tick*)

a. Casual Leave

b. Maternity Leave

c. Medical Leave

d. Earned Leave

e. Commuted Leave

f. Any other (*Please mention*)

i. _____

ii _____

iii _____

3. MANAGEMENT OF THE SCHOOL

A. STRUCTURE:

59. Is there a Managing Committee in your school? Yes No

60. What is the duration of the Managing Committee? (*Tick what is applicable*)

a. One year

b. Three years

c. Five years

d. Any other. (*Please specify*)

61. Are there teacher representatives in the Managing Committee? Yes No

62. Are there parent representatives in the Managing Committee? Yes No

63. Are there government representatives in the Managing Committee? Yes No

64. How frequent are meetings of the Managing Committee held?

(Tick what is applicable)

a. Bi-monthly

b. Quarterly

c. Half yearly

d. Annually

e. Whenever necessary

f. Any other. Please specify

i. _____

ii. _____

iii. _____

65. Are meetings of the Managing Committee held regularly? Yes No

66. Do you maintain the minute books of the meetings of the Managing Committee?
Yes No

B. FUNCTIONS:

67. Does the Managing Committee help in framing policies for the school?
Yes No

68. Does the Managing Committee help in maintaining the academic quality of the school?
Yes No

69. Do you receive assistance from the Managing Committee toward the improvement of the school?
Yes No

If yes, in what way?

a. Finance

b. Guidance

c. Consultancy

d. Co-operation

MAINTENANCE OF RECORDS

70. Are the following registers maintained? *(Please Tick)*

a. Admission Register

b. Student Attendance Register

- c. Transfer Register
- d. Student Conduct Register
- e. Student Marks Register
- f. Teacher Attendance Register
- g. Service Books for Teachers
- h. Scheme of Work Register
- i. Co-curricular Register
- j. Supervision Book
- k. Account Books
- l. Teachers' Pay Register
- m. Proceeding Register for Guardian/s Meeting
- n. Any other (*Please specify*)

C. PROCESS

Planning of work

71. Do you have long term planning and short term planning for the School?
 Yes No

Admission:

72. What procedure is followed for Admission? (*Please Tick*)

- a. First come first served
- b. Interview
- c. Written test
- d. Oral test
- e. Any other (*Please specify*)

73. How is admission to the school based? (*Please Tick*)

- a. Locals only
- b. Tribals only
- c. Non-tribals also
- d. Religious affiliation
- e. Open to all

74. From what age are beginners generally admitted in your school?

UNIFORM:

75. Do you think the school uniform is of benefit to the students?

- a. Gives the students a sense of identity
- b. Promotes a sense of equality between rich and poor students
- c. Ensures cleanliness and neatness
- d. Prevents misbehaviour
- e. Any Other. (*Please specify*)

- i. _____
- ii. _____
- iii. _____

Curriculum:

76. Who frames the curriculum?

- a. Headmaster/Headmistress
- b. Headmaster/Headmistress and Teachers
- c. Board of Elementary School Education
- d. District Educational Research and Training (DERT)
- e. Managing Committee
- f. Any other (*Please specify*)

- i. _____
- ii. _____
- iii. _____

77. Are you satisfied with the present curriculum?

- a. Very satisfied
- b. Satisfied
- c. Not satisfied

78. If not satisfied, do you agree with the reasons given below? (*Please tick*)

- a. It does not cater to the needs of the pupils
- b. It is theoretical
- c. It is bookish
- d. It is too heavy
- e. Any other

- i. _____
- ii. _____
- iii. _____

79. Is there a revision of the curriculum? Yes No

80. Have you ever been involved in the curriculum revision work? Yes No

81. How often is the curriculum revised?

a. Every three years

b. Every five years

c. Every ten years

82. Who revised the curriculum? *(Please tick what is applicable)*

a. Elementary Board of School Education

b. State Council of Educational Research and Training (NCERT)

c. District Educational Research and Training (DERT)

d. Inspectorate

e. Specially constituted team

f. Any other. *(Please specify)*

i. _____

ii. _____

83. Who prescribed text - books for elementary schools?

a. Government

b. Elementary Board of School Education

c. Head of School and Teachers

d. Any other. *(Please specify)*

i. _____

ii. _____

RELIGIOUS/MORAL INSTRUCTION

84. Is religious/moral instruction imparted in the school? Yes No

If so, what type?

a. Christian Doctrine

b. General Moral/instruction/value education

c. Any other *(Please specify)*

i. _____

ii. _____

85. Do you think moral instruction is important in the life of the pupil? Yes No

86. Are the following included in the school curriculum?

a. SUPW (Socially Useful Productive Work)

b. WE (Work Experience)

c. Craft

d. Computer Education

87. Is there provision for vocational training in your school? Yes No

Medium of Instruction:

88. What is the medium/media of instruction in your school? (*Please tick*)

a. Mother Tongue

b. English

c. Hindi

d. All three

Co-curricular Activities

89. What kind of games and sports are organised? (*Please tick what is applicable*)

a. basketball

b. volleyball

c. cricket

d. badminton

e. tug of war

f. cock fight

g. jumping

h. Any other. (*Please specify*)

i. _____

ii. _____

iii. _____

90. Do you have physical education? Yes No

91. Is there an instructor for physical education? Yes No

92. If yes, is he/she

a. Full time

b. Part time

93. What kind of physical exercise do you have in the school? (Please tick)

- a. Drill
- b. Parade
- c. Gymnastics

Any other (*Please specify*)

- i. _____
- ii. _____

94. Do you have the following activities in your schools? (*Please Tick*)

- a. NCC
- b. Bull-bulls
- c. Girl guides
- d. Boy Scouts

95. Is there provision for creative expression of students?

- a. Dance
- b. Music
- c. Painting
- d. Singing
- e. Competitions viz.
 - Essay writing
 - Dramatization
 - Debates
 - Extempore Speech
 - Recitation

96. Does your school participate in inter-school sports/interstate sports?

Ye N

D. SUPERVISION:

Inspection

97. How often do you visit the classes? (Please Tick what is applicable)

- a. Daily
- b. Weekly
- c. Monthly
- d. As often as necessary

98. Does the Inspector of Schools carry out inspection of the school regularly?

Y

- If yes, how often?
- a. Every year
- b. Every two years
- c. Every five years
- d. None at all

100. Are teachers informed about the inspection in advance? Yes No

101. Are the following matters considered during inspection of your school?

- a. Infrastructures
- b. Academic achievement
- c. Administrative effectiveness

Examination and Evaluation:

102. How are examinations conducted in your school? (*Please tick what is applicable*)

- a. Monthly tests
- b. Quarterly Examination
- c. Half yearly Examination
- d. Annual Promotion Examination
- e. Any other. (*Please specify*)

i. _____

ii. _____

iii. _____

103. Does promotion to higher classes mean fulfillment of the following requirements?

- a. Attainment of pass marks
- b. Minimum Aggregate
- c. Performance in monthly tests
- d. Regularity and hard work
- e. Based on child's work during the year
- f. Any other (*Please specify*)

i. _____

ii. _____

104. How does the School improve the Examination System?

- a. Objective type question
- b. Short question - answer type
- c. Essay type Question
- d. Combination of all the above
- d. Combination of all the above
- e. Any other. (*Please specify*)

i. _____

ii. _____

E. CONTRIBUTION

105. How has the school contributed to Elementary Education?

(*Please tick what is applicable*)

- a. Raising Literacy Rate in the State
- b. Helping to make "primary education for all" available
- c. Improving the standard of life of people
- d. Producing Leaders for society
- e. Uplifting of poor
- f. Educating Parents
- g. Producing enlightened citizens
- h. Preparing Professionals like doctors, lawyers, teachers, social workers etc.
- j. Any other (*Please specify*)

i. _____

ii. _____

F. PROBLEMS

106. What problems do you face as administrator?

- a. Lack of Funds
- b. Untrained Teachers
- c. Non-cooperation of Teachers
- d. Uneducated Parents
- e. Non-cooperation of Parents

f. Indiscipline

g. Any other . (*Please specify*)

i. _____

ii. _____

G. STRENGTHS OF THE SCHOOL:

107. What are the strengths of your school?

a. Cater to development of the people

b. Popular for its good education

c. Teachers act as resource persons in the locality

d. The school is a resource centre for training

e. Involvement in literary activities in villages

f. Availability of school facilities for community functions

g. Any other: (*Please specify*)

i. _____

ii. _____

H. FUTURE PLANS/PROSPECTS:-

108. What are your plans for the development of your school?

i. _____

ii. _____

iii. _____

I. SUGGESTIONS

109. What are the suggestions do you have for the improvement of your schools ?

i. _____

ii. _____

iii. _____

APPENDIX – C
QUESTIONNAIRE FOR TEACHERS

APPEAL TO THE RESPONDENT

To: The Assistant Teacher

Name of the school _____

Address _____

Dear Sir/Madam,

I am conducting a study on “ROLE OF THE CATHOLIC CHURCH IN ELEMENTARY EDUCATION IN MEGHALAYA” for a P.h.D. Degree under Education, NEHU.

I shall be grateful if you will kindly go through the questionnaire and give your response(s)/reply(s) in the space(s) provided therein.

The response(s) received from you will be used for research purposes only and will be treated as confidential.

Kindly return the questionnaire with your comments/responses as early as possible to the address given below:

Sr. B. Shadap
St. Mary’s Convent,
Shillong 793003
Meghalaya.

Thanking you for your kind assistance and co-operation,

Yours sincerely,

Sr. B. Shadap

A. GENERAL INFORMATION:

1. Name of the School: _____
2. Address: _____
3. District _____ Rural _____ Urban _____
4. Category : Boys _____ Girls _____ Co-Educational _____
5. Type of School: Government/Deficit/Private Aided/Private unaided

B. PERSONAL INFORMATION:

6. Name of Teacher : _____
7. Sex: Male Female
8. Qualifications: _____
9. Are you a trained Teacher? Yes No
If so, have you benefited by the training? Yes No
10. Are teachers in your school given opportunities for: (*Please Tick*)
- i. Short courses/in-service training?
 - ii. Workshops/seminars?
 - iii. Orientation programmes?
11. Have you attended such courses? Yes No
12. Do you think that participation in such courses is helpful for elementary school teachers? Y N
13. Are you satisfied with your salary? Ye No
14. What is the method of paying salaries in your school? (*Please Tick*)
Ca Chequ
15. Are you paid salaries regularly every month? Yes No
16. Are you given the following incentives?
- a. Annual increment Yes N
 - b. Financial assistance for higher studies Yes No
 - d. Pension Scheme Yes N
 - e. Gratuity Benefit? Yes No
 - f. Provident Fund? Yes N
 - g. Any other? (*Please specify*)
 - i. _____
 - ii. _____

17. Do you enjoy the following benefits? *(Please tick)*
- a. Quarter
 - b. House Rent Allowance
 - c. Maternity Leave
 - d. Medical Leave
 - e. Earned Leave
 - d. Any other *(Please specify)*
 - i. _____
 - ii. _____
 - iii. _____

C. SCHEDULE OF WORK:

18. Do you have off-periods? Yes No
19. What is your opinion regarding your workload? *(Please tick)*
- a. Heavy
 - b. Moderate
 - c. Light
20. Do you take part in framing the time-table? Yes No
21. Do teachers take part in the following activities?
- a. Planning the school work
 - b. Examination
 - c. School library
 - d. Extra-curricular activities
 - e. School-parents meeting
22. Do you help in maintaining order and discipline in the school? Yes No

D. CURRICULUM:

23. Are you satisfied with the present curriculum?
- a. Very satisfied
 - b. Satisfied
 - c. Not satisfied

24. What types of co-curricular activities are organized in Lower Primary stage?

(Please tick what is applicable)

- a. Singing Competition
- b. Dance competition
- c. Art: Drawing/Colouring/Painting
- d. Recitation
- f. Quiz
- g. Any other. *(Please specify)*

i. _____
ii. _____

25. What co-curricular activities are organized in Upper Primary stage?

- e. Team system
- b. Quiz
- c. Debate
- d. Essay writing competition
- e. Extempore Speech
- f. Any other? *(Please specify)*

i. _____
ii. _____

E. METHODS OF TEACHING

26. Are you free to use innovative methods of teaching in the classroom?

Yes No

27. Indicate the methods you generally use in teaching?

- a. Lecture Method
- b. Discussion Method
- c. Question – answer Method
- d. Play-way Method
- e. Text-book Method

28. Do you use teaching aids in teaching? Yes No

29. Do you think teaching aids are necessary to make teaching effective? Yes No

30. Do you try to use innovative ideas/practices in your teaching? Yes No

31. Does the school encourage teachers' initiative at innovative practice? Yes No

F. MANAGEMENT – STAFF RELATIONSHIP

32. Do you feel at home in this school? Yes No
33. Are you proud to be working in your school? Yes No
34. Do the school authorities take care of the welfare of the staff? Yes No
35. How would you describe the management of the school?
- a. Autocratic
 - b. Democratic
 - c. Laissez faire

G. STUDENT-TEACHER RELATIONSHIP

36. Do you interact with students out of class?
- a. Always
 - b. Often
 - c. Occasionally
 - d. Never
37. Do you evaluate myself as a teacher?
- a. Often
 - b. Occasionally
 - c. Seldom
 - d. Never
38. Do you praise children for doing well?
- a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
39. Do you instill confidence in students when they fail?
- a. Always
 - b. Often
 - c. Occasionally
 - d. Seldom
 - e. Never
40. How do you monitor the day-to-day progress of your pupils?
- a. Class-work

- b. Homework
- c. Weekly Test
- d. Monthly Test
- e. Activities: Projects/Collecting information
- f. Any other (*Please specify*)

- i. _____
- ii. _____
- iii. _____

41. What is your contribution as a teacher of the school?

- a. Guiding and counseling students
- b. Guiding and counseling parents
- c. Linking school and community
- d. Special assistance to weak children
- e. Any other (*Please specify*)

- i. _____
- ii. _____
- iii. _____

42. What suggestions do you have for the improvement of the school?

- i. _____
- ii. _____

APPENDIX – D

INTERVIEW SCHEDULE

Name of the Teacher: _____ Year of Retirement: _____

Name of the School: _____

1. What were the objectives of the school?

2. Were the local people in favour of the establishment of the school?
3. If so, did they give any material support? e.g. cash/kind/time and manual labour?
4. Did the Government grant approval to the school?
5. In what kind of building were the classes originally conducted?
6. Were there any trained teachers when the school was established?
7. Did the school authorities provide facilities for teachers' development?
8. Did you have members of the staff who seldom took leave from school?
9. Did the school authorities give recognition to such teachers?
10. What was the literacy rate of the locality when the school was established?
11. What is the present literacy rate of the locality?
12. Does every child in the village attend school?
13. Do parents motivate their children to attend school?
14. What incentives are given to attract children to come to school?
15. What efforts does the school make to encourage compulsory education at primary level?
16. Does the school possess adequate infrastructure?
17. What is the teacher-pupil ratio in the school?
18. Is the National Programme of Nutritional Support to Primary Education? (Mid-day meal programme) implemented in the school?
19. Does the school implement the mid-day meal programme?
20. Are the teachers in favour of promoting every child?

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