

**A CRITICAL STUDY OF THE DEVELOPMENTAL
PLANS AND PROGRAMMES IN PRIMARY
EDUCATION IN THE STATE OF MEGHALAYA
SINCE INDEPENDENCE**

**THESIS SUBMITTED
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION**

by

BILORIS LYNDEM



To



**DEPARTMENT OF EDUCATION
NORTH-EASTERN HILL UNIVERSITY
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Philosophy of the North-Eastern Hill University,
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INTRODUCTION

1.1 MEGHALAYA : AN OVERVIEW

Meghalaya, the 21st State of India, emerged as a full-fledged State on the 21st January 1972. It is a hilly State located in the north-eastern part of India. The term 'Meghalaya' literally means the abode of clouds. It is located between the latitudes $25^{\circ}47'N$ and $26^{\circ}10'N$ and longitudes $89^{\circ}45'E$ and $92^{\circ}47'E$.

Meghalaya is bounded by Nowgong, Kamrup and Goalpara districts of Assam on the north, Mikir and North Cachar Hill districts of Assam on the east, and Bangladesh on the south and west. The international border runs for about 496 kms. Meghalaya has a total geographical area of 22,429 sq. kms. and a total population of 13,23,343. The Average density of population is 59 per sq. km. (Government of Meghalaya, Census of India, 1981a).

Meghalaya may be physiographically divided as follows:

- (a) The Western Meghalaya or the Garo hills
(East and West Garo Hills Districts);
- (b) The Central Meghalaya or the Khasi Hills
(East and West Khasi Hills Districts);

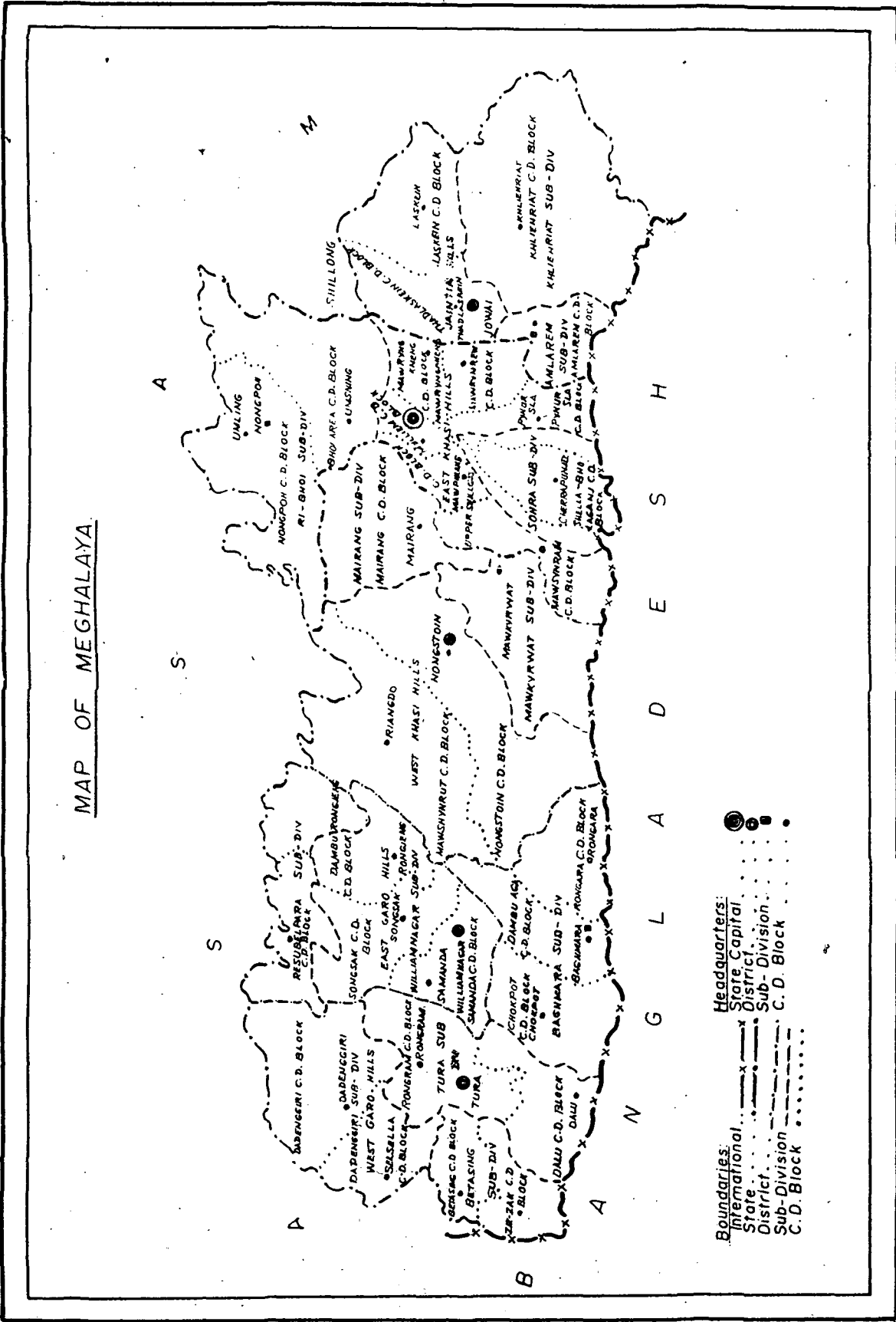
(c) The Eastern Meghalaya or the Jaintia Hills (Jaintia Hills District).

(A map of Meghalaya is provided in Figure-I).

The Khasi Hills is a plateau gradually descending towards the Jaintia and Garo Hills. Towards the South of Khasi Hills and Jaintia Hills, the hills come to an abrupt halt with their sudden steeps and gorges. The Garo Hills region is composed of hill and plain areas. The hills descend slowly towards the Bangladesh and Goalpara district of Assam.

The climate of Meghalaya is cool in the regions with higher altitudes of the Khasi and Jaintia Hills (near the Central portions), while it is very hot (especially in the summer) as one goes down towards the slopes of the north side of Khasi Hills bordering Assam and towards the south of Khasi Hills and Jaintia Hills bordering Bangladesh. The central portion of Garo Hills is hot and the heat and humidity increases as one descends towards the plains. The whole of Meghalaya receives moderate to very heavy rainfall in its different parts. Cherrapunjee (Sohra), in the Khasi Hills area, with about 400 inches of annual rainfall is one of the heaviest rainfall regions in the world. Due to diverse topography,

FIGURE - 1



climate, and rainfall, Meghalaya is endowed with rich natural vegetation. The State is also rich in mineral resources. Because of its topography, the transport and communication net work in the State is poor. Till the date there is no rail-route in any part of the State. The road communication also is not available to some places, when it is only by walk one can reach them.

Meghalaya is the home of the tribes the Khasis, the Jaintias (also called Syntengs or Phars), and the Garos (also called Achiks). The Khasis are those people belonging to the Khasi Hills (East and West), the Jaintias to the Jaintia Hills and the Garos to the Garo Hills (East and West). All the three tribes follow the matrilineal social system where the family lineage is taken from the mother's side. Each of the tribes has got several groups among itself, the grouping being related to a particular geographical region, or to a particular political syiemship ('Syiems' are the ex-rulers of the different parts of the region). Each of these groups speaks a dialect of its own.

As already pointed out Meghalaya is rich in its natural resources. Even then, due to predominance of rural and tribal population, the State is socio-economically backward. Of the total population, 7 - 8 out

of 10 persons earn their living by cultivation (Mawthoh, 1980). The jhum as well as shifting cultivation is still adopted by the cultivators.

The literacy in the State, according to 1981 census, is 33.35 per cent which compares favourably with all India average of 36.12 per cent. But a closer look into the picture reveals that there is a wide disparity in the literacy status between the rural and the urban areas and between the different districts of the State. The picture is presented in greater details in a later chapter (Chapter III). The literacy percentage gets inflated because of the high literacy rates in and around some towns, though the vast majority of the rural population remains illiterate.

1.2 NEED FOR THE STUDY

Article 45 of the Constitution states that,

"The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children till they attain the age of fourteen years."

Universalization of elementary education is a constitutional commitment. As the responsibilities of different agencies in the development of education as a whole are

delineated, it is made clear that the States should take under their wings the free and universal primary education.

India entered the planning era in 1951, with the First Five Year Plan (1951-56) getting launched soon after the adoption of the Constitution. As a part of it, programmes to investigate, develop and improve teaching and learning process were taken up. The second Plan (1956-61) realized the need for larger resources for the continuation and expansion of schemes already taken up during the First Plan period.

The constitutional commitment should have been fulfilled in 1960 but it is well-known that we are still lagging behind the desired goal. The failure became evident as early as 1956 when the Second Plan was adopted which showed that the enrolment would go upto 61 per cent of the children in the age group 6-10 while only 23 per cent in the age group 11-13. The question was examined thoroughly by the education panel of the Planning Commission in 1958. It was observed and recommended by the Planning Commission that the idea of treating education for the age group 6-14 as an integrated whole might be given up and divided this period of eight years into two, viz.,

primary education of 5 years for the age group of 6-10, and middle school education of 3 years for the age group 11-13. It further recommended that universal compulsory primary education should be provided by the end of 1965-66 and similarly the middle school stage be provided by the end of 1975-76. To attain the goals, during the Third Five Year Plan (1961-66) the following policies were conceived, namely, to promote enrolment of girls and appointment of women teachers, to provide for schooling facilities within a walking distance of every child, to expand teacher training programme, and to supply free text books to disadvantaged children. But still the day has not yet come to say that India has achieved the desired goals.

The general causes which have impeded the progress of primary education have been diagnosed from time to time by different commissions and researchers. These causes include the unprecedented growth of population, the inability to raise the financial resources needed to support the massive programme, the apathy of the illiterate masses to education, the traditional resistance to education of girls, the existence of backward groups such as scheduled castes and scheduled tribes, poverty of the parents which compels them to use the

labour of children at home or outside, existence of small and scattered habitations, existence of large forests and inaccessible areas, and absence of a suitable machinery to enforce compulsory attendance. Taken together, these physical, social, cultural, economic and administrative handicaps have made the problem of providing universal primary education extremely difficult and costly. The Education Commission (1964-66) looked into the problems and observed that the three Plans stressed only on the educational expansion and equilization of educational opportunities. It recommended the emphasis on the qualitative improvement of education also.

The Fourth Five Year Plan (1969-74) accepted and attempted to incorporate many of the recommendations of the Education Commission (1964-66). The Fifth Five Year Plan (1974-79) followed the policies of the earlier plans. It accorded higher priority to primary education. In 1977 the government reviewed the National Educational Policy. The State Education ministers discussed the policy and identified new direction for action. It was accepted on consensus that the Constitutional directives to be realized by the end of the Sixth Plan Period (1980-85), and that every child shall continue to learn

in the age group 6-14 on a full-time basis and if necessary, on a part-time basis. On the whole, primary education was given top priority.

Working Group on Universalization of Elementary Education was set up in 1978 under the chairmanship of Sri P. Sabanayagam, Education Secretary, Ministry of Education and Social Welfare, Government of India. The Working Group reviewed the progress of elementary education till the end of the Fifth Five Year Plan and suggested measures about priorities and approaches for universalization of elementary education during the Sixth Five Year Plan period. A very high priority was given to the programme of universalization of primary education in the Sixth Five Year Plan. Keeping in view the objectives and policies of the central government, efforts are being made by the States and Union territories to universalize primary education.

Meghalaya, a new state born after twentyfive years of independence, first became an autonomous State within the State of Assam in 1970. It attained its full statehood on the 21st of January 1972. Meghalaya has several problems and peculiarities of its own. Geographically it represents a remarkable variation in

its topography, with hills, rivers, forests covering almost the entire length and breadth of the State. Hail storms and heavy rains are regular features. All these have made some parts of the State not easily accessible. For the same reason, the set up of villages is also not uniform, ranging from scattered thinly populated villages to thickly populated big villages. Added to these is the problem of transport and communication, which has become a great obstacle to all types of developmental programmes including education. It is thus evident that the topography of Meghalaya poses greater challenges for the accomplishment of the goal of universalization of primary education. This is in addition to the other problems related to poverty, backwardness and lack of social awareness to education of people.

Even with the various problems as indicated above, attempts are made and being made to universalize primary education in Meghalaya in accordance with the guidelines of the national plan. Since the inception of the State, the main thrust has been extension of educational facilities in the backward areas and the enrolment of out of school children. The Revised Master Plan for Elementary Education (1980-83) observed that the unenrolled children are mainly from the rural areas of the state

where there are no schooling facilities. Though with the efforts of the authorities there has been an increase in the enrolment of out of school children, the imbalances have not yet been removed. The educational facilities have not fully reached the backward areas of the State and the enrolment has been upset with a high rate of drop-outs.

There is an administrative consideration with regard to the primary education in Meghalaya which is a State populated mostly by tribals. According to Paragraph 6 of the Sixth Schedule of the Indian Constitution, the responsibility of primary schools in the State rests with the District Councils, except of those schools which are situated within the Shillong Municipal and Cantonment areas. The latter schools fall under the administrative jurisdiction of the Government of Meghalaya. This two-pronged structure is to be carefully kept in view when one studies any aspect of primary education in Meghalaya.

Various developmental programmes have been launched in the State to universalize primary education, to arrest dropout and stagnation, and to attract children to attend school at the primary level. These programmes are being launched in a way to bring in quantitative

as well as qualitative development of education. It is past a decade since Meghalaya is formed and it is apt at this juncture to look back at these programmes so that they could be dropped, continued, or strengthened as the utilisation of these programmes indicates. It is with this view that the present study is undertaken.

1.3 STATEMENT OF THE PROBLEM

The title of the problem under investigation is "A Critical Study of the Developmental Plans and Programmes in Primary Education in the State of Meghalaya since Independence."

The study attempts to cover all the developmental plans and programmes which include the incentives introduced by the Government to bring about quantitative and qualitative changes in respect of primary education in the State.

The term 'primary education' refers to the education of children for the first five years of schooling, namely, classes A, B, I, II and III (the age of entry to class A is 4 years). Primary schools in Meghalaya cater to these classes.

1.4 OBJECTIVES OF THE STUDY

The following are the objectives of the investigation:

- (i) to trace the development of primary education in Meghalaya;
- (ii) to study the developmental plans and programmes launched by the Government of Meghalaya for the promotion of primary education in the State;
- (iii) to find out the present position of the implementation of the developmental plans and programmes launched by the Government of Meghalaya in the field of primary education; and
- (iv) to make suitable suggestions on the basis of the findings for the further improvement of the primary education in the State.

1.5 DELIMITATION OF THE STUDY

For the purpose of collection of data with regard to the implementation of developmental programmes, the study is delimited to two out of five districts of the State. These two districts are East Khasi Hills District (including municipal and cantonment areas of Shillong) and West Khasi Hills District. (The rationale for it is given under Caption 3.1, 3.2.1)

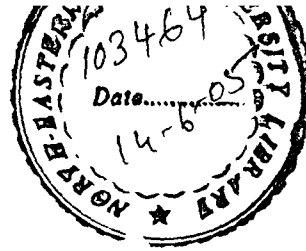
CHAPTER - I I

REVIEW OF RELATED LITERATURE

This chapter presents a review of research studies, conducted in different parts of India, pertaining to the promotion of primary education in general, and the various developmental programmes undertaken for the promotion of primary education in particular. The studies are grouped under the promotion of primary education and under different programmes. They are presented below.

2.1 STUDIES RELATED TO THE PROMOTION OF PRIMARY EDUCATION

The UNESCO (1968) reported that in U.S.S.R. facilities like mid-day meal, free supply of reading and writing materials and health programmes were provided to overcome the problem of drop-out and stagnation. Chaudhari (1968) presented a bright picture of elementary education by reporting development in all aspects. The study pointed out that elementary education was receiving more finance; facilities such as transport, mid-day meals, free supply of reading and writing materials, and health services were becoming



more common, and training programmes for elementary school teachers were becoming of longer duration and richer in content. Patel (1975) studied the impact of the Panchayati Raj on the administration of primary education in Mehsana District of North Gujarat. It was found that the Panchayati Raj appeared to have impact on the expansion of primary education. In Meghalaya, Warjri (1982) studied the role and functions of the District Councils (Khasi and Garo) in the administration of primary education and found that the incentive schemes for the promotion of primary education were not distributed in a uniform manner.

2.2 STUDIES RELATED TO THE DIFFERENT PROGRAMMES

Studies which throw some light directly or indirectly on the different programmes related to the promotion of primary education are presented in this caption. These are grouped under suitable headings to give an appropriate and comprehensive picture.

2.2.1 Opening of New Primary Schools

Bombay Municipal Corporation (1956) examined the cases of failure of compulsory age children to attend school. The study highlighted that with the increasing number of school children there was a dire need of establishing new schools.

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

Srivastava (1970), while identifying the educational problems of the Saora of Orissa, pointed out that mere opening of a few primary schools would not mean much, rather the problem of educational development among Lanjia Saoras were to be perceived in the right perspective; programmes were to be chalked out taking into account the prevailing conditions there.

Goyal (1975) made a study of the procedures and criteria employed in planning teacher requirements in the states. In this connection it was found that the criteria used for assessing teacher demand were mainly the teacher-pupil ratios. In some states, in case of opening new schools, some fixed number of teachers were appointed.

In its report, the Education Commission of Garo Hills (1980) has highlighted the role of the private voluntary organizations in venturing to start new primary schools in remote areas where there were no educational facilities for children.

2.2.2 Seeking Regularity of Attendance

The irregular attendance of primary school children in our country has drawn the attention of several researchers. Lohithakshan (1961) found out that irregular school attendance and educational backwardness were related.

Researchers have probed further to find out the reasons for children not attending the schools.

The incidence of drop-outs in primary schools in a selected area of Bombay was studied by the Bombay Municipal Corporation (1956). The study indicates that poor economic status of parents, indifference of parents towards education were some of the reasons which prevented children from attending school. In a similar but a wider study conducted by the same organization in 1957, one of the findings was that domestic work at home, looking after younger children, extreme poverty, doing odd jobs to supplement family income, truancy and

migration were reasons for non-attendance of compulsory age children. The study by Sane (1960), which investigated into the irregular attendance by primary school children, revealed that children avoided schools as they could not adjust to the crowded classes and school discipline. The domestic difficulties and lack of hygienic facilities in school also contributed to irregular attendance. Some of the other salient findings which deserves attention are that parents thought that the curriculum was totally useless and that teachers failed to create an urge for education.

Tiwari (1964), while tracing the development of the administration and organization of primary education in Uttar Pradesh, pointed out problems connected with enrolment of children. Some of these problems are poverty, unsuitability of school hours, long distances, indifference of parents, child labour, and single teacher schools. Extending the thought, these problems could also be considered as those contributing to irregular and non-attendance of children to primary schools. Similar views could be made out from the studies of Masavi (1971) and Government College of Education, Jabalpur (1973), which indicate economic backwardness, parental non-contributive attitudes and

certain uncondusive factors operating in school to be some of the reasons for wastage and stagnation in primary schools.

It has been reported in the First Indian Year Book of Education (NCERT, 1968) that in Orissa a provision was made for the award of two lakhs of rupees in attendance scholotships during the Third Plan period according to phased programme. The scholarship was a awarded to girls at the primary stage in the form of a pair of frocks for continuance of attendance in primary schools.

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

In a recent study conducted in 1979 by the State Council of Educational Research and Training, Meghalaya, it has been reported that parental indifference to education, poverty of the family, unsuitable school schedules, poor school facilities, etc. are some of

the causes for wastage and stagnation at the primary level.

2.2.3 Mid-day Meal Programme

In the Second Indian Year Book of Education (1964) dealing with elementary education, J.P. Naik writes,

"Wherever school meal programmes have been introduced, the enrolment of children has increased and their daily attendance at school sessions has shown remarkable improvement. The health of the children has shown distinct improvement and so has their progress in studies."

As early as 1969, Kamamma reported that in spite of many practical difficulties a large number of children benefited by the non-feeding programme in Kerala.

Roy and Rath (1972) evaluated the school feeding programme in Orissa State. The study concluded the following. The fed schools seemed to attract a higher enrolment in lower primary schools in Orissa in general, especially the tribal students. There was a decrease in absence in fed schools where the programme had more than 300 feeding days in two years and in schools with better feeding programmes, absenteeism of students was less. But, no significant differences were found on

academic performance measured by examination marks between the fed and nonfed boys.

venkatasubramanian (1982) evaluated the educational achievements of mid-day meals scheme at the primary and secondary levels in Tamil Nadu. It was found that the scheme promoted enrolment and retained pupils in schools. The beneficiaries of this scheme were mostly from the poorest section of the population. It was also reported that the scheme proved successful throughout the State of Tamil Nadu. In Meghalaya, the Commission of Inquiry on Primary Education in the Jaintia Hills District (1982) reported that financial assistance was extended to the schools for mid-day meal programme; but few schools received the benefit of the programme.

2.2.4 Supply of Free Textbooks to Children

In the Second Year Book of Education (1964) dealing with elementary education, J.P. Naik writes,

"Poverty of the parents is not the only reason for the proposal to provide free text books and writing materials to all children in elementary schools. In England for instance the general standard of living was such that it may not be necessary to supply free text books and writing materials to any child. But the local authorities have adopted a system

of supplying free text books and writing materials in all their elementary schools on the ground that such a provision improved the standard of education."

The Educational Survey Unit of the NCERT made a comprehensive survey of parent-teacher associations in India and gave its report in 1969. It concluded that the parent-teacher associations were found playing active role in the educational activities of the schools. They helped in supplying free books and uniforms to the needy pupils.

In an attempt to identify the educational problems of the Lanjia Saora areas of Orissa, Srivastava (1970) found that the supply of reading and writing materials to the Saora student was unsatisfactory.

The Commission of Inquiry on Primary Education in the Jaintia Hills District (1982) reported that text-books and stationery grants were extended to the District Councils by the Government of Meghalaya.

2.2.5 Supply of Uniforms

Naik (1964) reports that the local school Committees in Madras collected funds and gave free uniforms

to the poor and needy children. This was entirely a voluntary movement and received no assistance from the State. This movement grew strength as it is reported by Venkatasubramanian (1982) that in an effort to introduce compulsory education in the elementary stage, Tamil Nadu has introduced the scheme of free distribution of clothes and uniforms to all primary school children.

In its study on parent-teacher associations in India, the Educational Survey Unit of the NCERT (1967) has revealed that these associations helped in supplying free uniforms to the needy pupils.

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

2.2.6 School Health Services

Physical and health problems have been found to be one of the reasons for students dropping out of the educational system. The Work Conference on Life Adjustment Education held at Chicago, Illinois by the

U.S. Department of Health Education and Welfare, in 1950, identified health problems as one of the causes leading to the drop-out of children.

The studies conducted in India highlight some of the drawbacks in facilitating health services in schools to the students. Sinha (1970) studied the health conditions in the secondary schools of Bihar with respect to environmental sanitation, health education, health promotion and health of students and also examined the extent of health services implemented thereto. The study pointed out that only five per cent of the total schools surveyed had teachers trained in physical and health education, the position of non-government schools being worst in this respect. It was also found that the schools were lacking in arrangements with regard to teaching of elementary physiology and hygiene by medical personnel, keeping first-aid boxes, and medical check-up.

The study by Bakshi (1965) indicates that in majority of the schools of Delhi, facilities were provided for physio~~o~~-medical examination. When the study was repeated after 6 years (Bakshi, 1971), the findings revealed that the conditions for physico-medical examination in schools of Delhi were unsatisfactory.

2.2.7 Provision of Facilities for Sports and Games

Daisy (1963) attempted to review the way in which the needs of physical education of girls in Indian Schools were met. The study brought out that some of the handicaps of physical education in India were the lack of amenities in schools in terms of playgrounds, equipment, quantum of time set apart in the time-table for participation or instruction in physical education and the lack of provision for a variety of physical activities.

Bose and others (1965) studied the educational facilities available in the higher secondary schools affiliated to the Board of Secondary Education, West Bengal. The study revealed that in a large percentage of schools, especially in urban areas, there was no playground for the pupils and that the physical education programmes were also poorly organised.

Bakshi (1965) investigated into the facilities provided for physical education in the schools of Delhi. It was found that the expenditure on physical education was too low to carry on the programme efficiently and that the physical education facilities existed in records only. The study was repeated by

the same investigator in 1971. According to its findings, though there were some marginal improvements over the years in some aspects of physical education, yet the facilities did not reach the level of satisfaction.

2.2.8 School Building, Furniture and Equipment

Studies have shown the importance of school physical environment in having better attendance of pupils and also in promoting their academic achievements

Sane (1960) studied the conditions of primary education in the educationally backward parts of the Poona Municipal Corporation area. One of the findings of the study was that lack of hygienic facilities in the school contributed to irregular attendance of students.

The study of Lulla et. al. (1966) pointed out that adverse school factors affected pupils' achievement. Kamalamma (1969) studied the problems of primary education in Kerala and found that play grounds, sanitary arrangements, drinking water facilities in primary schools were unsatisfactory. Similar findings were

made by Sinha (1970) in Bihar, but with respect to secondary schools. Sharma's (1973) study concluded with reference to Punjab that there was a lack of adequate and suitable accommodation in elementary schools. Iqbal Narain et. al. (1974) found that in Rajasthan the primary schools were poorly equipped, furnished and poorly housed.

Paranjape (1970) concluded that the difficulties relating to the working conditions of women teachers in the Poona Revenue Region of Maharashtra were mainly contributeable to school buildings in the rural areas. In Poona city, it was found by Ghatge (1973), that lack of proper school building, location of the school in busy and noisy locality, lack of proper sitting arrangement, hygienic conditions and sanitary arrangement, and scarcity of good drinking water, seriously hampered imparting of education in primary schools.

As recently as in 1979, the UNESCO pointed out that unattractive schools was one of the reasons affecting the attendance of pupils.

In its report, the Education Commission, Meghalaya (1977), wrote that poor condition of schools such as accommodation facilities and other amenities provided

in the schools had not attracted children to attend school. Again in Meghalaya, Warjri (1982) found that the physical conditions of the primary schools were very poor. The Commission on Primary Education in Garo Hills (1980) reported that a large number of schools had no benches and desks, no black-board, no teaching aids and no good equipment. Further, it reported that the situation of the primary school buildings was horrible; most of them were thatched houses, housing cattle at night and children in the day time. Recently, the Commission of Enquiry on Primary Education in the Jaintia Hills District (1982) reported that the school buildings had mostly thatched roofs and bamboo walls. Most of the schools were in dilapidated condition.

2.2.9 Book Banks and School Libraries

The facilities of school libraries were studied as early as 1957, though the sample included only secondary schools. In a survey of the secondary school libraries in Uttar Pradesh, Adaval et. al. (1957) found that very few schools provided separate library and reading rooms; the main source of income for the library was the school fees, though some libraries did receive books as donation from various agencies. Bose et. al (1965), while studying the educational facilities

available in the higher secondary schools of West Bengal came to the conclusion that library facilities were very poor in many of the schools. In very few schools whole time librarians were appointed. In some of the schools, there were no separate library rooms and books were kept inside office room or teachers' common room or headmaster's room.

In the study of Ghatge (1973), it has been found that with reference to Poona city, the primary schools had libraries which were most inadequate.

Vora (1975) studied the facilities of school libraries in primary and secondary schools of Maharashtra. The results indicated that out of the total responses, one-third of the secondary schools had no separate library rooms in the city of Bombay and in the interior of Maharashtra and at the primary stage the existence of a separate library was almost negligible.

The SCERT, Meghalaya, in its publication of 1979, has considered poor library facilities as one of the causes of the percentage of literacy being low in Meghalaya when compared to other states.

2.2.10 Promotion of Science Teaching

The teaching of science in rural primary schools of Kolhapur District was studied by Patole (1967). The study found that about seventyfour per cent of the teachers were 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. Also it was found that only a handful of schools possessed a complete set of science equipment, and none of the schools had a separate science room.

The State Institute of Education of Gujarat evaluated in 1968 the intensive school improvement programme taken up by it in four districts of Gujarat. One of its findings revealed that demonstration of science experiments proved to be very helpful to the teachers.

Lal and Subramanian (1976) conducted a critical study of teaching science in primary schools in Perianaikenpalayam Panchayat (in Tamil Nadu) and found out that most of the teachers considered the following as objectives of teaching science in primary schools - to develop the power of observation, to create interest in science, to develop habit of inquiry, to apply

scientific knowledge in day to day life, to remove superstitions, and to develop a sense of neatness among children. They further found that most of the teachers did not carry out practical demonstration while teaching science as the school had not supplied them the required science equipment, and even most of the teachers did not show any interest and enthusiasm to prepare improvised aids for teaching science.

2.2.11 Training of Teachers

In a special issue bulletin of UNESCO Regional office for Education in Asia, it is reported that the problem of wastage cannot be solved once for all but involves the whole educational system, which includes the quality of teaching, quality of supervision, instructional materials, the curriculum, evaluation and the school community (Brown, 1966). The quality of teaching can be improved only with better teacher training facilities and programmes. Studying the training of primary teachers in India, Banerjee (1967) observed that there were weaknesses and shortcomings in the professional education of primary teachers and that vigorous attempts were needed to put the programme on the right track.

To think of fully trained teachers, one should

first look into their basic qualification which forms the basis for knowledge or the content aspect in their teaching. The training in teaching follows. Studies have been conducted to look into the basic qualification of primary school teachers. It has been reported by Chaurasia in the Second Indian Year Book of Education (1964) that a pilot study of 25 single-teacher schools was conducted in Rajasthan. The study found that the basic qualification of teachers ranged from middle failed to intermediate. The Educational Survey Unit (1967) of the NCERT conducted a pilot survey in Rajasthan of the women teachers in rural areas. The survey revealed that there was a large variation regarding the qualification of these teachers, which ranged from primary schooling to post-graduate degrees. Majority of them had passed their highest examination after joining the profession. In the primary schools of West Bengal, it was found by Bose et. al. (1972) that teachers in primary schools ranged in their qualifications from those who did not pass their matriculation examination to those who held post graduate degrees, the percentage of under-matriculate teachers in rural areas being twenty-five.

Studies have brought out the importance of teacher training. Some have indicated the state of

affairs in primary schools with regard to their having trained teachers. Masavi's (1971) study on the wastage and stagnation amongst the tribals of Gujarat found that one of the causes of wastage and stagnation happened to be the untrained teachers. Brar and Adhar (1972) studied the socio-economic problems of primary school teachers of Pachmarhi (Pipriya Block) in Madhya Pradesh. They found that seventynine per cent of the teachers were under-graduate and 2 out of 79 were post-graduates; 64.8 per cent of teachers were trained. The study of Kamalamma (1969) in Kerala has pointed out that very few primary school teachers took advantage of refresher courses and inservice training.

The following studies throw some light on the position of primary teacher training institutions. A look into them will enable one to know the consequential effect on the training of primary school teachers. The State Institute of Education, Gujarat (1966) studied representative sample of the primary teacher training institutions in Gujarat and concluded that more physical facilities including those of laboratory and library were needed for the trainees. These findings were strengthened by a further study of the primary teacher training institutions conducted by the same research body in 1969. Mehra (1970) conducted a national survey

of elementary teacher education in India and reported that the elementary teacher education institutions were not well equipped with teaching aids for different programmes. Inservice and extension service programmes were largely ignored, and most of the institutions were poorly staffed. Paranjape (1970) found, in Poona Revenue region, that there were deficiencies in the training programme; the location and physical plants of most of the training colleges were not satisfactory; hostel arrangements were defective and practice teaching required improvement. Further, it was found that teacher educators needed special orientation to keep pace with new trends. Sharda Devi et. al (1970) making an intensive study of three elementary teacher training schools of Bihar reported that a large number of the teacher educators had not attended any inservice education programme. In the national survey of teacher education at elementary level conducted by the NCERT in 1974, Arora et al. pointed out that 59.9 per cent institutions were located in urban areas; 54.71 institutions were residential in nature. Poor physical facilities were observed in many respects, viz., lack of science laboratories, inadequate buildings, inadequate accommodation in the hostels, no good libraries, no trained librarians, and no adequate books and magazines.

Looking to the position of the training of teachers in Meghalaya, in particular, the Education Commission, Meghalaya (1977) reported that majority of the primary school teachers were untrained. According to the State Council of Educational Research and Training (SCERT, 1979), about 41.66 per cent of teachers were trained. The Report of the Commission on Primary Education in the Garo Hills Autonomous District (1980) pointed out that majority of teachers were untrained and unqualified. The Commission of Inquiry on Primary Education in the Jaintia Hills District (1982) reported that most of the teachers had not read even upto Class-VIII.

CHAPTER - III

METHODOLOGY AND PROCEDURE

This chapter presents the details of the methods adopted to obtain the necessary data with reference to the objectives of the study, which is a piece of descriptive research. For the sake of convenience, these objectives are mentioned below again.

- i) To trace the development of primary education in Meghalaya;
- ii) To study the developmental plans and programmes launched by the Government of Meghalaya for the promotion of primary education in the State;
- iii) To find out the present position of the implementation of the developmental plans and programmes launched by the Government of Meghalaya in the field of primary education; and
- iv) To make suitable suggestions on the basis of the findings for the further improvement of primary education in the State.

3.1 METHODS OF COLLECTION OF DATA

The data were collected using different techniques, namely, study of relevant records and other literature, discussions with some selected personnel, and administration

of a questionnaire to the heads and senior teachers of primary schools. Each one of these techniques are discussed below.

3.1.1 Study of Relevant Records and Other Literature

The records and other literature pertaining to the investigation were studied at two phases.

PHASE - I - This phase of study concentrated on obtaining information to trace the development of primary education in Meghalaya. For this purpose various government offices, libraries and religious mission offices were visited. The documents happened to be both of published and unpublished nature. The language of these documents happened to be Khasi, Bengali, and English. (This refers to objective (i) of the study).

PHASE - II - This phase of the study concentrated on an in depth inquiry into the developmental plans and programmes undertaken by the State with regards to the development of primary education. (This refers to objective (ii) of the study). For the purpose the following offices were contacted:

- 1) Office of the Chairman, Planning Board, Government of Meghalaya, Shillong.
- 2) Office of the Education Secretariat, Government of Meghalaya, Shillong.

- 3) Directorate of Public Instruction, Government of Meghalaya, Shillong.
- 4) Office of the Deputy Inspector of Schools, Shillong.
- 5) Office of the Khasi Hills Autonomous District Council, Shillong.
- 6) Office of the District Social Education Officer, Shillong.
- 7) Office of the Examiner of Local Accounts, Government of Meghalaya, Shillong.
- 8) Directorate of Health Services, Government of Meghalaya, Shillong.
- 9) Office of the Controller of Examination, Secondary School Board, Government of Meghalaya, Shillong.
- 10) State Council of Educational Research and Training, Shillong.

3.1.2 Discussions with Personnel

The study of records was complemented by meeting the concerned authorities and discussing the issues under study. These discussions were also utilised for filling the gaps in the information and to know the probable trends of change, if any, of the programmes. The officials with whom discussions were held were as follows:

- 1) Special Officer, Incharge of Education, Khasi Hills Autonomous District Council, Shillong.

- 2) Upper Division Assistant,
Incharge of Education,
Education Secretariat, Government
of Meghalaya, Shillong.
- 3) Deputy Director of Public Instruction,
Incharge School Education,
Directorate of Public Instruction,
Government of Meghalaya, Shillong.
- 4) Inspector of Schools,
Directorate of Public Instruction,
Government of Meghalaya,
Shillong.
- 5) Deputy Inspector of Schools,
Directorate of Public Instruction,
Government of Meghalaya,
Shillong.
- 6) Deputy Director,
Directorate of Health Services,
Government of Meghalaya,
Shillong.
- 7) Special Officer,
Incharge of Sports and Games,
Government of Meghalaya,
Shillong.

3.1.3 Data Through Questionnaire

A questionnaire was developed and used to collect information regarding the extent of the implementation of the programmes and also to collect opinions and suggestions of the head teachers and senior teachers with regard to the concerned programmes.

3.1.3.1 Development of the Questionnaire

As a result of the study of relevant records and discussions with the concerned authorities

(refer captions 3.1.1 and 3.1.2) as many as thirteen programmes which were launched for the development of primary education in the State were identified. These programmes were as given below:

- (i) Programme of Opening of New Primary Schools;
- (ii) Attendance Scholarship Programme;
- (iii) Mid-day Meal Programme;
- (iv) Programme of Free Supply of Text Books;
- (v) Supply of Uniforms Programme;
- (vi) Programme of Provision of Scholarship;
- (vii) School Health Service Programme;
- (viii) Programme of Sports and Games;
- (ix) Programme of Provision of School Buildings, +Furniture and Equipment;
- (x) Programme of Assistance to Authors;
- (xi) Programme of Establishment of Text Book Banks and Libraries;
- (xii) Science Promotion Programme (UNICEF Science Project I);
- (xiii) Programme of Teacher Training.

Questions were framed with regard to each of the thirteen programmes. They, in general, tried to elicit responses on the objectives of the programmes, aspects of their implementation, comments and suggestions for improvement. As a result, the first draft of the questionnaire was developed. This was subjected to the

scrutiny of experts. As a consequence to the discussions with the experts, the tryout form of the questionnaire was developed (See Appendix-I).

3.1.3.2 Tryout of the Questionnaire

The purpose of the tryout was to find out whether the questions communicated what they intended to, whether there would be any difficulty in getting the responses from the respondents, and whether there would be any difficulty in analysing the questionnaire.

3.1.3.2.1 Tryout Sample

At the time of the tryout of the questionnaire, the primary school teachers working under District Council Schools of the Khasi Hills Autonomous District Council were on an agitation over some of their demands. As a result, the regular work in these schools was out of gear. Since the whole situation was fluid, and further, since the purpose of the tryout was to establish the workability and the feasibility of the questionnaire, it was felt that the tryout could be undertaken in districts other than East and West Khasi Hills Districts which fall under the Khasi Hills Autonomous District (By the time of the final administration of the questionnaire, the primary schools in the East and West

Khasi Hills Districts were running normally). Therefore it was decided to draw the sample of schools for trying out the questionnaire from Garo and / or Jaintia Hills District. At this stage another point of consideration happened to be the easy accessibility of schools. It may be mentioned here that the transport facilities are very poor in the Garo Hills District when compared to the Jaintia Hills District, though, as already mentioned in Chapter I (See Caption 1.1), the transport facilities in the State of Meghalaya is itself poor. Hence it was decided to take the sample of school for the tryout of the questionnaire from the Jaintia Hills District. The Jaintia Hills District covers four Blocks, namely, Thadlaskein, Laskein, Khliehriat and Amlarem. The total number of lower primary schools in the District happened to be 425. A random sample of 45 schools (covering about 12 per cent of the population) was drawn for the purpose of the tryout. (The names of these schools are given in Appendix-2). The sample included all the types of lower primary schools, viz., District Council schools, private aided schools, and private unaided schools. The details regarding the number of schools falling under each type and under each Block are given in Table 3.1 below.

TABLE 3.1 DETAILS REGARDING THE NUMBER AND TYPE OF LOWER PRIMARY SCHOOLS DRAWN FOR THE TRYOUT SAMPLE

Block	Number of Schools Drawn			
	District Council	Private Aided	Private Unaided	Total
I. Thadlaskein Block	10	12	1	23
II. Laskein Block	9	4	-	13
III. Khliehriat Block	3	1	1	5
IV. Amalrem Block	2	1	1	4
TOTAL	24	18	3	45

From each of the schools responses were obtained from the head teacher and two senior teachers. In case of single teacher and two-teacher schools, the responses were limited only to them. The total number of teachers who responded happened to be 205.

3.1.3.2.2 Administration of the Tryout Form of the questionnaire

Each of the 45 schools under the sample was visited by the investigator. After establishing a cordial relationship with the head-teacher and the staff, the sampled teachers were requested to respond to the questionnaire.

3.1.3.3 Final Form of the Questionnaire and its Administration

The responses on the pre-tryout form of the questionnaire were analysed both quantitatively and qualitatively. On the basis of the analysis, modifications were brought out in the pre-tryout form of the questionnaire and thus the final form of the questionnaire was developed (See Appendix-3).

3.1.3.3.1 Sample

The primary education in the different districts in Meghalaya is the responsibility of the respective district councils, except in the urban area of Shillong where it is directly under the Government of Meghalaya. The position is as shown below:

<u>Area</u>	<u>Authority</u>
1. East Khasi Hills District	Khasi Hills Autonomous District Council
2. West Khasi Hills District	-do-
3. Jaintia Hills District	Jaintia Hills Autonomous District Council
4. East Garo Hills District	Garo Hills Autonomous District Council
5. West Garo Hills District	-do-

Due to some prevailing circumstances, the responsibility of primary education in the East and West

Garo Hills District and the Jaintia Hills District were taken over by the Government of Meghalaya from their respective Autonomous District Councils, the former in 1980 and the latter in 1982. Hence at the time of data collection, only the primary schools under the Khasi Hills Autonomous District Council (i.e. primary schools in the East and West Khasi Hills Districts) were running under the usual administrative structure. Therefore the primary schools in the East and West Khasi Hills Districts were taken for the administration of questionnaire. Also, it was felt that a picture of the situation obtained by the study could be projected keeping in mind certain salient statistics relating to each of the districts. These salient statistics are given in Table 3.2

Since the primary schools under Shillong Municipal and Cantonment areas (falling in the East Khasi Hills District) come under the Government of Meghalaya (the rest of the areas of the State under their respective Autonomous District Councils), the figures pertaining to population and literacy percentage in these areas are given separately in Table 3.3

As one could see, there is a great disparity in

TABLE 3.2 SALIENT STATISTICS RELATING TO DISTRICTS IN KHASI, JAINTIA AND GARO HILLS

Details	Khasi Hills		Jaintia Hills	Garo Hills		Total for Meghalaya
	East Dist	West Dist		East Dist	West Dist	
Area in Sq. km.	5,196	5,247	3,819	2,603	5,564	22,429
Population	5,06,687	1,60,660	1,55,993	1,85,864	3,69,039	13,28,343
Literacy percentage	43.10	30.95	23.77	32.28	25.44	33.35

(Source: Statistical Hand Book, Government of Meghalaya, 1982d)

TABLE 3.3 POPULATION AND LITERACY PERCENTAGE IN SHILLONG MUNICIPAL AND CANTONMENT AREAS AND THE REST OF THE EAST AND WEST KHASI HILLS DISTRICT

Details	Shillong Municipal Area (i)	Shillong Cantonment Area (ii)	Total (i) & (ii)	Rest of the East & West Khasi Hills Districts
Population	1,07,673	6,653	1,14,326	5,53,021
Literacy Percentage	67.16	60.26	66.76	34.68

(Source: Government of Meghalaya, Census of India, 1981a)

the educational status of the Shillong municipal and cantonment areas under the care of the Government of Meghalaya and the rest of the East and West Khasi Hills Districts under the care of Khasi Hills Autonomous District Council, it was decided to take the random samples drawn separately for each of them.

As per the records available at the Office of the Deputy Inspector of Schools, Shillong, and at the Khasi Hills Autonomous District Council, the total number of primary schools in the Shillong municipal and cantonment areas happened to be 65 and that in the East and West Khasi Hills Districts happened to be 1215. All schools in the former category were private aided schools, while those in the latter category belonged to any of the types, namely, schools under District Council, Private Aided, and Private Unaided. A stratified random sample covering about 25 per cent of the schools was drawn. The details of the sample regarding the number of schools falling under each type and under the different blocks of the districts are given in Table 3.4.

But out of 327 schools that fell in the sample, responses to the questionnaires were obtained from only 306 schools which formed 93.6 per cent of the total

TABLE 3.4 DETAILS REGARDING THE NUMBER AND TYPE OF LOWER PRIMARY SCHOOLS DRAWN FOR THE FINAL SAMPLE

Area	Block	Number of Schools Drawn			Total
		District Council	Private Aided	Private Unaided	
East Khasi Hills Dist	Shella Bholloganj	8 (33)	15 (61)	4 (15)	27 (109)
	Mawsynram	8 (30)	13 (51)	7 (26)	28 (107)
	Mylliem	2 (7)	16 (64)	3 (11)	21 (82)
	Mawphlang	4 (17)	4 (16)	4 (15)	12 (48)
	Mawryngkneng	3 (12)	6 (23)	4 (11)	13 (46)
	Pynursla	2 (9)	13 (51)	2 (7)	17 (67)
	Bhoi	8 (33)	9 (37)	12 (46)	29 (116)
	Mawkynrew	5 (18)	15 (58)	7 (26)	27 (102)
	Nongpoh	4 (15)	4 (16)	4 (16)	12 (47)
	TOTAL (I)	44 (174)	95 (377)	47 (173)	186 (724)
West Khasi Hills Dist	Mairang	14 (56)	2 (8)	2 (6)	18 (70)
	Nongstoin	10 (40)	19 (74)	23 (91)	52 (205)
	Mawkyrwat	10 (39)	7 (28)	1 (5)	18 (72)
	Mawshynrut	9 (34)	14 (54)	14 (56)	37 (144)
TOTAL (II)	43 (169)	42 (164)	40 (158)	125 (491)	
TOTAL (I) & (II)	87 (343)	137 (541)	87 (331)	311 (1215)	
Municipal and Cantonment Areas of Shillong				16 (65)	
GRAND TOTAL				327 (1280)	

(Note: Figures in the parentheses indicate the population)

sample drawn. This was because of the administrative authorities of the 21 schools (most of them falling under one management) not permitting the investigator to seek data from the respondents. The names of the schools which responded in the final sample are given in Appendix-4. The details of the schools which responded to the questionnaire are provided in Table 3.5.

TABLE 3.5 DETAILS REGARDING THE NUMBER AND TYPE OF LOWER PRIMARY SCHOOLS WHICH RESPONDED IN THE FINAL SAMPLE

Area	Block	Number of Schools			Total
		District Council	Private Aided	Private Unaided	
East Khasi Hills Dist	Shella Bhollaganj	7(8)	15(15)	4(4)	26(27)
	Mawsynram	8(8)	13(13)	7(7)	28(28)
	Mylliem	2(2)	16(16)	3(3)	21(21)
	Mawphlang	4(4)	4(4)	3(4)	11(12)
	Mawryngkneng	3(3)	6(6)	4(4)	13(13)
	Pynursla	2(2)	13(13)	2(2)	17(17)
	Bhoi	8(8)	9(9)	11(12)	28(29)
	Mawkynrew	5(5)	15(15)	5(7)	25(27)
	Nongpoh	4(4)	4(4)	4(4)	12(12)
	TOTAL	43(44)	95(95)	43(47)	181(186)
West Khasi Hills Dist	Mairang Nongstoin	14(14)	2(2)	2(2)	18(18)
	Mawkyrwat	10(10)	19(19)	7(23)	36(52)
	Mawshynrut	10(10)	7(7)	1(1)	18(18)
		9(9)	14(14)	14(14)	37(37)
	TOTAL	43(43)	42(42)	24(40)	109(125)
Municipal and Cantonment Areas of Shillong					16(16)
	GRAND TOTAL				306(327)

NOTE: Figures in the parentheses indicate the number of Schools actually drawn for the sample.

From each of the schools responses were obtained from the head teacher and two senior teachers. In case of single teacher and two-teacher schools, the responses were limited only to them. The area-wise and school type-wise analysis of the number of teachers who responded to the questionnaire are presented in Table 3.6.

TABLE 3.6 AREAWISE AND SCHOOL TYPEWISE ANALYSIS OF THE NUMBER OF TEACHERS WHO RESPONDED TO THE QUESTIONNAIRE

Area	District Council Schools	Private Aided Schools	Private Unaided Schools	Total
East Khasi Hills District	88	198	68	354
West Khasi Hills District	97	52	26	175
Municipal and Cantonment Areas of Shillong				48
GRAND TOTAL				577

3.1.3.3.2 Administration of the Questionnaire and Collection of Data

In a majority of the cases the investigator administered the questionnaire by personally contacting the respondents. But in some cases help was taken of the extension officers of the Agriculture Department and the Community Development Department, social workers, and Gram Sevaks and Sevikas, who contacted the respondents concerned and obtained the data.

3.1.3.3.3 Data Analysis

The questionnaire provided data which required both qualitative and quantitative analysis. The qualitative analysis was carried out as required. The analysis of the quantitative data required mostly the calculation of percentages.

In line with the objectives of the study and methodology followed, the further chapters are presented. Chapter-IV presents the development of primary education in Meghalaya, Chapter-V presents the developmental plans and programmes undertaken by the Government of Meghalaya for the development of primary education, and Chapter-VI presents the analysis of questionnaire, the results obtained thereby, the discussions of the results and suggestions for the further improvement of primary education in the State.

CHAPTER - IV

DEVELOPMENT OF PRIMARY EDUCATION IN
MEGHALAYA : AN OVERVIEW

4.1 TRIBAL CONTEXT OF SOCIETY IN MEGHALAYA

As has already been discussed under Chapter I (Caption 1.1), the tribal society in Meghalaya consists of three major tribes: the Khasis, the Jaintias and the Garos. The Khasis and the Jaintias have the same origin and background. They are very similar in their language, customs, traditions and have mixed so well that they can be discussed under the general category of the Khasis. But the Garos, as would be seen in further presentation, belong to a completely different origin. Their customs, traditions, language, etc., are quite distinct from those of the Khasis and the Jaintias. Hence in the further presentation the Khasis and the Jaintias are treated as one group, while the Garos are treated separately. It may be worthwhile to briefly consider the origin and background of each tribe before tracing the development of education in Meghalaya.

4.1.1 Origin and Background of the Tribes
in Meghalaya: A Brief Description

The Khasis and the Jaintias believe that they are the descendants of the "Hynniew Trep Hynniew Skum", the

seven clans of divine origin. They claim that they are the chosen children of God. On ethnological grounds the Khasis and the Jaintias have established themselves in the hills of the State since many centuries. Historians conclude that the Khasis migrated to these hills from Cambodian region, from the bank of Mekong river. Gurdon (1975) points out many affinities among the Khasis and the Mon Anam (Monkmer) group in Burma and those of Malay peninsula. The Gazetteers of North Bengal and North East India maintain that the Khasis belong to a group of earlier immigrants and their language is connected with the Monkmer language used by different tribes in Assam and Cambodia (Allen and others, 1979).

The migration of the Khasis might have taken from east to west. Scholars believe that the westward movement of ancient Khasis was combined with a periodic influx from the North. This seems to be an important point in the Khasi history. It is also felt that the ancient Khasis lived in the plains and the hills of Assam before they reached their present abode. As regards their migration it is uncertain to conclude which path they took to enter Assam and its adjacent places. In view of the monoliths and neoliths found in many places in Assam and adjoining areas, historians and researchers

opine that they might have entered Assam through Naga hills via the Patkai range or Manipur. There are many evidences and traces left by their forefathers - the Monkhmer speaking group. Several places in the Brahmaputra valley indicate Khasi origin (Bareh, 1967).

Some other scholars are of the view that the Khasis might have entered Assam from north-eastern direction through Nowgong, Lumdung, Haflong and across the Kupli river in the North Cachar Hills. They assume that the original homeland of the Khasis is north-western China from where many tribes sub-divided and got scattered around Cambodia, Burma and other regions of the East (Lyngdoh, 1937).

The Garos believe that ethnologically they belong to the Tibeto-Burman race whose cradle is said to have been the north-western China. The Gazetteers of North Bengal and North-East India state that the Garos are closely related to the Rabhas, Kacharis, Mech, and other tribes inhabiting Assam. Tradition maintains that the original home of the Garos was Tibet and that they wandered around and settled in Cooch Bihar (in West Bengal) from where they were driven to a neighbourhood of Jogighopa (in Assam) where they remained for more than

four hundred years. During this time they were attacked by a Hindu ruler and thus had to move to a safer place, that is, the Garo Hills, which is their present abode (Allen and others, 1979).

The Khasis had no script of their own. Tradition states that the scripts were lost during a big flood or destroyed during a big fire at the first headquarter at Nongkseh and Madur Maskut. After this the Khasis used lexigraphy with inscribed geometrical figures for trade and commercial purposes. It is believed that in the pre-British period the Khasis adopted the language of their neighbours, viz., Bengali, Assamese, Devanagari, Persian and Arabic. Important documents relating to the Khasis were recorded in these languages. During those days Devanagari or 'Ka Ktien Nagri' was widely used. The 'Rajas' had to learn these languages keeping in view of the contemporary political influence (Bareh, 1977).

Scholars also believe that in the absence of a regular script the family played an active and major role in educating the younger generation among the Khasis. Education imparted during those days was informal, practical and simple. Traditions, folk tales,

myths and stories influenced the life of the people. Oral literature served an important source providing and safeguarding the moral unity of the race. Proverbs, wise sayings (Jing Sneng Tymmen), recitation (Phawar), stories (Khanatang) had a high quality of moral and ethical lessons. These were interlinked with art and music (Lyngdoh, 1979). They threw light on the early Khasi society, their economic undertaking, historical condition, statesmanship, culture, religion, beliefs, taboos, food habits, superstitions, etc. These were preserved and transmitted orally from one generation to another. Gurdon (1975) has given a considerable account of the fables and folk tales related to the Khasi ways of life.

Like the Khasis the Garos too had no regular script of their own. Folk tales, ballads, ethical lessons, music, etc., had an immense influence on their social life. The myths and stories were full of ethical lessons. The Nokpante or the bachelors' dormitory was the centre of education for the Garo youths. Like the Tibetans, the Garos attached great importance to the gongs or rang (a Tibetan beating instrument). There were several kinds of gongs or rangs with different meanings and beats. Members of the Nokpante were trained in the art of music and dancing.

4.2 DEVELOPMENT OF EDUCATION BEFORE INDEPENDENCE

4.2.1 Early Education among the Khasis and the Jaintias

The earliest Christian mission to arrive in the Khasi and Jaintia Hills was the Serampore Baptist Mission (Bareh, 1967). Krishna Chandra Paul, the first Indian convert became the first missionary to the Khasis and the Jaintias. He began his work in a place named Pandua near the border of Khasi Hills in the district of Sylhet (now in Bangladesh). Around 1813 he succeeded in converting seven local people, two of them being Khasis, U Duwan and U Anna (Jones, 1966). K.C. Paul worked among the Khasis for a brief period. William Carey took keen interest in preaching the Christian doctrines among the Khasis and proposed to translate the Bible into Khasi in the Bengalee script (Bareh, 1967). By the end of 1832, a Serampore mission was set up in Khasi Hills at Cherrapunjee. Alexjender B. Lish, a young American, was the first missionary to arrive. He opened in 1833 three schools one each at Cherrapunjee, Mawsmal and Mawmluh. The school at Cherrapunjee was reported to have enrolled 36 boys. The school started with much enthusiasm but soon there was a decline in the popular interest. By the end of 1838 the mission closed down its work to be replaced by the Welsh Calvinistic Methodist mission in 1841. Rev. Thomas Jones

and his wife arrived at Cherrapunjee in 1841. They learnt Khasi to enable themselves to preach Christian doctrines in the local language. Before opening any school, Thomas Jones and his wife created interest in education among the Khasis by calling them to their residence and teaching them in Khasi through the usage of the Roman script. This bore a good result unlike the earlier attempt by Rev. Alexander B. Lish who taught through Bengali script. By 1842 the three schools at Cherra, Mawsmal and Mawmluh were being assisted by three Khasi assistant teachers, U Jom, U Lurshai and U Nising. With the help of the Khasi assistant teachers three books were published, the First Reader and two books of catechisms. These books were composed in the Roman script. Thomas Jones thus laid the foundation of Khasi literature and earned the title as the father of Khasi literature (Sten, 1982). The Joneses were joined by Rev. William Lewis, his wife and Dr. Owen Richard in 1843. Under their leadership, education spread all over the Khasi Hills. Mrs. Lewis opened a girls school for the first time in this area in 1853. Thirteen girls were enrolled in her school, though initially, Mrs. Lewis had to face much criticism and opposition. In the beginning of 1854 the then Governor General Lord Dalhousie of British India appointed A.J.M. Mills, the then judge of Calcutta, to be the chairman of a

commission of inquiry to study the problem of administration in the Khasi and Jaintia Hills. The commission recommended to open more schools in the area. On the basis of the recommendation, the Government extended a financial assistance of Rs.50/- per month to the Protestant Mission to open schools one each at Jowai and Sohbar. By the end of 1857 the total number of schools in the Khasi and Jaintia Hills was 16 and the number of students was 240 (204 boys and 36 girls). During this period most of the schools opened were around Cherrapunjee. By 1863 the financial assistance to the Protestant Mission rose to Rs.500/- per month and hence the number of schools rose to 23 with an approximate enrolment of 800 students.

Thomas Jones II of Glyn, Bala, came to Cherrapunjee in 1864 and took charge of the Mission. He opened more number of schools. By 1866 there were 65 schools with an enrolment of about 2000 students. When the number of schools began to grow, there arose a difficulty in getting teachers. It was proposed to start a training school for teachers. So a normal school for training the teachers was started in 1866 at Nongsawlia, a village near Cherrapunjee. Hugh Roberts was put in-charge of the institution. The Government bore all the expenditure with regard to the pay of the headmaster and the second and third masters. Also, 20 students

teachers received a stipend of Rs.4/- per month for four years from the Government. In the same year a normal school for female teachers was started and Mrs. Hugh Roberts took charge of the normal school, 1870, 1 male and 4 female teachers came out successfully. In 1871, 7 more teachers were trained. Dr. John Roberts took charge of the normal school in 1871 and continued till 1888 when it was taken up by Rev. G. Ceredig Evans. In 1870 Thomas Jerman Jones took charge of the mission work in Jowai. He opened schools at Mynnar, Balahari, Mawroh, Warmawsaw, Nongum, and several other places.

By 1884, 2 high schools were established in Shillong, one missionary school (Welsh Mission High School) and the other a government school. The normal schools were shifted from Cherrapunjee to Shillong in 1891. The normal school for girls was placed under the management of Miss Bessie Williams. Rev. G.C. Evans, in addition to the duties of management of the boys normal school, took charge of the management of the Welsh Mission High School and the Government High School. The normal school of Shillong was totally destroyed by the earthquake in 1897. By 1898 the normal school for girls was taken over by Miss Ann Wozencroft Thomas who rebuilt it and renamed it as the upper primary school. This

school then had 120 pupils and 6 teachers. In the same year she opened the first kindergarten section for children. From the upper primary school came up the Welsh Mission Girls' High School in 1901 (Welsh Methodist Mission, 1966).

All the Christian missions mentioned earlier belonged to the Protestants. The Roman Catholic mission came to the Khasi Hills only in 1892. The first primary and middle English schools were opened by them at Laitkynsew and Shella. Their early efforts met a serious set-back due to the devastating earthquake of 1897 which damaged all the school buildings. After the earthquake the Roman Catholics made little headway in the field of education, with the exception of starting at Shillong, the St. Anthony's School, a primary school then to start with. In 1911 this school became the Middle English school. In and around this period, two notable institutions were established by the Roman Catholic mission in Shillong, namely, the Loreto Convent (1909) run by Loreto nuns and St. Edmund's College (1915) run by the Irish Christian brothers. The establishment of this college marked the glorious beginning of collegiate education in the region (Fr. Bianchi, 1962).

The East India Company did not do anything

for the education of the tribals in pursuance of the 'Downward Filtration Theory' nor there was anything done by the Government in the Victorian era except giving some lump sum grant to the missionaries. The Indian Education Commission of 1882 observed that "in Bengal and Assam the education of the aboriginal tribes has been partly taken up by the direct instrumentality of the state but chiefly by the missionary societies with the help and encouragement from the Government (Nurullah and Naik, 1951). Barring the establishment of Government High School in 1894, the Government did not do anything directly in educating the Khasis till the early part of the twentieth century. It is only in the General Report of Public Instruction in East Bengal and Assam (1907-1908) that one finds the beginning of the Governmental efforts in educating the Khasis and the Jaintias. The report states that the high schools at Shillong had a number of Khasi boys as students. There were also 4 middle schools for boys with 545 pupils, 1 middle school for girls with 161 pupils, 336 primary schools for boys with 6,559 pupils and 33 primary schools for girls with 746 pupils. There was an increase of 50 schools during the year and the total enrolment rose to 3,054. There was a training class for Khasi teachers teaching English in Shillong high schools and a training school for Khasi

primary teachers at Jowai in Jaintia Hills. Also, according to the Report, the management of Middle English schools and Primary schools was in the hands of the Welsh Calvinistic mission (Allen and others, 1979). The Gazetteers of North Bengal and North-East India reported that in 1901 the proportion of literate persons in the Khasi and Jaintia Hills (5.7 per cent) was higher than in any other district of Assam. A look into the number of pupils under instruction in 1880-81, 1890-91, 1900-01, and 1903-04 which happened to be 2670, 3582, 6565, and 7275 respectively, shows a gradual increase over the years. Female literacy in the Khasi Hills was 3.4 per cent as compared to 0.4 per cent in Assam. The report further revealed that at that time there were 348 primary and 8 secondary schools and one special school in the district, the number of female scholars being 2,395 (Allen and others, 1979).

Gradually the Khasi people themselves began to take active part in spreading education, particularly primary education. To quote the Quinquennial Review of the progress of education in India (1917-22), education in the Assam Hills was chiefly in the hands of the Christian mission. In the Khasi region there were 390 schools run by the Welsh Calvinistic Methodist mission, 10 by Roman Catholics and 76 by Khasi Christians. The

number of pupils during the quinquennium increased from 11,220 to 13,772. Co-education was universal. Education was free except in a few rice collection schools (Nurulla and Naik, 1951).

In the period of Diarchy (1921-1937) very little was done by the Government to further the cause of education in the hills. The missionaries continued to be the principal agency as before and the old method of encouragement continued to be adopted although on a slightly greater scale. During this period the Roman Catholic mission did extensive work all over the hills and established St. Anthony's College and the Don Bosco Technical School at Shillong. Boys were trained to learn carpentry, tailoring, mechanics, printing, etc., during morning and evening hours.

Women's education was also picking up in the region. In 1931 the female literacy percentage was 7.07, while the male literacy percentage was 14.73 and the total literacy percentage was 10.94 (Nalini, 1977). The enthusiasm for higher education of women in the hills could be judged by the fact that two colleges catering to women were established, one being the St. Mary's college in 1937 and the other being the Lady Keane Girls'

College in 1939, both located at Shillong. From 1935 onwards one could see the changed policy of the Government towards the missionaries. G.A. Small, the then Director of Public Instruction, Assam, reported that "the general policy of the Government was to take over the responsibility for the education from the missionaries ... The missionaries had interested themselves in education solely with the object of proselytizing." He further pointed out that people of some of the hill tribes had refused education because it had brought Christianity with it, and that it was unfair that they should be deprived of education simply because they were unwilling to abandon the tribal customs. He, therefore, suggested that all grants made to the missionaries should be withdrawn and all funds be utilised for the establishment of Government schools in the hills. Another major force which promoted education in the Khasi Hills was the Ramakrishna Mission. They started a small experimental school at Shella, a village in Khasi Hills. The mission identified itself with the local people by sharing their language and sympathising with their hopes and aspirations. The school at Shella registered a unique popularity, so much so, that it was soon raised to the standard of a Middle English school in the same year. In 1931 another Middle English school was

established at Cherrapunjee which was raised to the status of high school in 1934 and had an attached hostel to it. By 1947-48 the contribution of the Ramakrishna Mission had resulted in the establishment of a Middle English School at Shella, a high school at Cherrapunjee, 3 Upper primary schools at Shella, Mawlong and Nongwar, 5 lower primary schools at Shella, Sohlap, Shillong, Umwai, and Jowai. Adult Education centres at Mawlong, Wahlong, Umwai, and Shella, maintenances of 2 students homes at Cherrapunjee and Shillong and 2 libraries at Shella and Shillong (The Ramakrishna Mission, 1958).

The Ramakrishna Mission encouraged the tribal students for tertiary education and some were sent to Calcutta and Dacca for higher studies. The Mission also promoted a sense of nationhood and a secular outlook by treating everyone alike.

4.2.1.1 Achievement of mention of Khasi boys and girls

After provincial autonomy in 1835, although the subject of education of the tribals was mainly a concern of the Provincial Government, the Central Government assumed a special responsibility of awarding special scholarship to students belonging to scheduled tribe, schedule caste and aboriginal hill tribes to pursue courses of study beyond matriculation stage.

In spite of various handicaps, some Khasi boys and girls showed their worth even before the dawn of this century. Back in 1898, 2 graduates - Solomon Blah and Rai Bahadur Ropmay - had passed out from the Calcutta University with Honours in English. The most notable among the Khasi students was Prof. R.R. Thomas who was the recipient of Premchand Roychand Scholarship. In 1920 B.M. Pugh went to America for a degree in agricultural science and on return became the principal of the Agricultural College at Allahabad. Among the women, two students got scholarships in Middle English Examination in 1902. Ka Anna mon Tham and Ka Glorisamon were awarded scholarships in the entrance examination of the Calcutta University. The first lady doctor, Flora M. Roy, passed out from Campbell Medical College, Calcutta. The first student to have passed B.A. was Anola Khain, a student of the Welsh Mission Girls High School. Miss Mavis Dunn Lyngdoh, B.A., B.T., B.L. was the first lady to become a minister in the Government of Assam.

4.2.2 Early Education among the Garos

In Garo Hills education preceded Christianity. It was David Scott who for the first time conceived the idea to educate the Garos. Since 1813 David Scott was

in contact with the Garos. He made a concerted effort to redeem the Garos from their "utter backwardness". In 1822 David Scott was found corresponding with the Serampore Mission on the subject of extending their mission work to Garo Hills. He thought that spiritual force would be able to change the life-style of the Garos. Unable to secure any help from the Serampore Mission, Scott wrote to his agents in England to send out suitable men to work in the Garo Hills. The agents in England could not extend their help, but suggested to approach the Indian Government and Rev. Herber, the Bishop of Calcutta. In 1826, the Bishop of Calcutta drafted a scheme for a school in the Garo Hills. Approved by the Government in the same year a school was established at Singamari. Velentine William Hurley was appointed as the teacher. He worked and served the institution till 1828. The next teacher to serve the school was Fermie, a junior teacher of Hindu College, Calcutta. Due to ill health Fermie could not work for long and his death brought a gap of 40 years of school education in the Garo Hills. The Government thereafter decided to continue the school under the supervision of a Bengali teacher, but that could not materialise.

The next stage was the establishment of a school at Goalpara in 1847 by Captain Jenkins. Thirteen

Garos boys enrolled themselves in this school including Omed and Ramke Momin, the first Garo Christians. In 1864 Omed and Ramke opened a school at Damra in Goalpara District. By 1867 this school was upgraded to a normal school and later shifted to Goalpara.

Garos Hills District was formed in 1866 and with the occupation of the area by the British, Government proposed to establish more schools. Again, Tura became an administrative centre and this brought in great changes in the Garos Hills. Dr. Stoddard sought the permission of Lieutenant William Grey to work among the Garos and in 1871 he visited Tura. Concrete educational plans and programmes for educational development were chalked out by 1873. Lieutenant George Campbell was impressed with the activities carried out by the missionaries and so a proposal was sent to entrust all the educational responsibilities with the American Baptist Mission. The Government agreed to provide all the necessary financial assistance to the schools run by the Mission (Sangma, 1970). W.W. Hunter in his 'A Statistical Accounts of Assam' stated "at the end of 1875-76 there were 9 lower primary schools in the Garos Hills under the control and supervision of the Deputy Commissioner. There were 9 other schools in the district under the American Mission..." The number of pupils

attending the missionary schools was 63 (Hunter, 1975).

The work to educate the Garo women was pioneered by Miss Keith and by Miss Miriam Russell. The latter worked among the Garo women from 1881-1885. During this period a teacher training school was established at Tura. Mr. Thangkan Sangma took charge of the normal school at Tura. According to Allen and others (1979) education then was in a 'very backward condition' the number of pupils under instruction in 1880-81, 1890-91; 1900-01 and 1903-04 being 458, 593, 1538 and 1870 respectively.

The census of 1902 revealed that only 0.8 per cent of the population (1.5 males and 0.2 females) were literate. Primary education was largely managed by the American Baptist Mission. In 1903-04 there were 94 primary schools and one training school. In 1905 there were no less than 105 lower primary schools. In the same year the Tura Normal School was upgraded to a Middle English School. Mr. S. Sharp, the then Director of Public Instruction, Assam, reported in 1907-08 that "The American Baptist Mission maintains a middle English school at Tura, 2 upper primary schools and 77 lower primary schools ... and the number of pupils enrolled is 2,395." The quinquennial Review of the Progress of

Education in India 1921-22 observed, "In the Garo Hills the accepted policy was to transfer mission schools to the Government management. Of the 155 Schools, 101 were under the Government" (Nurulla and Naik, 1951). The subsequent years saw a great number of schools being established in many parts of the Garo Hills. The first high school was established in 1935 at Tura by the Garo Baptist Sobha. In the beginning it was known as the Sobha School. The first high school was taken over by the Government in 1938. In 1954, Tura Government College was established and even to-day this is managed and controlled by the Government.

4.2.3 Progress of Literacy in the State

A decennial picture of the state of literacy in the United Khasi and Jaintia Hills, and the Garo Hills, which formed the two districts of Assam then from 1901 to 1941 is presented in Table 4.1.

Though there is a gradual improvement in the position over the years, yet it is a poor picture on the whole.

TABLE 4.1 NUMBER OF TOTAL MALE AND FEMALE LITERATES PER 10,000 OF TOTAL MALE AND FEMALE POPULATION
RESPECTIVELY IN THE STATE, 1901 - 1941 (Excluding Age Group - 0-4)

District's Name	1901		1911		1921		1931		1941						
	P	F	P	F	P	F	P	F	P	F					
Garo Hills	99	171	25	135	239	25	211	348	69	309	505	105	547	823	265
United Khasi & Jaintia Hills	672	964	401	651	957	362	905	1,244	578	1,094	1,473	707	1,615	2,158	1,051

P = Persons

M = Male

F = Female

(Source: Census of India 1961, Volume III Assam - Part I-A General Report, Ministry of Home Affairs, New Delhi).

4.3 DEVELOPMENT OF EDUCATION AFTER INDEPENDENCE (Upto 1961-62)

4.3.1 Post Independence Education among the Khasis and the Jaintias

With the attainment of Independence, the schools in the Hill area gradually were brought under the State management. During the period 1947-52 there were 2 government, 7 aided and 1 unaided high schools, 1 government, 26 aided and 2 unaided M.E. Schools and 30 government, 36 aided and 554 unaided primary schools in the Khasi and Jaintia Hills (Dasgupta, 1962). Government took steps in preparing schemes and plans for the development of the Hill areas in particular. The most important event during the post-independence period was the establishment of the Primary Education Board at Shillong (Shillong was the capital of the Assam State). The body had a full time secretary and the Minister of Education was its president. The Board had full control over primary education and all primary schools in the State came under its jurisdiction. By 1951, just a few years after independence, the number of literates in the Khasi and Jaintia Hills began to rise remarkably. In 1954 the Primary Education Board was replaced by a new body, viz., the State Basic Education Board (Dasgupta, 1962).

In 1949, the Sixth Schedule of the Constitution was passed. Accordingly, there shall be a District Council for each autonomous district in the tribal areas

in Assam. The administration of an autonomous district vested in the District Council. The Khasi Hills Autonomous District Council was inaugurated in the middle of 1952, while the Garo Hills Autonomous District Council was inaugurated in 1953. The Jowai Autonomous District Council (now Jaintia Hills Autonomous District Council) was formed in 1967. In 1958 the Government of Assam finalised the proposed terms and conditions for handing over primary education in the Hill areas to their respective autonomous District Councils. The terms and conditions for the transfer was prepared and circulated to the Councils for their approval. It was in 1960 that the District Councils agreed to the terms and conditions of the Tribal Affairs Department of the Government of Assam. One of the conditions placed by the Government was that each District Council had to constitute a Primary Education Board and the same was to be notified in the Assam Gazette. In addition to this, the District Primary Education Board was made responsible for preparing and prescribing the curriculum, syllabus, text-books etc., in line with the policy of the State Primary Education Board (NCERT, 1968). The number of literates in the Khasi and Jaintia Hills had risen to 1,45,763 by 1961 (Government of Meghalaya, 1977a), the figure being 69,293 in 1951. Transfer of primary schools in Khasi and Jaintia Hills was effected in 1962. The number and type of schools

together with the strength of teachers at the time of transfer may be seen in Table 4.2. While effecting the transfer of control and management, it was agreed by the District Council to take over both the permanent and temporary staff along with the assistant sub-inspector of schools. The permanent staff was taken over by the District Council on deputation terms, whereas the temporary teaching staff were discharged and re-employed again by the District Council on its own terms and conditions. By 1971, the total number of literate persons in Khasi Hills and Jaintia Hills put together was 2,02,487.

4.3.2 Post Independence Education among the Garos

In line with the Khasi and the Jaintia Hills, the Garo Hills has showed a remarkable progress in education after Independence. Garo Hills Autonomous District Council was inaugurated in 1953. Terms and conditions for effecting the transfer of primary education to the District Council were similar to those of the Khasi Hills Autonomous District Council. As pointed out by the Report of the Commission on Primary Education in the Garo Hills Autonomous District (1980), the District Council did constitute the Primary Education Board but without any proper legislation. The Commission observed further that in the absence of legislation the Board should have become defunct. The

TABLE 4.2 POSITION OF PRIMARY SCHOOLS IN KHASI AND JAINTIA HILLS AT THE TIME OF TRANSFER

Divisions	Govt. L.P. Schools			Junior Basic Schools			Aided Primary Schools		Private Schools			
	No. of Schools	No. of Teachers		No. of Schools	No. of Teachers		No. of Schools	No. of Teachers	No. of Schools	No. of Teachers		
		Permanent	Temporary		Permanent	Temporary					Total	
Shillong Division	61	48	44	92	86	66	92	158	22	63	N.A.	N.A.
Jowai Division	75	87	27	114	26	16	16	32	15	43	73	N.A.
Shillong Municipality & Cantonment Areas	1	N.A.	N.A.	3	1	N.A.	N.A.	4	36	164	N.A.	N.A.

Note : N.A. = Not Available

(Source: Education Secretariat, Government of Meghalaya, Shillong)

then Assam Government also did not initiate any legislation in this matter. However, by 1951, the number of literate persons in the Garo Hills was 17,710 and by 1961, it rose to 61,334. In the matter of teaching staff and field personnel the terms and conditions followed by the Garo Hills District Council were same as those followed by the Khasi Hills Autonomous District Council. The transfer of control and management of primary schools in the Garo Hills was effected to its District Council in 1961. At the time of transfer the number and type of schools were as shown in Table 4.3.

TABLE 4.3 NUMBER OF PRIMARY SCHOOLS IN THE GARO HILLS AT THE TIME OF TRANSFER

Sl No	Type of Schools	Number
1.	Government and Private Schools	207
2.	Junior Basic Schools	44
3.	District Council Schools	218
TOTAL		469

(Source: Report of the Commission on Primary Education in the Garo Hills Autonomous District, 1980).

By 1971, the number of literate persons in Garo Hills had risen to 95,825. (Government of Meghalaya, 1977a).

4.4 POSITION OF PRIMARY EDUCATION IN THE STATE (After 1961-62)

As stated earlier, the responsibility of primary education rested with the District Councils since around 1961-62, these districts being under Assam. In 1972 the districts of Khasi Hills, Jaintia Hills and Garo Hills were separated from Assam and they together formed the Meghalaya State. The District Councils continued to look after the primary education in their respective districts. The primary education in Shillong Municipal and Cantonment areas, which was earlier taken care of by the Government of Assam, now came under the administration of the Government of Meghalaya.

The different aspects with regard to the primary education in the state are presented further.

4.4.1 Policies of Education in the State

The State of Meghalaya has not issued any separate policy statement on education. It has accepted and followed the policy and goals of education as incorporated in the national policy issued by the Government of India in 1968. The main objectives of education in the State are to organise an integrated and comprehensive system of education for ushering in social transformation to promote economic growth and to accelerate the pace of overall development. To achieve these goals certain strategies are proposed as and when required.

The Planning Commission has suggested to enrol 75 per cent of the children in the age group 6-11 and 70 per cent of the children in the age group 11-14. This will go up with the extension of schooling facilities in the backward areas, arrest of drop-outs and retention of children till the age of fourteen (Ministry of Law and Justice, 1973). As per the Fourth All-India Educational Survey (NCERT, 1979), the total habitation in Meghalaya is 5712 out of which 1251 habitations are yet to be covered by schooling facilities. A total of 3255 habitations are yet to be covered within the walking distance of 2 Kms. The Revised Master Plan for Elementary Education in Meghalaya (1980-83) states that efforts will be made to bridge the gap by providing schooling facilities within a radius of one kilometre.

Further, according to the Fourth All-India Educational Survey (NCERT, 1979), the number of unenrolled children and the high rate of drop-outs at different stages may be attributed to unfavourable socio-economic conditions. It also points out that generally the incidence of drop-outs is higher in the rural areas. To overcome these problems, the Revised Master Plan provides for extension of part-time education of the non-formal type with an accent on functional literacy. It also emphasises that extensive and intensive programmes may be

launched to achieve the objective of universalisation of education in the State.

4.4.2 Educational Legislation

Most Indian States have enacted legislations and passed executive orders so as to be able to implement educational plans, policies and programmes effectively and expeditiously. These legislations and executive powers constitute the legal foundations of education in a given state. After its formation in 1972, Meghalaya has got its own educational legislation.

In 1973, the Meghalaya Board of School Education Act was passed to provide for a better organisational management and development of school education in the new State. The main provisions of the Act are:

- (a) to prescribe courses of instruction for primary, high and higher secondary schools; and
- (b) to conduct and supervise examinations.

In matters relating to primary education, Section 12(XXV) of the Act states that the Board shall exercise its powers in consultation with the respective District Councils.

4.4.3 Educational Administration and Planning

The Government plays a dominant role in promoting education in the State. The educational administration has in fact tended to become another part of the Government administration. Many of the structural and operational elements of the administrative system of the Government are closely related and as a result the same structural ingredients are found in the administration of Education. All major subjects and those that are allied such as sports, educational research and training, tribal research, inspection, libraries, art and culture, archives and museums, etc., are organised having the Directorate of Public Instruction at the helm of affairs.

The hierarchy in the department of education at present consists of the Minister for Education at the top. The department of education is represented at the highest level in the Secretariat by the Secretary, Deputy Secretary and Under Secretaries assisted by the usual supporting staff. The Secretary is expected to make an overall assessment of the education system in the State and provide a coordinating link between the State education system and the Union Ministry of Education. Most educational policies are framed at the secretariat level, while the interpretation and implementation of the policies

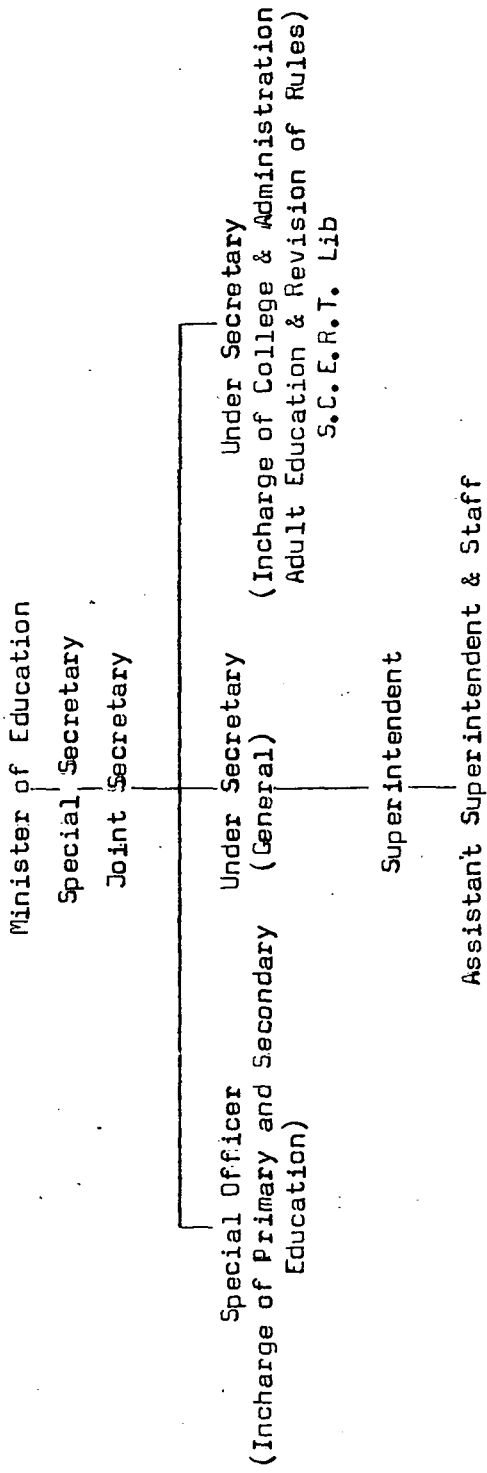
and schemes are undertaken by the Directorate of Public Instruction.

The Directorate of Public Instruction provides a focal point from which the administration of the educational system in the State can be surveyed. Its main objective is to manage the resources at its disposal with such a degree of efficiency that the educational goals and objectives of the State are achieved. The Director of Public Instruction (D.P.I) plays a key role in the organisation of the whole Department in all matters relating to education in the State. According to the present mode the D.P.I. is selected from the Administrative Cadre. He/she continues to be in office for a short period spanning 3 to 5 years. The post is by no means of a permanent nature. In actual practice the role of the secretariat goes beyond the making of broad policies. It exercises supreme power over the Directorate. The appointment of officers is made by it and the Secretary and his team of officers are usually involved in the making of administrative decisions. It should be pointed out here that all matters relating to finance are referred to the Finance Department. It also has a link with the Planning and Personnel Department in matters relating to planning schemes and the appointment of officers.

There is no separate set up for educational planning at the secretariat level. In the Directorate, Deputy Director of Planning is assisted by a Planning Officer and his staff in matters relating to plans and programmes right from pre-primary to college level including technical education. The Planning Department formulates plans for educational development in the State. In formulating the educational plans, co-ordination is established with the principals of Government and non-government institutions and other field officers. A detailed scheme with financial implications is prepared and forwarded to the D.P.I. for approval. After an examination and modifications by the D.P.I. the schemes are consolidated into a plan document for seeking approval of the Education Secretary. At the secretariat level, the plans and schemes are scrutinised and transmitted to the Planning Department. The scope for improvement of the quality of education and the provision of educational facilities fall within the purview of the Planning Wing of the Education Department. The District Council Schemes regarding primary education are processed through the Secretary of the District Councils who forward them to the Educational Planning Committee for approval. Organogram of the Department of Education, Government of Meghalaya is shown in Figure-2.

FIGURE - 2 ORGANOGGRAM OF THE DEPARTMENT OF EDUCATION, GOVERNMENT OF MEGHALAYA

SECRETARIAT LEVEL ADMINISTRATIVE SET UP



DIRECTORATE OF PUBLIC INSTRUCTION

Contd.....

At the time of collection of data, due to some reasons the administration of primary education in the Jaintia Hills Autonomous District and the Garo Hills Autonomous District were taken over temporarily from the respective District Councils by the Government of Meghalaya. Figure-3 shows the organogram of the educational administration in the three Autonomous Districts at the time of collection of data.

[Note: For some reasons, recently, the administration of primary Education in the Khasi Hills Autonomous District is also taken over from the District ~~is also taken over from the District~~ Council by the Government of Meghalaya. Hence, now, the administrative structure with respect to primary education in the Khasi Hills Autonomous District is similar to those of Garo Hills Autonomous District and the Jaintia Hills Autonomous District.]

4.4.3.1 The Field Set-up

The field set-up consists of the Inspectors of Schools, Assistant Inspectors, Deputy Inspectors and Sub-Inspectors of Schools who are responsible for field administration. The Inspectors are responsible for the entire inspectorate which looks after inspection and supervision. The Inspectors of Schools assisted by teams of sub-ordinate staff inspect high schools and training schools. The Deputy Inspectors are in-charge of the inspection and supervision of middle English and primary schools in the State. Primary schools except those within

FIGURE -- 3 ORGANOGRAM OF THE EDUCATIONAL ADMINISTRATION IN THE THREE
 AUTONOMOUS DISTRICTS OF MEGHALAYA (At the time of collecting Data)

KHASI HILLS AUTONOMOUS DISTRICT COUNCIL,
 SHILONG

Chief Executive Officer
 Executive Member
 Special Officer
 (Incharge Education)
 Education Officer
 Sub Inspectors
 Assistant Sub-Inspectors

CARO HILLS AUTONOMOUS DISTRICT
 Administrator (DDPI)
 Additional Deputy Inspectors
 Sub Inspectors
 Assistant Sub-Inspectors & Staff

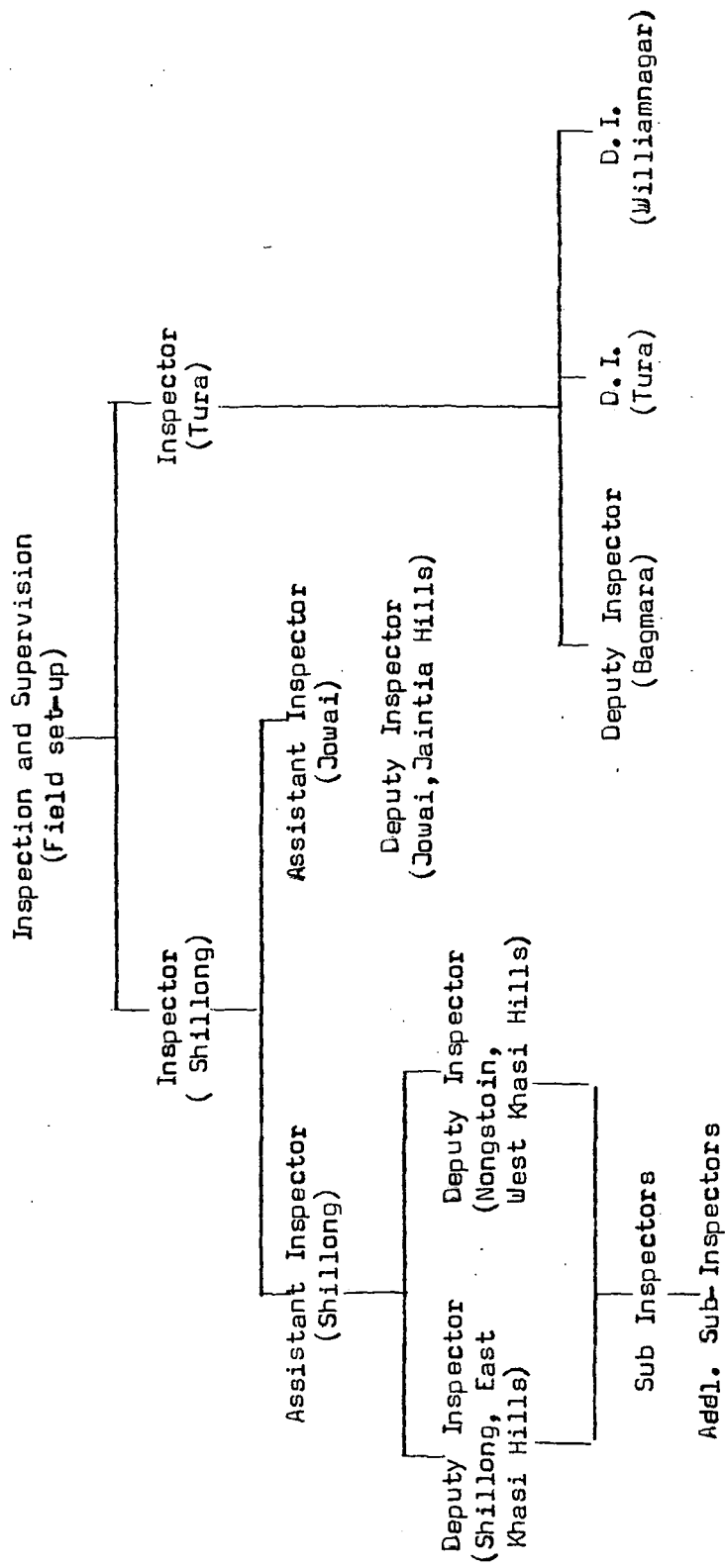
JAINTIA HILLS AUTONOMOUS DISTRICT
 Administrator
 (Deputy Commissioner)
 Officer on Special Duty
 Primary Education Jaintia Hills
 Deputy Inspectors Schools
 Sub Inspectors
 Asstt. Sub Inspectors and Staff

the municipal and cantonment areas fall within the administration of the District Councils. The schools within the jurisdiction of municipal and cantonment areas are directly under the control of the Deputy Inspector of Schools. The Government deposes Sub-Inspectors and Assistant Sub-Inspectors to the District Councils for the purpose of inspection and supervision.

At present the inspectorate consists of two inspectors of schools, one in-charge of Khasi Hills and Jaintia Hills, and the other in-charge of Garo Hills, the headquarters of former being at Shillong and that of the latter being at Tura. The Inspector at Shillong is assisted by two Assistant Inspectors, one to be in-charge of Shillong and the other of Jowai (Jaintia Hills). There are six Deputy Inspectors one each with headquarters at Shillong (East Khasi Hills), Nongstoin (West Khasi Hills), Jowai (Jaintia Hills), Bagmara (West Garo Hills), Tura (West Garo Hills), and William-Nagar (East Garo Hills). All the Deputy Inspectors are assisted by Sub-Inspectors and Additional Sub-Inspectors, the total number of them being around 30. These officers are drawn from the non-gazetted cadres. Figure-4 shows the organogram of the Inspectorate.

The State Council of Educational Research

FIGURE - 4 ORGANOGRAM OF THE INSPECTORATE OF THE DEPARTMENT OF EDUCATION,
GOVERNMENT OF MEGHALAYA



and Training (SCERT) which was established in 1976, has as one of its objectives to conduct research in the field of school education. It also provides inservice programmes to the school teachers.

4.4.3.2 Primary Schools under the Municipal and Cantonment Areas

There are at present 65 primary schools which fall within the jurisdiction of the Municipal and Cantonment areas. Such areas fall within Shillong only in the whole of Meghalaya State. Of these schools, 2 are Government institutions and the rest come under what is called the grant-in-aid system. The two Government primary schools are Jaiaw Practising School and Junior Basic School. These two schools are under the direct control and management of the Deputy Inspector of Schools and the remaining 63 are under the deficit grant-in-aid system, whereby they get the financial assistance from the Government but managed by their own managing committees.

The Shillong Municipal and Cantonment Areas are divided into five circles, viz., Northern Circle, Eastern Circle, Southern Circle, Central Circle and Western Circle. Each circle is under one Sub-Inspector of School. The function of the Sub-Inspector is to identify the problems of the schools within his

jurisdiction, to settle the internal affairs to the school Managing Committees and to conduct the Primary Scholarship Examinations. The Sub-Inspector is also entrusted to supervise the nursery sections and middle English schools.

4.4.4 Educational Expenditure

Upto the middle of the Fourth Five Year Plan period, the United Khasi & Jaintia Hills and the Garo Hills were a part of Assam. Apart from the allocation of funds for the General Plan of Assam (State Schemes) the Central Government made a special allocation of funds in respect of centrally sponsored schemes initiated for the development of Hill Areas of Assam which comprised of the four Autonomous Districts of United Khasi and Jaintia Hills, Garo Hills, Mizo Hills, United Mikir and North Cachar Hills. The expenditure incurred in Hill Areas during the three Plan periods is shown in Table 4.4.

TABLE 4.4 EXPENDITURE INCURRED IN HILL AREAS DURING THE FIRST, SECOND and THIRD PLAN PERIODS

Plan	Expenditure (in Rs. lakhs)	
	General Plan	Welfare of Backward Classes(Hills) Plans
First Plan	111.79	313.02
Second Plan	395.63	537.73
Third Plan	929.69	656.51

(Ref: Government of Assam, 1966).

At the end of the Third Plan, certain special problems of the Hill Areas in the field of Education were realised. Hence, in the Fourth Plan, special attention was given to the special needs of the Hill Areas. It was kept in view to improve education in the region both qualitatively and quantitatively.

During the Fourth Plan Period Meghalaya (comprising of the United Khasi and Jaintia Hills District and the Garo Hills District of the erstwhile Assam State) was formed as a separate State. Keeping in mind that the two Hill Districts formed the new State, the expenditure incurred for Education in the years that followed are discussed further.

Table 4.5 presents the financial expenditure incurred/approved outlays (Plan) for the development of education in the State of Meghalaya.

It is noted from the Table 4.5 that the expenditure on elementary education during 1969-70 was Rs.7.69 lakhs. This accounts to about 29 per cent of the total Plan outlay on education. From 1970-71 and onwards, the percentage of allocation for elementary education from the total outlay has increased.

TABLE 4.5 FINANCIAL EXPENDITURE INCURRED/APPROVED
OUTLAYS FOR THE DEVELOPMENT OF EDUCATION
IN THE STATE OF MEGHALAYA

Year	Total outlay on education (in lakhs)	Outlay on Elemen- tary Education (in lakhs)
1969-70	26.65	7.69 (29)
1970-71	68.17	34.00 (50)
1971-72	57.60	26.06 (45)
1972-73	69.15	29.03 (42)
1973-74	100.32	41.05 (41)
1974-75	69.40	30.90 (45)
1975-76	67.50	33.10 (49)
1976-77	83.18	37.50 (45)
1977-78	136.17	64.36 (47)
1978-79	175.34	89.13 (51)
1979-80	127.33	55.00 (43)
1980-81	178.25	88.82 (50)
1981-82	194.00	90.00 (46)
1982-83	230.00	120.45 (52)
1983-84	300.00	150.00 (50)
*1984-85	335.00	153.00 (46)

* Indicates approved outlay.

N.B : Data in parentheses indicate per cent).

(Source: Review of the Implementation of Development Schemes and Programmes for Different Plans and Others, Planning Department, Government of Meghalaya, 1972-73 to 1982-83).

(ii) Planning Cell, Government of Meghalaya).

Since in Meghalaya the elementary education is under the jurisdiction of District Councils (except

the Shillong municipal and cantonment areas), the Government allocates money to the District Councils for the purpose. The grant-in-aid thus released to the three District Councils in the State for the years 1973-74 to 1982-83 is given in Table 4.6.

The Government also has released money for the maintenance of the Government and private-aided schools in the Shillong municipal and cantonment areas. Tables 4.7 and 4.8 presents the recurring and non-recurring grants given to them.

TABLE 4.7 GRANT-IN-AID FOR RECURRING GRANT (for Maintenance) TO LOWER PRIMARY SCHOOL TEACHERS IN SHILLONG MUNICIPALITY AND CANTONMENT AREAS

(In Rupees)			
Year	Non-Plan	Plan	Total
1976-77	7,84,036	48,822	8,32,858
1977-78	10,45,708	55,723	11,01,431
1978-79	11,93,526	229,428	14,22,954
1979-80	14,46,851	20,000	14,66,851
1980-81	21,65,694	46,864	22,12,558
1981-82	21,75,166	122,508	22,97,674
1982-83	24,61,745	2,28,971	26,90,716
1983-84	27,84,493	2,63,362	30,52,855
GRAND TOTAL	1,40,62,219	10,15,678	1,50,77,897

(Source: Directorate of Education, Government of Meghalaya).

TABLE 4.6 GRANT IN AID RELEASED BY GOVERNMENT OF MEGHALAYA TO THE THREE DISTRICT COUNCILS FOR MAINTENANCE/ ENTERTAINMENT OF TEACHERS, CONSTRUCTION/REPAIRS ETC. DURING 1973-74 TO 1982-83

Year	Khasi Hills Autonomous District Council		Garo Hills Autonomous District Council		Jaintia Hills Autonomous District Council		Total (Rs)
	Non-Plan (Rs)	Plan (Rs)	Non-Plan (Rs)	Plan (Rs)	Non-Plan (Rs)	Plan (Rs)	
1973-74	24,75,000 33,65,560	8,90,560	24,20,000 34,68,076	10,48,075	11,23,000 15,23,910	4,00,910	83,57,545
1974-75	29,55,000 33,63,800	4,08,800	33,33,000 36,82,300	3,49,300	16,38,000 17,51,900	1,13,900	87,98,000 (5)
1975-76	32,39,820 36,49,360	4,09,540	35,80,390 40,22,460	4,42,070	15,81,500 16,80,890	99,390	93,32,710 (6)
1976-77	50,37,478 54,94,478	4,57,000	45,28,600 49,68,600	4,40,000	25,69,696 27,95,296	2,25,600	1,32,58,374 (42)
1977-78	75,68,300 88,47,228	12,78,928	82,33,548 92,87,348	10,53,800	36,43,200 43,42,700	6,99,500	2,24,77,276 (70) Revised Pay
1978-79	60,00,000 73,35,100	13,35,100	52,12,000 64,92,500	12,80,500	26,94,000 34,45,400	7,51,400	1,72,73,000 (-23)
1979-80	70,41,151 74,80,951	4,39,800	64,21,780 68,02,980	3,81,200	34,77,217 37,16,917	2,39,700	1,80,00,848 (4)
1980-81	96,22,450 1,09,08,610	12,86,160	93,59,385 1,03,70,447	10,11,062	44,89,150 48,89,350	4,00,200	2,61,68,407 (45) Revised Pay
1981-82	1,10,80,000 1,23,12,837	12,32,837	1,07,60,000 1,15,55,431	7,95,431	47,60,000 52,66,440	5,06,440	2,91,34,708 (11)
1982-83	99,72,750 1,20,76,750	21,04,000	1,02,90,000 1,21,78,622	18,88,622	51,72,750 61,95,700	10,22,950	3,04,51,072 (5)

N.B.: Data in parentheses indicate increase/decrease per cent.

(Source: (i) Education Secretariat, Government of Meghalaya, Shillong.

(ii) Directorate of Public Instruction, Government of Meghalaya, Shillong).

TABLE 4.8 GRANT-IN-AID FOR NON-RECURRING GRANTS
(Buildings, Sports, Text Books etc.)
TO LOWER PRIMARY SCHOOLS IN SHILLONG
MUNICIPALITY AND CANTONMENT AREAS

(In Rupees)

Year	Plan	Non-Plan	Total
1976-77	10,000	-	10,000
1977-78	10,000	-	10,000
1978-79	30,000	-	30,000
1979-80	50,000	24,000	74,000
1980-81	1,00,000	17,000	1,17,000
1981-82	90,000	73,000	1,63,000
1982-83	1,28,000	72,000	2,00,000
1983-84	1,45,800	72,000	2,17,800
GRAND TOTAL	5,63,800	2,58,000	8,21,800

(Source: Directorate of Education, Government of Meghalaya).

4.5 POSITION OF PRIMARY EDUCATION IN THE STATE : AN OVERVIEW

Primary Education in Meghalaya is free. It is the first level of education and the common goal and objective of the State Policy in respect of primary education is to achieve universalisation. The present educational ladder in Meghalaya indicates that the formal schooling of a child begins at the age 5+. Before attaining this age a child may be sent to a pre-primary/nursery/montessori school. Pre-primary is purely voluntary and is not a pre-requisite for

admission into class 'A'. The primary school stage comprises 5 classes (A, B, I, II and III). Mother tongue (Khasi and Garo) is the medium of instruction at the primary level in the case of tribal students. (The literary language of the Jaintias is the same as that of the Khasi). Bengalee, Nepali, Assamese and Hindi are the other media used in the respective non-tribal primary schools.

The Education Department of Meghalaya emerged out of the present Education Department of the erstwhile Government of Assam. For the purpose of education and administrative facilities the State is divided into three educational districts headed by three district Councils, viz., The Khasi Hills Autonomous District Council (covers East and West Khasi Hills), the Garo Hills Autonomous District Council (covers East and West Garo Hills), and the Jaintia Hills Autonomous District Council (covers Jaintia Hills). The three educational districts are divided into five divisions headed by 5 Deputy Inspectors of Schools. These five divisions correspond with the five districts of the State.

The Sixth Schedule to the Constitution of India (under Para 6) provides that "the District Councils

may establish, construct or manage primary schools, dispensaries, markets, cattle ponds, ferries, fisheries, roads, road transport and water ways in the District and with the previous approval of the Governor may make regulations for the regulation and control thereof, and in particular, may prescribe the language and the manner in which primary education shall be imparted in the primary school in the Districts." (Ministry of Law and Justice, 1973).

In accordance with the above provisions the erstwhile Government of Assam transferred the management and control of the primary schools in the Hills District to the District Councils. The transfer of primary schools in the Garo Hills was effected on 1.6.61 and in the Khasi and Jaintia Hills on 1.4.62.

The Tribal Areas development Department of the erstwhile Government of Assam while effecting the transfer to the District Councils wrote as follows:

"With the transfer of complete control and management of the Primary Education to the respective District Council it will be the sole responsibility of the District Councils concerned to provide necessary funds in their own budget in this respect."

It added:

"although Government may continue to give financial assistance to the District Councils to the extent of the existing level of expenditure incurred by the Government for the maintenance of the Government primary schools for giving grants-in-aid to Government aided primary schools . . . , the District Council will provide funds from their own sources."

It further added:

"In the interest of speedy expansion of primary Education in the hills this financial aspect of the question needs the most careful consideration of the District Councils."

Thus the striking and important feature of the system is the dual control in primary education. As mentioned, the Constitution of India vests the responsibility of management and control of primary education with the three District Councils except those under the Shillong Municipal and Cantonment areas, which have continued to remain with the State Government.

An idea of the habitations with and without primary sections in rural areas of Meghalaya can be had with a reference to the Third and Fourth All-India Educational Surveys. At the time of the First and Second Surveys, Meghalaya was not a separate State but formed a part of Assam and hence these figures for Meghalaya are not available.

The Third Educational Survey was conducted in 1973 in a newly created State of Meghalaya. No comparable data for the first and the second survey were available because the State was earlier a part of the erstwhile Assam State. The Third Survey showed that there were 4,841 rural habitations with a population of 9,80,030 of which 4,515 (93.27 per cent) were in the population slab below 500. Only 87.55 per cent of the population was served by primary sections within a distance of 2 kilometres. 83.66 per cent of the population was served by primary sections within a distance of 1 kilometre. In all, there were 1,235 habitations which did not have a primary section within a walking distance of Kilometres and of these 1,228 were in the slab below 500. Habitations which did not have a primary section within a distance of 2 kilometres and having a population of more than 300 were 47 in number. Thus the problem was only of provision of educational facilities for smaller habitations. The Fourth All-India Educational Survey which was completed in 1979 identified 5712 rural habitations in the State. Of these 93.7 per cent were found with population below 500 accounting to 76.1 per cent of the total rural population. The survey report showed that the State had a large number of small habitations. Amongst the districts, the highest number of habitations with a



population 'below 100' is the highest in West Garo Hills having 683 habitations and lowest in Jaintia Hills District having 149 habitations. The survey revealed that the percentages having primary sections within the habitation in East and West Garo Hills, East and West Khasi Hills and Jaintia Hills District were 62.6, 51.5, 58.9, 68.3 and 66.4 respectively. The report showed that 40.5 per cent of the habitations in the State did not have primary schools sections within the habitations. There were 4 habitations with a population of 500 and above which did not have primary sections even within a walking distance of 2 kilometres and 3 habitations with the same population slab having primary section within more than a distance of 2 kilometres.

The details of the habitations with and without primary sections in the rural areas of the different districts of Meghalaya are given in Table 4.9.

There has been an increase in the number of schools, teachers and the enrolment of students in the field of primary education, though there are fluctuations sometimes in the enrolment figures as can be seen from Table 4.10.

TABLE 4.9: HABITATIONS WITH AND WITHOUT PRIMARY SCHOOL SECTION IN THE RURAL AREAS DISTRICT WISE, HABITATION WITH PRIMARY SECTION AT A DISTANCE OF...

Sl No	Name of the District	Items	Within the habitation	Upto 0.5km	0.6 to 1.0 km	Upto 1.0 km	1.1 to 1.5 km	1.6 to 2.0 km	More than 2 km	Total
1.	East Garo Hills	1. No. of habitation	514	63	45	622	34	83	82	821
		2. Their total population	1,26,453	7,616	7,142	1,41,211	4,776	11,548	9,524	1,67,059
		3. Percentage of population	75.69	4.56	4.28	4.53	2.86	6.91	5.70	100.00
2.	West Garo Hills	1. No. of habitation	987	186	173	1,346	801	155	333	1,194
		2. Their total population	2,44,148	26,250	23,413	2,93,811	8,744	18,297	35,273	3,56,125
		3. Percentage of Population	68.56	7.37	6.57	82.57	2.46	5.14	9.90	100.00
3.	East Khasi Hills	1. No. of habitation	798	158	122	1,078	28	76	173	1,355
		2. Their total population	2,56,165	26,058	14,698	2,96,921	2,356	7,649	16,083	3,23,008
		3. Percentage of population	79.31	8.07	4.55	91.92	0.73	2.37	4.98	100.00
4.	West Khasi Hills	1. No. of habitation	711	113	71	895	51	44	51	1,041
		2. Their total population	1,53,372	6,075	1,72,318	4,805	4,092	4,600	4,680	1,85,895
		3. Percentage of population	82.50	0.49	3.70	92.70	2.58	2.20	2.52	100.00
5.	Jaintia Hills	1. No. of habitation	386	82	52	520	9	16	36	581
		2. Their total population	1,13,533	14,650	6,897	1,35,080	2,692	1,219	2,934	1,41,975
		3. Percentage of population	79.97	10.32	4.86	95.14	1.90	0.86	2.10	100.00
		1. No. of habitation	3,396	602	463	4,461	202	374	675	5,712
		2. Their total population	8,93,671	86,645	59,025	10,39,341	23,373	42,805	68,543	11,74,062
		3. Percentage of the Population	72.12	7.38	5.03	88.53	1.99	3.65	5.84	100.00
	TOTAL									

(Source: Director of Education, Government of Meghalaya).

TABLE 4.10 NUMBER OF PRIMARY SCHOOLS, TEACHERS AND CLASS-WISE ENROLMENT IN MEGHALAYA STATE DURING 1971-72 TO 1978-79

Year	No. of Primary schools	No. of teachers	No. of students enrolled class-wise						Total enrolment
			A	B	I	II	III		
1971-72	2,617	M 2,658	Boys 30,315	17,847	13,188	10,918	7,088	81,356	
		F 1,048	Girls 30,405	16,844	12,157	9,803	5,968	75,177	
		3,706	62,720	34,691	25,345	20,721	13,056	1,56,533	
1972-73	2,683	M 2,709	Boys 35,633	19,252	13,607	11,332	7,391	87,215	
		F 1,119	Girls 32,752	18,045	17,243	9,876	6,602	84,518	
		3,828	68,385	37,297	30,850	21,208	13,993	1,71,733	
1973-74	2,766	M 2,630	Boys 36,940	19,251	13,812	11,198	7,327	88,528	
		F 1,121	Girls 32,759	17,648	12,168	9,432	6,353	78,360	
		3,751	69,699	36,899	25,980	20,630	13,680	1,66,888	
1974-75	3,095	M 3,096	Boys 37,485	20,457	14,460	11,751	7,725	91,878	
		F 1,384	Girls 33,428	17,941	12,793	9,757	6,455	80,374	
		4,480	70,913	38,398	27,253	21,508	14,180	1,72,252	
1975-76	3,195	M 3,254	Boys 39,799	20,869	14,246	11,717	8,018	94,649	
		F 1,426	Girls 36,263	19,356	12,605	10,044	6,875	84,943	
		4,680	76,062	40,225	26,851	21,761	14,693	1,79,592	
1976-77	3,350	M 3,375	Boys 40,731	21,528	14,812	12,248	8,628	97,947	
		F 1,538	Girls 36,754	19,675	12,916	10,245	8,040	87,630	
		4,913	77,485	41,203	27,728	22,493	16,668	1,85,577	
1977-78	3,397	M 3,400	Boys 41,051	21,828	15,045	12,383	8,950	99,264	
		F 1,618	Girls 37,088	19,996	13,335	10,667	8,370	89,456	
		5,018	78,139	41,824	28,380	23,050	17,327	1,88,720	
1978-79	3,575	M 3,917	Boys 47,215	16,321	12,920	9,797	7,842	94,095	
		F 2,219	Girls 45,568	16,415	12,229	9,821	7,568	91,601	
		6,136	92,783	32,736	25,149	19,618	15,410	1,85,696	

NOTE: The accurate data for the years 1978-79 onwards were not available)
(Source: Statistical Office, Department of Education, Government of Meghalaya, Shillong)

TABLE 4.13 DROP-OUT OF STUDENTS AT THE PRIMARY LEVEL IN MEGHALAYA STATE DURING 1971-72 TO 1977-78

Year	Drop-out of			Students		Class-wise	
	A	B		I	II		
1971-	Boys	13,063 (40)	4,240 (24)	1,856 (14)	3,527 (32)		
1972	Girls	12,360 (41)	- 399 (-2)	2,281 (19)	3,201 (33)		
		25,423 (41)	3,841 (11)	4,137 (16)	6,728 (32)		
1972-	Boys	16,382 (46)	5,440 (28)	2,409 (18)	4,005 (35)		
1973	Girls	15,104 (46)	5,877 (33)	7,811 (45)	3,523 (36)		
		31,486 (46)	11,317 (30)	10,220 (33)	7,528 (35)		
1973-	Boys	16,483 (45)	4,791 (25)	2,061 (15)	3,473 (31)		
1974	Girls	14,818 (45)	4,855 (28)	2,411 (20)	2,977 (32)		
		31,301 (45)	9,646 (26)	4,472 (17)	6,450 (31)		
1974-	Boys	16,616 (44)	6,211 (30)	2,743 (19)	3,733 (32)		
1975	Girls	14,072 (42)	5,336 (30)	2,749 (21)	3,082 (32)		
		30,688 (43)	11,547 (30)	5,492 (20)	6,815 (32)		
1975-	Boys	18,271 (46)	6,057 (29)	1,998 (14)	3,089 (26)		
1976	Girls	16,588 (46)	6,440 (33)	2,360 (19)	2,004 (20)		
		34,859 (46)	12,497 (31)	4,358 (16)	5,093 (23)		
1976-	Boys	18,903 (46)	6,483 (30)	2,429 (16)	3,291 (27)		
1977	Girls	16,758 (46)	6,340 (32)	2,249 (17)	1,875 (18)		
		35,661 (46)	12,823 (31)	4,678 (17)	5,166 (23)		
1977-	Boys	24,730 (60)	8,908 (41)	5,248 (35)	4,541 (37)		
1978	Girls	20,673 (56)	7,767 (39)	3,514 (26)	3,099 (29)		
		45,403 (58)	16,675 (40)	8,762 (31)	7,640 (33)		

(source: statistical Office, Deptt. of Education, Govt. of Meghalaya, Shillong)
 NR: data in parentheses indicate percent

The fluctuations indicated to some extent the drop-outs from the system of primary education. Finding out from Table 4.10, the drop-out rate is quite high in Class-A itself, which is the first year of primary education. Table 4.11 presents the picture of drop-outs in the different classes of primary schools in Meghalaya.

The picture of primary education in the State of Meghalaya as presented above provides a basis for further presentation in the next chapters.

CHAPTER - V

DEVELOPMENTAL PLANS AND PROGRAMMES

Article 46 of the Constitution states, "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes" (Ministry of Law and Justice, 1973). Accordingly, the Government of Meghalaya is making efforts to bring about an all round development of the people in general and to raise their economic and educational standards in particular. In this regard it may be noted that the tribal students in Meghalaya are mostly the first generation learners. Parents thus have to be convinced of the necessity and the value of sending their children to school. The 'Special Tribal Sub-Plan' designed by the State Government assumes that the problem of retention is more serious than the problem of enrolment (Government of Meghalaya, 1982c).

With an aim to tackle the various problems standing in the way of universalisation of education, the State Government is constantly making efforts. As a preamble to any of the efforts undertaken by the State Government lie the different Five Year Plans.

5.1 DEVELOPMENTAL PLANS

As has been already mentioned, Meghalaya came into being in 1970, first as an autonomous State of Assam, and attaining its full statehood in 1972. The Fourth Five Year Plan of the new State was prepared in 1970 in a joint discussion between the representatives of Meghalaya and Assam and those of the Planning Commission. The total outlay for the Fourth Plan of Meghalaya was determined at Rs.38.00 crores. This was done by dividing the Assam Hill Plan of Rs.65.75 crores between Meghalaya and the rest of Assam on the basis of population of the hill districts of the composite Assam State.

Among the objectives of the Plan it was put forth to pay to improve and expand educational facilities in the State. The Plan, therefore, ear-marked a special outlay for the development of elementary education. To achieve the constitutional directives and especially those on primary education the following programmes were initiated:

1. Expanding educational facilities for children of age group 6-10 years and 11-13 years.
2. Constructing new school buildings and providing furniture.

3. Supplying free text books to students.
4. Instituting an incentives scholarships and school uniform to selected and deserving candidates.
5. Improving library facilities.
6. Providing for games and sports.
7. Initiating programme of teacher education.

The Fifth Five Year Plan included the following among its broad objectives:

1. To achieve 100 per cent enrolment of children in the age group 6-11 years.
2. To ensure minimum of 50 per cent enrolment of children in the age group 11-14 years.
3. To improve enrolment of girls.
4. To reduce wastage and stagnation especially at the primary stage.
5. To improve science education in schools.
6. To improve teacher training facilities, both pre-service and inservice.
7. To provide incentives to teachers and students.
8. To implement the UNICEF assisted projects.
9. To initiate programmes to establish 2 Ashram type of primary schools with boarding facilities for shifting population.
10. To produce text books in local languages for primary schools.
11. To provide increased financial assistance to Government and non-Government institutions and to provide better physical facilities in the matter of primary education.

12. To develop play grounds and libraries, and to improve school buildings and to provide for extra-curricular activities.
13. To launch mid-day meal programme and to provide other incentives to the students studying in the areas bordering Bangladesh and also flood affected areas of the State.
14. To initiate programmes related to the preparation and publication of books, and to provide assistance to authors and to eminent persons of arts and letters.

The objectives of the Sixth Five Year Plan included the following:

1. To cover 80 per cent enrolment in the age group 6-10, i.e., an additional enrolment of 65,000 children including primary education of 20,000 children through part-time non-formal education programmes.
2. To open 141 primary schools in villages having a population of over 200 and to provide schooling facilities within a walking distance of 2 kms and to open 50 new primary schools in the urban areas to cater to the needs of the linguistic minority groups.
3. To provide improved educational facilities and a second teacher to 400 single teacher schools; and to provide additional teachers in 100 schools having enrolment of 100 or more.
4. To provide mid-day meal to cover 80,000 of school enrolment in backward and rural areas.
5. To provide free text books to 50,000 children.
6. To provide school uniforms.
7. To institute best attendance awards and merit scholarships.
8. To provide semi permanent buildings with corrugated iron sheet to about 500 school buildings.

9. To popularise science education and to supply science kits to 2000 primary schools.
10. To give special incentives to 500 school teachers of Rs.50/- per month to primary school teachers possessing special training in science.
11. To set up two primary teacher training centres with an intake capacity of 60 each and to expand existing institutions by providing 200 additional seats.
12. To provide short term inservice training to both trained and untrained teachers.

5.2 PROGRAMMES UNDERTAKEN

To achieve the Plan objectives certain programmes have been taken up by the State. These programmes also include the incentives introduced by the government to bring about quantitative and qualitative changes in respect of primary education in the State. They are aimed, on the one hand, at attracting more children and on the other, at improving the quality of education. After screening the Government records, reports and other documents related to primary education in the State of Meghalaya, the programmes which are undertaken are identified. These programmes are as follows:

- (i) Programme of Opening of New Primary Schools.
- (ii) Attendance scholarship Programme.
- (iii) Mid-day meal Programme.
- (iv) Programme of free supply of text books.

- (v) Supply of Uniforms Programme.
- (vi) Programme of Provision of Scholarship.
- (vii) School Health Service Programme.
- (viii) Programme of Sports and Games.
- (ix) Programme of Provision of School Buildings, Furniture and Equipment.
- (x) Programme of Assistance to Authors.
- (xi) Programme of Establishment of Text Book Banks and Libraries.
- (xii) Science Promotion Programme (UNICEF Science Project I).
- (xiii) Programme of Teacher Training.

Each of these programmes are discussed below.

5.2.1 Programme of Opening of New Primary Schools

Establishment of schools is done by the Government and by the private organisations or associations. In practice, unless under exceptional circumstances the Government does not take the initiative to establish a new school. The policy is to provincialise the existing private schools whenever necessary. Normally the following conditions are taken into consideration for the establishment of a new school:

- (a) that the school is a real need to the people in the locality, that the school is not likely to suffer from migration of pupils to a neighbouring school nor it is likely to harm a neighbouring school already recognised;

- (b) that the school is under the management of a regular constituted committee;
- (c) that the qualification, character, and experience of the headmaster and the teaching staff are satisfactory;
- (d) that the accommodation is sufficient for the classes under instruction in the school;
- (e) that the sanitary conditions attached to the school are adequate and kept in good order; that the arrangements are made for the supply of good drinking water to the pupils;
- (f) that the school building in which the school is carried on is adopted for the purpose of the school and is in proper sanitary condition;
- (g) that the financial stability of the school is assured;
- (h) that there is no fear of fall in the enrolment in each of the classes in the school.

(Government of Meghalaya, 1981c).

According to the criteria prescribed by the Government of India, primary school facilities should be provided within a distance of 1 kilometre from the home of the child and schools should be located in villages having 300 population or more. But for Meghalaya, due to hilly terrain condition of the State, the villages having a population of 200 and more are allowed to establish a new school. The Fourth All-India Educational Survey reveals that there are about 141 habitations in the State having a population of 200 and more which have

no primary schools within easy reach of the school going children. It was proposed that during Sixth Plan period schools would be provided in these habitations.

5.2.2 Attendance Scholarship Programme

This programme was started as an incentive to the students to keep up regular attendance and to stop drop-outs at the primary level of education. Majority of the school going children of the age group 6-14 of the State of Meghalaya are irregular in attending the schools. This is because, partly due to the ignorant parents who engage them with manual work either at home or in the field, and partly due to the children themselves who are idle to attend the classes.

The scheme of Attendance Scholarship was started with a fund allocation of Rs.0.40 lakhs during the year 1982-83. The money was to award stipends to children who regularly attend the school. It was proposed to give attendance scholarships to 500 primary school children and 250 middle school children at the lump sum rate of Rs.50/- per year per child for children of primary schools and Rs.60/- per year per child for children of middle schools. The district-wise break-up

is shown below:

Year	District	No. of students	Rate	Amount
<u>A. Primary</u>				
1982-83	Khasi Hills (East and West)	225	Rs.50 per year	Rs.11,250
	Garo Hills (East and West)	200	-do-	Rs.10,000
	Jaintia Hills	75	-do-	Rs. 3,750
				Rs.25,000
<u>B. Middle</u>				
1982-83	Khasi Hills (East and West)	100	Rs.60 per year	Rs. 6,000
	Garo Hills (East and West)	100	-do-	Rs. 6,000
	Jaintia Hills	50	-do-	Rs. 3,000
				Rs.15,000
GRAND TOTAL (A + B)				Rs.40,000

(Source: Directorate of Public Instruction,
Government of Meghalaya, Shillong).

Selection of Candidates

A Selection committee separately for primary and middle scholarships under each of the Deputy Inspector of Schools level comprising a district or, one or more sub-divisions, viz., Shillong, Tura, Williamnagar, Nongstoin and Bagmara, are set up to select the awardees. The committee comprises of the following members.

A. Primary Level

1. Deputy Inspector of Schools - Chairman
2. Two Head Teachers of primary schools (to be nominated by the Deputy Inspector of Schools) - Member
3. One nominee of the District Council or the Administrator of District Council - Member
4. The Sub-Inspector of Schools (Sadar) - Member-Secretary-cum-Convener

B. Middle-School Level

1. The Inspector of Schools - Chairman
2. The Deputy Inspector of Schools (Headquarter) - Member Secretary-Cum-Convener
3. Two Head Masters of middle schools (to be nominated) - Member
4. One non-official (to be nominated by Inspector of Schools) - Member

Eligibility/Criteria:

1. To be selected from the students attending not less than 90 per cent of prescribed number of classes held as per the number of days prescribed under the Rules.
2. The names of not more than 3 shall be forwarded and recommended by the Head Teachers of the schools duly countersigned by the Secretaries of the Managing Committee concerned.
3. The selection will be done by the Selection Committee from among the eligible students keeping in mind the available fund.

4. Endeavour would be made to distribute the same in schools between different Development Blocks.
5. Preference will be given to schools situated in rural and backward areas and to the scheduled tribes and scheduled castes communities.
6. A certain percentage will be earmarked for girl students.
7. The student can enjoy incentive scholarship along with any other stipend/scholarship.
8. The scholarship will be considered on the actual attendance of the current academic session.
9. The scholarship will be awarded for one academic year only.

Since 1983-84 this programme has been temporarily suspended in order to get the suggestions from the concerned persons whether or not the programme is to be continued.

5.2.3 Mid-day Meal Programme

Need to provide mid-day meal to the school children is widely felt. Malnutrition is considered to be the prime factor in the erosion of health. The diet surveys conducted by the Indian Council of Medical Research have shown that the average diet of an Indian is unbalanced. Under-nutrition and mal-nutrition exist

widely in the country and young children are among the worst sufferers from these preventable causes. In conditions of this type the significance of mid-day meal programme is obvious. It will assist in improving the health and physical development of the young learner. It will also play an important role in education because children who are better fed and healthier will make quicker and sounder progress in their studies.

Meghalaya State, therefore, launched this programme during the Fifth Five Year Plan period with the following objectives:

- (a) to enrol poor children who have remained outside the school on account of poverty;
- (b) to give at least one satisfactory meal to poor children in school; and
- (c) to serve as an incentive to enrol more students especially those from the rural and backward areas.

Implementation of the Scheme:

The scheme has been on the move since 1975. It is being implemented through the respective District Councils in the State. For each of the districts a Committee was constituted with the Chief Executive Member of the District Council as the Chairman, the District Social Education Officer, Education Department,

Government of Meghalaya as its Secretary and the Deputy Inspector of Schools as one of the members for selection of schools for operating the scheme. On receipt of the sanction from the Government, the District Social Education Officer would purchase the feeding materials by calling quotations. The District Council authorities collect the materials from the District Social Education Officer for distribution among the selected schools. Payment is made to the suppliers after receiving the certificates that the materials were received in good condition. Utilisation certificate is also collected from the schools. The grant-in-aid released by the Government to the District Councils for the supply of mid-day meals at the lower primary school stage is presented in Table 5.1

Draw-backs of the Scheme:

As pointed out by the District Council authorities it appears that the amount sanctioned for the scheme is generally insufficient. There is a feeling that it is not enough to feed the students once a week or even for six months' duration in a year. The District Councils are reported to have pointed out that they do not have proper storing facilities to preserve the feeding materials. The distribution system also appears defective.

TABLE 5.1 GRANT-IN-AID TO DISTRICT COUNCILS (YEAR-WISE) FOR THE SUPPLY OF MIDDAY MEALS TO LOWER PRIMARY SCHOOL CHILDREN

Year	District Council			(Rupees in lakh)
	Khasi Hills	Garo Hills	Jaintia Hills	
1974-75	0.340	0.281	0.078	
1975-76	0.195	0.160	0.045	
1976-77	0.097	0.080	0.023	
1977-78	0.290	0.240	0.070	
1978-79	0.290	0.240	0.070	
1979-80	0.972	0.804	0.224	
1980-81	0.980	0.800	0.220	
1981-82	0.980	0.800	0.220	
1982-83	1.200	1.100	0.700	
1983-84	1.400	1.300	0.800	
TOTAL	6.744	5.805	2.450	

(Source: Education Secretariat, Government of Meghalaya, Shillong)

It takes time to process quotations and the sanction often reaches late. The feeding materials from the District Council to the school are transported by the teachers. This creates a burden of work to the teachers. Again, the mid-day meal programme, which is mostly meant for the rural school children, especially from the most backward parts of the State, is still not covering all the needy and poor children in the State.

✓ 5.2.4 Programme of Free Supply of Text Books

Among the significant ancillary services provided under the programme of universal education is to supply text books to the needy and poor students reading in recognised primary schools. The Education Commission (1964-1966) recommended that the programme of providing free text books should be given priority and be extended to the higher primary stage.

The main objective of the scheme is to enable the poor children to attend school and to avail of the free text books. The usual experience is that the progress of children from poorer families suffers considerably because they do not have an adequate and timely supply of books. In the rural areas there are

children with inadequate text books; some do not even own a single text book, and several others do not get them in time at the beginning of the school year. The programme therefore is essential on educational grounds especially where the poverty of the average parents makes it difficult to get the books in time. The recipient of the free text books does not become the owner but is required to return them to the school authorities at the end of the year. The programme is being implemented through the District Councils. The Managing Committee of the concerned primary school is entrusted to prepare a list of needy and deserving students in consultation with the school teachers. The list is then forwarded to the District Council authorities for approval. The District Council authorities on the basis of the recommendation supply the required books. (Source: Special Officer, District Council, Shillong). The Grant-in-aid released by the Government to the District Councils for the supply of text books is given in Table 5.2

✓ 5.2.5 Supply of Uniforms Programme

It is not possible to create a common community atmosphere in a situation where children's clothes act as a reminder of social differences. There is

TABLE 5.2 GRANT-IN-AID TO DISTRICT COUNCILS (YEAR-WISE) FOR THE PURCHASE OF TEXT BOOKS TO BE ISSUED FREE TO NEEDY STUDENTS

Year	(Rupees in lakh)		
	District Council		
	Khasi Hills	Garo Hills	Jaintia Hills
1973-74	0.240	0.200	0.055
1974-75	0.972	0.844	0.224
1975-76	0.933	0.791	0.214
1976-77	0.146	0.120	0.034
1977-78	0.195	0.160	0.045
1978-79	0.438	0.362	0.045
1979-80	0.438	0.362	0.100
1980-81	0.640	0.560	0.503
1981-82	0.640	0.560	0.300
1982-83	0.640	0.560	0.300
1983-84	1.140	0.560	0.300
1983-84			
TOTAL	6.422	5.079	2.120

(Source: Education Secretariat, Government of Meghalaya, Shillong).

thus a need through school uniform, to eliminate the social differences of caste, creed, religion and economic status. Common clothing of children would make the school a common wealth of students and train them to be citizens of a welfare state based on equality, fraternity and justice. Each good school therefore prescribes its own uniform for the students and insists that they wear it. But due to poverty in our country there are students who cannot afford to have them. The Government of Meghalaya has quite thoughtfully launched a scheme to provide free uniforms to poor children. It covers those whose parental income does not exceed Rs.3,600 per annum and who are genuinely poor. Under the scheme no cash payment is made but a ready-made uniform is supplied to the student. The uniform thus supplied becomes the property of the student.

Implementation

The Managing Committee of the concerned school prepares a list of the poor children students and the same is forwarded to the District Council authorities for the supply of the materials. (Source: Special Officer, District Council, Shillong and the Staff of the Department of Education, Government of Meghalaya).

The grant-in-aid released by the Government to the District Council authorities for the supply of free uniforms is given in Table 5.3

5.2.6 Programme of Provision of Scholarship

The scheme for grant of scholarships to the scheduled caste students was instituted by the Government of India in 1944-1945. This benefit was extended to the scheduled tribes in 1948-1949 and to other backward classes in 1949-1950. The scheme was meant for post-matric studies and was aimed at bringing the level of education in the backward classes and the tribes of India to that of the general public. In 1953 Government instituted another scheme meant for meritorious scheduled castes and scheduled tribes students at the school stage itself in order to make available the benefits of school education. (Shrikant, 1956-57). In Meghalaya, the scheme of scholarships for meritorious students was implemented since the time when the State was a part of the erstwhile Assam State. The scheme has now been intensified by increasing the number of scholarships. Under this programme examinations are conducted by the Deputy Inspector of Schools, for those schools under its jurisdiction, at the end of class III. On the basis of the marks obtained in the examination, scholarships

TABLE 5.3 GRANT-IN-AID TO DISTRICT COUNCILS (YEAR-WISE) FOR THE PURCHASE OF SCHOOL UNIFORM

Year	(Rupees in lakh)		
	Khasi Hills	District Council Garo Hills	Jaintia Hills
1978-79	0.195	0.160	0.045
1979-80	0.195	0.160	0.045
1980-81	0.196	0.160	0.094
1981-82	0.190	0.160	0.100
1982-83	0.190	0.160	0.100
1983-84*			
TOTAL	0.966	0.800	0.384

*No fund was allotted for this year.

(Source: Education Secretariat, Government of Meghalaya, Shillong).

are awarded for pursuing middle school education. Even the District Councils send a selected few of its students to compete in this examination.

Apart from it, since 1982 the Khasi Hills District Council has initiated a lump sum award of Rs.100/- for those securing the highest marks in various subjects in their class III final examinations.

The data on the number of scholarships and the amount disbursed every year by the Deputy Inspector of Schools is presented in Table 5.4.

5.2.7 School Health Service Programme

The objectives of the programme are (i) to impart education in healthful school environment; (ii) to impart health instruction; and (iii) to provide school health services including provision of safe drinking water, toilet facilities, ventilation, safe play-grounds, refuse disposal and drainage.

Since environmental conditions affect learning, school authorities have the responsibility of keeping the school environment in good condition. Health instruction includes direct lectures on health. The

TABLE 5.4 NUMBER OF FRESH SCHOLARSHIPS AWARDED ANNUALLY ON THE RESULTS OF THE PRIMARY SCHOOL LEAVING CERTIFICATE AND SCHOLARSHIP EXAMINATION

Name of the Districts	Boys		Girls		Total
	Tribal	Non-Tribal	Tribal	Non-Tribal	
Khasi Hills	50	10	50	10	120
Garó Hills	50	10	50	10	120
Jaintia Hills	10	2	10	2	24
TOTAL	110	22	110	22	264

(Source: Education Secretariat, Government of Meghalaya, Shillong)

school authorities have the responsibility of providing the students with opportunities of acquiring health knowledge and to develop desirable understanding, attitudes and practices. Health Services include health appraisal through (a) teachers' observation; (b) examination by a doctor as well as follow-up procedures such as treatment of minor ailments, care for emergency illnesses and control of communicable diseases by such means as vaccination, immunization and use of health record cards.

Implementation of the Scheme:

The State Government has given considerable attention to the provision of School Health Services. The Directorate of Health Services has taken up two separate schemes in this regard. Urban School Health Programme has been introduced in Shillong and Rural Health Scheme based on the National School Health Service Scheme has been taken up in the rural areas. The Urban Health Scheme was implemented in 1976 in collaboration with the State Health Education Bureau. In the rural areas the scheme started functioning from 1980 onwards with the help of the Primary Health Centres. These Centres are offering free medical service to school children with a periodic medical inspection. This programme is being implemented through the Directorate of Health

Services, Government of Meghalaya.

5.2.8 Programme of Sports and Games

Sports and games aim at developing a child physically, mentally and emotionally. They further aim at developing a pupil's personal and social qualities which may help him to lead a healthy, joyful and complete life contributing positively to the community and the society as a whole. The specific objectives of physical education at classes I to V are as follows:

- (a) To promote means of self-expression and to contribute to mental and physical health.
- (b) To develop fundamental skills such as walking, running, jumping and throwing.
- (c) To develop good health habits.
- (d) To provide for opportunities for participation in medical and physical examination routines and follow-up procedures.
- (e) To develop a sense of correct posture and to provide means to those who are suffering from remedial physical defects through corrective physical education measures to improve and correct such defects.
- (f) To contribute to the social development of children by providing opportunities to play and mix with other children.
- (g) To develop proper understanding of hygienic habits and of taking proper diet and nutrition and adopting the same.
- (h) To foster habits of working out proper relations with peers and to develop new habit patterns and self-reliance.

- (i) To provide means of relaxation from the more formal aspects of the school programme.
- (j) To provide opportunities for pleasure and satisfaction through the release of physical and emotional energy.
- (k) To develop the ability to appreciate rhythmic activities as a participant or as a spectator.
- (l) To foster loyalty to one's institution.
- (m) To develop quality of creative thinking.
- (n) To develop safety and first-aid knowledge and skills. (NCERT, 1980).

According to the Education Commission (1964-1966), the syllabus for the young at the pre-primary and early primary stages should be based on their desire to imitate movements around them, their spirit to play and their wanting to dare to do something better than their comrades. This is the most vital stage of education through movement. A child should develop mastery over basic skills, such as walking properly, running, dodging and throwing etc. As the child grows, his interest and capacity changes and physical education should provide for more forms.

In line with the national objectives, the Government of Meghalaya has launched the National

Fitness Programme right from the primary level to the high school level. For the promotion of games and sports and to achieve at least few of the objectives, the Government is extending financial assistance to the District Councils for the purpose. On receipt of the sanction, the District Council authorities arrange to supply play materials through a sub-distribution system.

To revitalise sports and games in the State, Sports Council was constituted in 1973. This was done with an object to be at par with the other States in the country. The Council has started giving adequate guidance to all promotional activities in the field. Substantial financial assistance is provided for the construction of stadia and play ground. (Source: Special Officer, Sports and Games, Government of Meghalaya, Shillong).

The grant-in-aid released to the District Councils for games and sports is presented in Table 5.5.

5.2.9 Programme of Provision of School Buildings, Furniture and Equipment

School buildings, furniture and equipment play an important role in education. If enrolment of

TABLE 5.5 GRANT-IN-AID TO DISTRICT COUNCILS (YEAR-WISE) FOR THE
PURCHASE OF SPORT MATERIALS

(Rupees in lakh)

Year	District Council		
	Khasi Hills	Garo Hills	Jaintia Hills
1975-76	0.049	0.040	0.011
1976-77	0.097	0.080	0.023
1977-78	0.097	0.080	0.023
1978-79	0.140	0.120	0.040
1979-80	0.140	0.120	0.040
1980-81	0.147	0.120	0.033
1981-82	0.140	0.120	0.040
1982-83	0.140	0.120	0.100
1983-84	0.120	0.120	0.06
TOTAL	0.070	0.920	0.316

(Source: Education Secretariat, Government of Meghalaya, Shillong)

students is to be kept in good progress, provision of school buildings, furniture, etc., will have to be ensured. Again, the school buildings are to be properly lighted, ventilated, furnished with a pucca-wall and a roof to protect the children from the sun and rain. The Fourth Educational Survey reveals that out of 3575 primary schools in the State 1613 have thatched-hut buildings, 1174 semi-thatched buildings, 285 buildings with pucca walls and 503 with semi-pucca walls. Efforts are being made to improve the physical conditions of school buildings. Under the 20-Point economic programme, schemes are drawn up to improve them in matters relating to supply of drinking water and toilet facilities for teachers and students in school. Under the programme a proposal has been drawn up for constructing 234 new school buildings and for building additional sections in 100 primary schools. The details of this phased programme are given in Table 5.6. Efforts are in progress to improve the physical condition of the classrooms to provide at least the minimum requirements. Better physical facilities will not only attract children but create a congenial and convenient environment for studies. For this purpose the Government extends financial assistance to District Council and other private and voluntary organization schools who fall under the grant-in-aid deficit system. The grant-in-aid

TABLE 5.6 PHASING OF NEW PRIMARY SCHOOL BUILDINGS, ADDITIONAL SECTIONS AND IMPROVEMENT OF SCHOOL BUILDINGS FOR 1980-1983

	1980-81	1981-82	1982-83	Total
1. New Primary School	60	75	99	234
2. Additional section	40	40	20	100
3. Improvement of thatched hut buildings	313	700	550	1563
4. Improvement of Semi-thatched hut	250	250	50	550
5. Converting partly pucca or	200	103	100	403
TOTAL	863	1168	819	2850

(Source: Office of the Deputy Director of Public Instruction, School Education, Government of Meghalaya, Shillong).

released to the District Councils for construction/repair of school buildings, and for purchase of furniture/equipment are presented in Tables 5.7 and 5.8 respectively.

5.2.10 Programme of Assistance to Authors

The scheme of providing financial assistance to authors and publishers of approved books has been in existence since the time Meghalaya was a part of the Assam State. The scheme was strengthened after Meghalaya attained statehood. The State Government framed its own rules for extending financial assistance to the authors and publishers.

Publication of books is subsidised with a view to make available to schools children's literature and general literature on science and technology.

The amount of grant is fixed by the Director of Public Instruction, 75 per cent being the out-right grant and the remaining 25 per cent as loan. The authors are required to repay the loan in terms of books. They are to publish the book within six months from the date of receipt of the grant.

For reviewing the books there is a Reviewing

TABLE 5.7 GRANT-IN-AID TO DISTRICT COUNCILS (YEAR-WISE FOR THE CONSTRUCTION/REPAIR OF SCHOOL BUILDINGS

(Rupees in lakh)

Year	District Council		
	Khasi Hills	Garo Hills	Jaintia Hills
	1973-74	1.920	1.640
1974-75	1.415	1.205	0.380
1975-76	0.320	0.300	0.090
1976-77	1.316	1.110	0.610
1977-78	0.680	0.899	0.157
1978-79	0.680	0.563	0.157
1979-80	0.972	0.804	0.224
1980-81	1.127	0.920	0.503
1981-82	1.130	1.152	0.500
1982-83	1.130	0.920	0.550
1983-84	1.800	1.800	1.670
TOTAL	12.490	11.313	5.281

(Source: Education Secretariat, Government of Meghalaya, Shillong)

TABLE 5.8 GRANT-IN-AID TO DISTRICT COUNCILS (YEAR-WISE) FOR
THE PURCHASE OF FURNITURE/EQUIPMENT

Year	(Rupees in lakh)		
	District Council		
	Khasi Hills	Garo Hills	Jaintia Hills
1974-75	0.761	0.643	0.197
1975-76	-	-	-
1976-77	0.050	0.040	0.010
1977-78	0.140	0.120	0.040
1978-79	0.048	0.040	0.012
1979-80	0.195	0.160	0.045
1980-81	0.196	0.504	0.044
1981-82	0.190	0.160	0.050
1982-83	0.190	0.160	0.050
1983-84	1.950	1.880	0.458
TOTAL	3,720	3,707	0,906

(Source: Education Secretariat, Government of Meghalaya, Shillong)

Committee in each of the districts of the State, comprising the Inspector of Schools and a few eminent educationists. The Committee examines the textual materials and offers suggestions for improvement.

The grant of financial assistance sanctioned to authors during the successive years is given in Table 5.9.

5.2.11 Programme of Establishment of Text Book Banks and Libraries

Young people's desire to learn and to enquire is always keen and the school libraries help to strengthen it. With the new methods of teaching the traditional practices of exclusive dependence on one or the other text book is giving way to the tendency to supplement materials of a wide variety. Needless to say that the different reading materials provided in the school libraries will not only serve to add to what the teacher and the text book teach but widen the horizon of the pupil by providing many books other than the text book. They also teach the pupils to utilise their leisure hours properly. Teachers too may get new application of ideas and thus enrich their technique of teaching. Within the school library there should be a provision of text book banks. It is essential to have text books

TABLE 5.9 GRANT OF FINANCIAL ASSISTANCE TO AUTHORS DURING THE YEARS 1970-71 to 1983-84

Years	Number of authors in Khasi	No. of books published	Amount sanctioned for Khasi authors (in Rs)	Number of authors in Garo	No. of books published	Amount sanctioned for Garo authors (in Rs)	Total (Rs)
1970-71	5	5	10,000.00	8	5	15,000.00	25,000.00
1971-72	15	13	20,000.00	14	1	20,000.00	40,000.00
1972-73	5	5	8,490.00	7	N.A.	11,144.00	19,634.00
1973-74	10	9	24,300.00	3	1	5,700.00	30,000.00
1974-75	6	6	17,500.00	3	2	5,000.00	22,500.00
1975-76	2	2	6,000.00	1	1	900.00	6,900.00
1976-77	4	3	6,000.00	4	3	4,000.00	10,000.00
1977-78	10	9	13,500.00	-	-	-	13,500.00
1978-79	8	8	19,882.50	3	1	5,000.00	24,882.50
1979-80	12	9	32,234.00	2	-	7,166.00	39,400.00
1980-81	22	-	1,00,419.00	3	-	6,000.00	1,06,419.00
1981-82	17	-	57,719.00	4	-	11,000.00	68,719.00
1982-83	16	-	25,600.00	5	-	4,400.00	30,000.00
1983-84	14	-	25,900.00	2	-	4,100.00	30,000.00
TOTAL	146	69	3,67,544.50	59	14	99,410.00	4,66,954.50

(Source: Education Secretariat, Government of Meghalaya, Shillong)

on the same subject by different authors as well as several copies of the same book. The text book bank can be enriched if the outgoing students can be persuaded to present some of their used text books to the library. This will be of great help to both the teachers and the students who cannot afford to buy them. In this context the Government of Meghalaya has taken the initiative to improve the school library facilities and enrich the book banks. The programme was launched in 1973-1974. The District Council authorities procure and distribute the books for which they receive the financial assistance from the Government for the purpose. The release of grants is shown in Table 5.10.

The books are distributed to the schools on the basis of the needs as shown by the Managing Committee of the respective schools. Poor and needy students can borrow their text books from the book bank. Usually they are to return them at the end of the school year.

5.2.12 Science Promotion Programme

To be at par with the other States of the country, Meghalaya has launched the programme of promoting science education in the State. As there is no

TABLE 5.10 GRANT-IN-AID TO DISTRICT COUNCILS (YEAR-WISE) FOR
OPENING OF BOOK BANK/LIBRARY IN LOWER PRIMARY SCHOOLS

(Rupees in Lakhs)

Year	District Council		
	Khasi Hills	Garo Hills	Jaintia Hills
1975-76	0.049	0.040	0.011
1976-77	0.166	0.134	-
1977-78	0.140	0.120	0.040
1978-79	-	-	-
TOTAL	0.355	0.294	0.051

NOTE: No fund has been allotted for this programme since 1979 onwards)

(Source: Education Secretariat, Government of Meghalaya, Shillong).

proper foundation in the teaching of science and mathematics, majority of the tribal boys and girls are found to be shy of science subjects when they grow up. This may be indirectly related to the inadequate industrial development and technical personnel in the State. The programme to introduce science education from an early stage has been taken up in order to prepare the pupils for the 10+2 pattern of education. Considering all these, the Government has paid considerable attention to promote science education right from the primary stage. To accelerate the process of developing the science education, the State has taken up the UNICEF Science Project I. The Project was launched in 1976. The Science Education Unit of the State Council of Educational Research and Training took up a pilot phase programme in 50 primary schools and 30 middle schools. The pilot phase ended in 1978. An effort is being made to cover more schools in the further undertakings of the project. To familiarise the teachers with science subjects short-term in-service training courses of 20 to 40 days' duration are being imparted by the Council. The training includes developing understanding of the basic principles of science and practical demonstration of science kits supplied by the Government to the schools. So far the Science Education Unit has trained 1,055 primary

school teachers. Necessary science kits are distributed to the schools where they have a trained science teacher. The Science Education Unit has translated the text books developed by the National Council of Educational Research and Training into Khasi and Garo languages for use in the primary schools. Further, to create more interest in science learning, students are encouraged to take part in science fairs and science exhibitions held in the State and outside the State. In 1976 the first team of six students represented Meghalaya at the Eastern Fair Exhibition held at Calcutta and one student scored the highest marks in the soil testing programme and won a prize (Department of Education, Youth Welfare and Sports, 1976). The difficulties in expanding the programme is that most of the schools in the State are under-staffed and have a single teacher. This is evident from the Fourth All India Educational Survey (NCERT, 1979) which reveals that out of 3757 primary schools only 1292 are having two teachers and above. Hence the coverage of science promotion programme will not be upto the expectation.

For the purpose of imparting science education to the primary school teachers under this programme, the Government has earmarked funds for the schools belonging to the three District Councils separately. This allotment of funds is shown in Table 5.11.

TABLE 5.11 ALLOTMENT OF FUNDS FOR THE SCIENCE PROMOTION PROGRAMME FOR THE LOWER PRIMARY SCHOOLS OF THE THREE DISTRICT COUNCILS

(Rupees in lakhs)

Year	District Council		
	Khasi Hills	Garo Hills	Jaintia Hills
1975-76	0.049	0.040	0.011
1976-77	0.240	0.200	0.060
1977-78	0.290	0.240	0.070
1978-79	0.390	0.320	0.090
1979-80	0.486	0.402	0.112
1980-81	0.935	0.800	0.265
1981-82	0.980	0.800	0.220
1982-83	0.596	0.546	0.158
1983-84	0.266	0.533	0.266
TOTAL	4.232	3.881	1.252

(Source: Education Secretariat, Government of Meghalaya, Shillong)

5.2.13 Programme of Teacher Training

Meghalaya has inherited a heavy back log of untrained teachers at all levels. It is an uphill task to clear this back log and to train the new entrants. The need for having adequate trained teachers has been more pressing in the lower stages of education. In the State there are eight training centres, viz., Lady Reid Basic Training Centre, Shillong; Basic Training Centres, Thadlaskein, Jowai; Basic Training Centre, Tura; Basic Training Centre, Resubelpara, and Government Guru Training Centre, Tura. These are Government institutions. The Government aided institutions are Cherra Training Centre, Cherrapunjee; Lumjyngshai Training Centre, Marbisu; and St. Mary's Mazzerallo Training School, Jowai. The lower primary school teachers are deputed for training in the above centres. The duration of the course is of one year and during the training period the deputed teachers enjoy their usual pay and allowances admissible under the rules and lodging allowances at the rate prescribed by the Government. Apart from this, stipends are also awarded to those teachers who come from the rural areas at the rate of Rs.100/- per month. The purpose of the training is to equip teachers in the techniques of teaching according to curriculum and syllabus prescribed by the Department of Education.

TABLE 5.12 NUMBER OF TEACHERS ENGAGED IN PRIMARY SECTIONS (DISTRICT-WISE)

Sl NO	Name of the District	Male		Female		Total		
		Trained	Untrained	Trained	Untrained	Trained	Untrained	
1.	East Khasi Hills	R	233	516	248	532	481	1048
		U	11	74	111	205	122	279
		T	244	590	359	737	603	1327
2.	West Khasi Hills	R	251	718	59	136	310	854
		U	-	-	-	-	-	-
		T	251	718	59	136	310	854
3.	Jaintia Hills	R	215	100	321	192	536	292
		U	2	4	63	32	65	36
		T	217	104	384	224	601	328
4.	West Garo Hills	R	297	207	25	66	322	373
		U	-	-	-	-	-	-
		T	297	207	25	66	322	373
5.	West Garo Hills	R	437	719	42	119	479	838
		U	16	17	35	33	51	50
		T	453	736	77	152	530	888
6.	Total	R	1433	2360	695	1045	2128	3405
		U	29	95	209	270	238	365
		T	1462	2455	904	1315	2366	3700

R= Rural, U = Urban T= Total

(Source: Report on the 4th All India Educational Survey Report in the State of Meghalaya, Shillong, 1980)

TABLE 5.13 NUMBER OF PRIMARY SCHOOL TEACHERS TRAINED IN DIFFERENT SCHOOLS
SUBJECTS BY THE STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Subjects	1977	1978	1979	1980	1981	1982	1983
1. English	90	-	115	126	148	-	No teacher was trained during 1983-84 (The programme was suspended on a temporary basis)
2. Geography	-	30	47	62	79	89	
3. History	-	30	42	57	76	97	
4. Mathematics and Science	-	30	50	68	80	94	

(Source: State Council of Educational Research and Training, Shillong)

The intake capacity of these institutions varies from one another. In the East and West Khasi Hills and Jaintia Hills the intake capacity is 70 to 75 in each of the institutions and that in institutions of Garo Hills it varies between 30 and 60. To clear the back log of untrained teachers either the intake capacity should be increased or more training centres should be opened. The number of primary school teachers engaged in urban and rural areas, both trained and untrained are shown in Table 5.12.

In addition, the State Council of Educational Research and Training organises in-service programmes in the teaching of science and other disciplines. The data on teachers trained by the State Council of Educational Research and Training is presented in Table 5.13.

For two years, 1981 and 1982, the SCERT provided academic help to the under-qualified teachers, that is, who were non-matrices, to appear at the H.S.L.C. examination of Meghalaya School Board. The number of such recipients were 35 and 39 in the years 1981 and 1982, respectively.

CHAPTER - VI

ANALYSIS OF QUESTIONNAIRE, RESULTS,
DISCUSSION AND SUGGESTIONS

This chapter presents the details of the analysis of the questionnaire administered, the results obtained thereby and a discussion of the results. Also suggestions for the improvement of primary education in Meghalaya are presented.

6.1 ANALYSIS OF QUESTIONNAIRE

The questionnaire was administered to head teachers and teachers of 306 primary schools drawn on a stratified random basis (refer Caption 3.1.3.2.1) from East Khasi Hills District and West Khasi Hills District of Meghalaya. The questionnaire sought to get information and opinions pertaining to 13 programmes launched by the Government of Meghalaya to promote primary education in the State, and certain basic data pertaining to the position of staff in the schools studied. Percentages are calculated in the analysis of the data where required. Below are the details of the analysis.

6.1.1 Position of Staff

Table 6.1 presents the details of percentages

TABLE - 6.1 SHOWING THE DETAILS OF STAFF POSITION

Area	Type of Schools	No. of schools	No. of single teacher schools	Number of Teachers			No. of students	No. of student per school	No. of students per teacher	Number of trained teacher		Total
				Male	Female	Total				Male	Female	
1	2	3	4	5	6	7	8	9	10	11	12	13
East Khasi Hills District	A	43	13	42	63	105	3,250	76	31	27	46	73
	B	95	28	76	183	259	10,079	106	39	16	979	95
	C	43	27	36	48	84	2,388	56	28	-	1	1
TOTAL		181	68	154	294	448	15,717	87	35	43	126	669
West Khasi Hills District	A	43	7	84	29	113	4,236	99	37	56	20	76
	B	42	32	47	10	57	2,023	48	35	16	2	18
	C	24	22	24	2	26	907	38	35	-	-	-
TOTAL		109	61	155	41	196	7,166	66	37	72	22	94
East and West Khasi Hills Districts & Shillong Municipal & Cantonment Areas	A	86	20	126	92	218	7,486	87	34	83	66	149
	B	137	60	123	193	316	12,102	88	38	32	81	113
	C	67	49	60	50	110	3,295	49	30	-	1	1
TOTAL		16	-	22	90	112	4,166	260	37	2	31	33
TOTAL		306	129	331	425	756	27,049	88	36	117	179	296

Note: A - Schools run by District Councils.

B - Private Aided Schools.

C - Private Unaided Schools.

S - Schools in the Municipal and Cantonment Area of Shillong.

Table contd....

Table-6.1 conted.

Area	Types of Schools	Number of Teachers according to their qualification									
		Pre-University and above			Matriculation			Below Matric			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Total
		14	15	16	17	18	19	20	21	22	
East Khasi Hills District	A	2	11	13	10	9	19	30	43	73	
	B	13	27	40	13	42	55	49	115	164	
	C	5	10	15	6	10	16	25	28	53	
	TOTAL	20	48	68	29	61	90	104	186	290	
West Khasi Hills District	A	3	1	4	17	2	19	63	27	90	
	B	-	-	-	3	1	4	43	10	53	
	C	-	-	-	1	-	1	23	2	25	
TOTAL	3	1	4	21	3	24	129	39	168		
East and West Khasi Hills Districts & Shillong Municipal & Cantonment Areas	A	5	12	17	27	11	38	93	70	163	
	B	13	27	40	16	43	59	92	125	217	
	C	5	10	15	7	10	17	48	30	78	
	TOTAL	23	49	72	50	64	114	233	200	486	
	TOTAL	36	83	119	57	94	151	235	251	486	

showing the number of teachers, number of students whom they teach, training and qualification of teachers.

A total picture reveals that as many as 42 per cent of the number of schools studied are single teacher schools. The Shillong municipal and cantonment area records no such school, while a vast majority (73 per cent) of the private unaided schools are having only one teacher on their rolls.

The total number of teachers in all the 306 schools happens to be 756, thus recording around 2.47 teachers per school. It may find a right place here to mention that in Meghalaya primary education includes classes A, B, I, II and III. Even if one considers Class A as equivalent to pre-primary as the child will be 5+ in Class B, yet it includes 4 years of primary education. With this as the background, the picture of 2.47 teachers per school to cater to either 4 or 5 classes seems a bit discouraging. But, a look into the student-teacher ratio reveals that it varies between 1:30 and 1:38, those being for Private Unaided and Private Aided respectively. Further, it may be noted that among the teachers 56 per cent are female, on the whole, and the respective percentages standing at

42, 61, 45 and 80 for the schools belonging to the categories of District Council, Private Aided, Private Unaided, and Shillong municipal and cantonment areas. Considering the percentage of female teachers in the regionwise it is seen that the position is quite impressive among schools in the municipal and cantonment areas of Shillong (80 per cent) and East Khasi District (66 per cent). But the West Khasi Hills District drawn the attention with its low per cent (21 per cent) of female teachers working in primary schools.

Regarding the educational qualification, the number of teachers belonging to different levels of education are as follows: pre-university and above - 119 (16 per cent), matriculation - 151 (20 per cent), and below matriculation - 486 (64 per cent). It is observed that in schools under the municipal and cantonment areas of Shillong 42 per cent of the teachers are pre-university and above and only 25 per cent are below matriculation, in their education qualification. In other types of schools, namely, schools run by District Councils, Private Aided and Private Unaided, the percentage of teachers with educational qualification below matriculation ranges from 69 to 75 per cent, matriculation from 15 to 18 per cent, while with pre-university and above ranges from 8 to 14 per cent.

Further it is found that the total number of trained teachers is 296. This constitutes only 39 per cent of the total number of teachers. The four types of schools differ in the percentages of trained teachers. The highest is observed in the District Council schools with 68 per cent followed by Private Aided with 36 per cent and municipal and cantonment areas of Shillong with 29 per cent. In the Private Unaided schools the figure stands at a level of 0.9 per cent.

6.1.2 Opening of New Primary Schools

The analysis of the responses under this heading of the questionnaire according to the items and their choices is presented in Table 6.2.

Taking a total picture, more than 60 per cent of the respondents feel that the following criteria, namely (i) the school is a real need of the locality, (ii) the qualifications of the headmaster and the teaching staff are satisfactory, (iii) the school has sufficient accommodation for the pupils and has proper sanitary conditions, (iv) the school has a sound financial support, and (v) the school is under proper management, should be taken into consideration in

TABLE - 6.2. SHOWING THE ITEMWISE AND CHOICESWISE RESPONSES REGARDING THE PROGRAMME OF OPENING OF NEW PRIMARY SCHOOLS (N=577 TEACHERS)

Area	Type of School	No. of Teachers to whom Qre. was administered	ITEM 1							ITEM 2			ITEM 3	
			(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(i)	(ii)	(iii)	(i)	(ii)
East Khasi Hills District	A	88	83 (94)	67 (76)	77 (88)	50 (57)	66 (75)	19 (22)	32 (36)	59 (67)	30 (34)	-	8 (9)	-
	B	198	195 (98)	153 (77)	145 (73)	126 (64)	124 (63)	69 (35)	69 (35)	122 (62)	44 (22)	38 (19)	15 (8)	15 (8)
	C	68	68 (100)	57 (84)	56 (82)	54 (79)	39 (57)	17 (25)	28 (41)	60 (88)	4 (6)	29 (43)	3 (4)	1 (1)
	TOTAL	354	346 (98)	277 (78)	278 (79)	250 (65)	229 (65)	105 (30)	129 (36)	241 (68)	78 (22)	67 (19)	26 (7)	16 (5)
West Khasi Hills District	A	97	91 (94)	92 (95)	94 (97)	51 (53)	86 (89)	29 (30)	29 (30)	50 (52)	44 (45)	5 (5)	3 (3)	-
	B	52	52 (100)	42 (81)	41 (79)	39 (75)	44 (85)	7 (13)	20 (38)	29 (56)	10 (19)	11 (21)	6 (12)	-
	C	26	25 (96)	18 (69)	16 (62)	15 (58)	19 (73)	6 (23)	5 (19)	24 (92)	1 (4)	-	-	-
	TOTAL	175	168 (96)	152 (87)	151 (86)	105 (60)	149 (85)	42 (24)	54 (31)	103 (59)	55 (31)	16 (9)	9 (5)	-

Table contd..

Table-6.2

Area	Type of School	No. of Teachers to whom Qre. was administered	ITEM 1					ITEM 2			ITEM 3			
			(i)	(ii)	(iv)	(v)	(vi)	(vii)	(i)	(ii)	(iii)	(i)	(ii)	
A		185	174	159	171	101	152	48	61	109	74	5	11	-
			(94)	(86)	(92)	(55)	(82)	(26)	(33)	(59)	(40)	(3)	(6)	
B		250	247	195	186	165	168	76	89	151	54	49	21	15
			(99)	(78)	(74)	(66)	(67)	(30)	(36)	(60)	(22)	(20)	(8)	(6)
C		94	93	75	72	69	58	23	33	84	5	29	3	1
			(99)	(80)	(77)	(73)	(62)	(24)	(35)	(89)	(5)	(31)	(3)	(1)
S		48	45	26	35	32	26	11	20	24	8	23	28	26
			(94)	(54)	(73)	(67)	(54)	(23)	(42)	(50)	(17)	(48)	(58)	(54)
TOTAL		577	559	455	464	367	404	158	203	368	141	106	63	42
			(97)	(79)	(80)	(64)	(70)	(27)	(35)	(64)	(24)	(18)	(11)	(7)

NOTE: 1: A - Schools run by District Councils.

B - Private Aided Schools.

C - Private Unaided Schools.

S - Schools in the Municipal and Cantonment Areas of Shillong.

2: Figures in the parentheses indicate the corresponding percentages.

in opening a new primary school. A similar opinion was also expressed by teachers of different types of schools in the study. The consideration that a new primary school is to be opened as there is no other primary school within a radius of one kilometre is accepted by only 27 per cent of teachers. Only 35 per cent agree that a new primary school is to be opened if it is likely that it would get sufficient enrolment. The other criterion expressed by the teachers is the need of public co-operation in establishing a school. They have also expressed that schools should be established wherever it is needed. The criterion of 'one kilometre' does not apply to Meghalaya where most of the villages are having a difficult terrain and the population is very sparse in the villages. Schools should be established on the basis of awareness of the people.

On the question of who should be the agency to start new primary schools in rural areas, 64 per cent of the respondents feel that it should be the Department of Education of the Government of Meghalaya. The District Council and private voluntary organisations are found to be less favoured, the percentage of responses being 24 and 18 respectively. With regard to the

opening of new primary schools in Shillong municipal and cantonment areas, the Department of Education of the Government of Meghalaya and private organisations are both favoured by those who have responded, though a large number have withdrawn from responding.

Majority of the teachers have expressed that the following difficulties would be encountered in starting a new primary school, such as, (i) financial constraint, (ii) accommodation, (iii) furniture and equipment, (iv) management, (v) appointment of teachers, (vi) provision of physical amenities for the staff and students, (vii) and irregular attendance of school children. The teachers have suggested that the Government should take over the responsibility of opening new primary schools to overcome any of the above difficulties.

6.1.3 Attendance Scholarship

Table 6.3 shows the responses to the items with reference to the programme of giving scholarship for keeping a high percentage of attendance. A reference to the Table shows that only 2 schools (about 1 per cent) out of 306 have implemented the attendance scholarship programme. It is also noted that the scheme is implemented only in the municipal and cantonment areas of

TABLE - 6.3 SHOWING THE POSITION OF IMPLEMENTATION OF ATTENDANCE SCHOLARSHIP PROGRAMME

Area	Type of School	No. of Schools	No. of schools which have implemented the programme
East Khasi Hills District	A	43	-
	B	95	-
	C	43	-
	TOTAL	181	-
West Khasi Hills District	A	43	-
	B	42	-
	C	24	-
	TOTAL	109	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	86	-
	B	137	-
	C	67	-
	S	16	2 (12)
	TOTAL	306	2 (1)

NOTE 1 : A - Schools run by District Councils

B - Private Aided Schools.

C - Privated Unaided Schools.

S - Schools in the Municipal and Cantonment Areas of Shillong.

2 : Figures in the parenthesis indicate the corresponding percentages.

Shillong. However, the scheme was implemented only during the year 1981-82 and the programme was launched during 1982-83. Among the 2 schools which have implemented the programme, one claims to cover more than 75 per cent of the children eligible for the scholarship while the other states that very few of the eligible are getting the scholarship. The former school further claims that the programme has been successful in checking the drop-outs from the school.

It has been suggested by the respondents that the attendance scholarship programme be facilitated to all types of schools in both the East and West Khasi Hills Districts. The amount of scholarship per student may be reduced to Rs.25/- and thus the programme may cover a wider student population.

6.1.4 Mid-day Meal Programme

The responses on this part of the questionnaire are presented in Table 6.4.

It is found that only 51 schools (17 per cent) in the sample have implemented the Mid-day meal programme. Even among them, it is the District Council schools (35 out of 51) which number more. This makes

about 41 per cent of the District Council Schools covered in the sample. The only other type of schools which has implemented the programme is the Private Aided, the number of such schools being 16 out of 137 (12 per cent only). None of the Private Unaided schools and schools in the municipal and cantonment areas of Shillong have implemented this programme.

Even among the schools which have implemented this programme, it is noticed that the programme is not implemented on a regular basis. It is done as and when possible or resources available.

The programme is sponsored only by two agencies namely, the District Council and the Block Development Office. The former covers 92 per cent of the schools which have implemented this programme, and the latter only 8 per cent.

Among those schools where the programme is implemented, 92 per cent claim that the programme covers all children in their school while in 8 per cent of schools only selected children are the beneficiaries of this programme. The reasons for such selection happens to be economic condition of parents, academic

merit of the child, and poor health of the child, all the three criteria claiming equal importance.

In most of the schools where the programme is implemented (30 out of 51) the children are provided with the mid-day meal twice a week only. There is a variety in the sequencing of the programme in the rest, wherein 8 schools it is implemented thrice a week while in another equal number of schools it happens to be a weekly feature. There are schools (5 in number) where there is no regularity in this regard.

For the analysis of the items 7, 8, 9, 10, 11 and 12, the responses from the head teachers of only those schools which have implemented the mid-day meal programme are considered, as it required respondents from only those schools which have implemented the programme. Accordingly, it is found that the objectives of the mid-day meal programme should be (a) to provide extra nutrition to the growing children, (b) to supplement the student's intake of food at home (c) to reduce the number of drop-outs from the school, (d) to serve as an economic help to the parents, and (e) to promote higher enrolment of students, in the order of preference shown by the respondents. Only 6 of them feel that the

objectives of the programme are fulfilled to a great extent, while 13 of them feel that they are not at all fulfilled. Others feel the fulfilment of the objectives to a certain extent. When asked about their opinion regarding how far the programme is satisfactory when it is looked from the point of view of the quantity of the meal provided to the children, its quality and nutritional supplementary values, many head teachers have been unable to give any opinion in this regard though the programme is implemented in their schools. The very few who have given also seem to be almost equally divided in their opinions. The major difficulty faced by the schools who are running the programme seems to be the transportation of the food stuff from the office of the District Council to the school campus. The practice in vogue is that the food will be stocked in the District Council offices and the schools have to take the responsibility of carrying the food from there to their respective places. A person well versed with the topography of Meghalaya and the weak transport net-work operating in the state may be in a position to appreciate the difficulties of the schools as they have expressed. This difficulty is followed in its intensity by the problems faced in preparing or cooking the food and storing the food stuff in the school,

TABLE 6.4 SHOWING THE RESPONSES REGARDING THE MIDDAY MEAL PROGRAMME

Area	Type of School	No. of Schools	ITEM 1		ITEM 3			ITEM 4			ITEM 5			ITEM 6					
			Yes	No	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)	(v)		
East Khasi Hills District	A	43	18 (42)	25 (58)	17 (94)	-	1 (6)	-	16 (89)	2 (11)	2 (11)	2 (11)	2 (11)	-	-	1 (6)	14 (78)	1 (6)	2 (11)
	B	95	13 (14)	82 (86)	11 (85)	-	2 (15)	-	11 (85)	2 (15)	2 (15)	2 (15)	2 (15)	-	-	-	5 (38)	7 (54)	1 (8)
	C	43	-	43 (100)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	181	31 (17)	150 (83)	28 (90)	-	3 (10)	-	27 (87)	4 (13)	4 (13)	4 (13)	4 (13)	-	-	6 (19)	21 (68)	2 (6)	2 (6)
West Khasi Hills District	A	43	17 (40)	26 (60)	16 (94)	-	1 (6)	-	17 (100)	-	-	-	-	-	-	2 (12)	8 (47)	4 (24)	3 (18)
	B	42	3 (7)	39 (93)	3 (100)	-	-	-	3 (100)	-	-	-	-	-	-	-	1 (33)	2 (67)	-
	C	24	-	24 (100)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	109	20 (18)	89 (82)	19 (95)	-	1 (5)	-	20 (100)	-	-	-	-	-	-	2 (10)	9 (45)	6 (30)	3 (15)
East and West Khasi Hills Districts & Shillong Municipal & Cantonment Areas	A	86	35 (41)	51 (59)	33 (94)	-	2 (6)	-	33 (94)	2 (6)	2 (6)	2 (6)	2 (6)	-	-	3 (9)	22 (63)	5 (14)	5 (14)
	B	137	16 (12)	121 (88)	14 (88)	-	2 (12)	-	14 (88)	2 (12)	2 (12)	2 (12)	2 (12)	-	-	5 (31)	8 (50)	3 (19)	3 (19)
	C	67	-	67 (100)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	306	51 (17)	255 (83)	47 (92)	-	4 (8)	-	47 (92)	4 (8)	4 (8)	4 (8)	4 (8)	-	-	8 (16)	30 (59)	8 (16)	5 (10)

Table contd....

TABLE - 6.4

Area	Type of School	No. of school programme implemented	ITEM 7			ITEM 8						
			(i)	(ii)	(iii)	(iv)	(v)	(vi)	(i)	(ii)	(iii)	(iv)
East Khasi Hills District	A	18	13 (72)	13 (72)	12 (67)	11 (61)	13 (72)	-	2 (11)	3 (17)	7 (39)	6 (33)
	B	13	5 (38)	10 (77)	7 (54)	6 (46)	5 (38)	-	2 (15)	4 (31)	3 (23)	4 (31)
	C	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	31	18 (58)	23 (74)	19 (61)	17 (55)	18 (58)	-	4 (13)	7 (23)	10 (32)	10 (32)
West Khasi Hills District	A	17	13 (76)	10 (59)	8 (47)	10 (59)	14 (82)	-	2 (12)	5 (29)	7 (41)	3 (18)
	B	3	2 (67)	3 (100)	2 (67)	1 (33)	-	-	-	2 (67)	1 (33)	-
	C	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	20	15 (75)	13 (65)	10 (50)	11 (55)	14 (70)	-	2 (10)	7 (35)	8 (40)	3 (15)
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	35	26 (74)	23 (66)	20 (57)	21 (60)	27 (77)	-	4 (11)	8 (23)	14 (40)	9 (26)
	B	16	7 (44)	13 (81)	9 (56)	7 (44)	5 (31)	-	2 (13)	6 (38)	4 (25)	4 (25)
	C	-	-	-	-	-	-	-	-	-	-	-
	S	-	-	-	-	-	-	-	-	-	-	-
TOTAL	51	33 (65)	36 (71)	29 (57)	28 (55)	32 (63)	-	6 (12)	14 (27)	18 (35)	13 (25)	

NOTE 1: A - Schools run by District Councils.

B - Private Aided Schools.

C - Private Unaided Schools.

NOTE 2: Figures in the parentheses indicate the corresponding percentages.

Table contd..

TABLE - 6.4 contd.

Area	Type of School	No. of schools programme im- plemented	ITEM 9						ITEM 10				
			(i)		(ii)		(iii)		(i)	(ii)	(iii)	(iv)	
			Yes	No	Yes	No	Yes	No					Under- cided
East Khasi Hills District	A	18	2 (11)	2 (11)	3 (17)	2 (11)	13 (72)	2 (11)	2 (11)	8 (44)	4 (22)	5 (28)	-
	B	13	2 (15)	4 (31)	3 (23)	3 (23)	7 (54)	1 (8)	3 (24)	4 (31)	1 (8)	2 (15)	-
	C	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	31	4 (13)	6 (19)	6 (19)	5 (16)	20 (65)	3 (10)	3 (10)	25 (80)	12 (39)	5 (16)	7 (23)
West Khasi Hills District	A	17	1 (6)	2 (12)	1 (6)	2 (12)	14 (82)	1 (6)	1 (6)	16 (94)	1 (6)	3 (18)	-
	B	3	-	-	-	3 (100)	3 (100)	-	-	3 (100)	2 (67)	-	-
	C	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	20	1 (5)	2 (10)	1 (5)	2 (10)	17 (85)	1 (5)	1 (5)	19 (95)	16 (80)	1 (5)	3 (15)
East and West Khasi Hills Dis- tricts and Shillong Municipal and Car- tonment areas	A	35	3 (9)	4 (11)	4 (11)	4 (11)	27 (77)	1 (3)	2 (6)	32 (91)	5 (14)	8 (23)	-
	B	16	2 (13)	4 (25)	3 (19)	3 (19)	10 (63)	3 (19)	1 (6)	12 (75)	6 (38)	2 (13)	-
	C	-	-	-	-	-	-	-	-	-	-	-	-
	S	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	51	5 (10)	8 (16)	7 (14)	7 (14)	37 (73)	4 (8)	3 (6)	44 (86)	28 (55)	6 (12)	10 (20)

in order. As pointed out by the teachers the limitations of the programme are irregularity and the insufficiency of the food supplied. They have suggested that if implemented regularly the programme can check the problem of drop-outs and raise the percentage of enrolment.

6.1.5 Free Supply of Text Books

The analysis of the responses for items on this programme is presented in Table 6.5.

The Table reveals that only 25 per cent of the schools covered under the sample have implemented this programme. Even in the schools where it is implemented, it seems that it has been done not as a subsisting programme continuous over years. Only 6 (8 per cent of the schools who have at any time had this programme) schools claim that the text books were provided to all the children in the school. In the remaining schools (69 in number) only selected children were provided with free text books. In all the schools this selection was based on academic merit of the children and also the poor economic conditions of the parents and was done at a joint meeting of the staff and the managing committee.

TABLE - 6.5 SHOWING THE RESPONSES REGARDING THE PROGRAMME OF FREE SUPPLY OF TEXT BOOKS

Area	Type of Schools	No. of Schools	ITEM 1		ITEM 3		ITEM 5		ITEM 6						
			Yes	No	(i)	(ii)	Yes	No	(i)	(ii)	(iii)	(iv)	(v)	(vi)	
East Khasi Hills District	A	43	20 (47)	23 (53)	-	20 (100)	13 (65)	7 (35)	2 (10)	-	18 (90)	-	-	-	-
	B	95	14 (15)	81 (85)	2	12 (86)	6 (43)	8 (57)	-	2 (14)	12 (86)	-	-	-	-
	C	43	-	43 (100)	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	181	34 (19)	147 (81)	2 (6)	32 (94)	19 (56)	15 (44)	2 (6)	2 (6)	30 (88)	-	-	-	-
West Khasi Hills District	A	43	23 (53)	20 (47)	-	23 (100)	19 (83)	4 (17)	-	-	23 (100)	-	-	-	-
	B	42	4 (10)	38 (90)	-	4 (100)	1 (25)	3 (75)	-	-	4 (100)	-	-	-	-
	C	24	-	24 (100)	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	109	27 (25)	82 (75)	-	27 (100)	20 (74)	7 (26)	-	-	27 (100)	-	-	-	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	86	43 (50)	43 (50)	-	43 (100)	32 (74)	11 (26)	2 (5)	-	41 (95)	-	-	-	-
	B	137	18 (13)	119 (87)	2 (11)	16 (89)	7 (39)	11 (61)	-	2 (11)	16 (89)	-	-	-	-
	C	67	-	67 (100)	-	-	-	-	-	-	-	-	-	-	-
	S	16	14 (88)	2 (12)	4 (29)	10 (71)	9 (64)	5 (36)	1 (7)	2 (14)	1 (7)	-	-	10 (71)	-
	TOTAL	306	75 (25)	231 (75)	6 (8)	69 (92)	48 (64)	27 (36)	3 (4)	4 (5)	58 (77)	-	-	10 (13)	-

Table contd..

TABLE - 6.5 contd.

Area	Type of School	No. of Schools	ITEM 7					ITEM 8		
			(i)	(ii)	(iii)	(iv)	(v)	Yes	No	Undecided
East Khasi Hills District	A	43	15 (75)	18 (90)	9 (45)	10 (50)	-	5 (25)	4 (20)	11 (55)
	B	95	12 (86)	14 (100)	7 (50)	4 (29)	-	4 (29)	3 (21)	7 (50)
	C	43	-	-	-	-	-	-	-	-
	TOTAL	181	27 (79)	32 (94)	16 (47)	14 (41)	-	9 (26)	7 (21)	18 (53)
West Khasi Hills District	A	43	19	20	10	8	-	5	-	18
	B	42	4 (100)	4 (100)	4 (100)	-	1 (25)	-	-	3 (75)
	C	24	-	-	-	-	-	-	-	-
	TOTAL	109	23 (85)	24 (89)	14 (52)	8 (30)	-	6 (22)	-	21 (78)
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	86	34 (79)	38 (88)	19 (44)	18 (42)	-	10 (23)	4 (9)	29 (67)
	B	137	16 (89)	18 (100)	11 (61)	4 (22)	-	5 (28)	3 (17)	10 (56)
	C	67	-	-	-	-	-	-	-	-
	S	16	8 (57)	11 (79)	8 (57)	5 (36)	-	8 (57)	3 (21)	3 (21)
TOTAL	306	58 (77)	67 (89)	38 (51)	27 (36)	-	23 (31)	10 (13)	42 (56)	

NOTE 1: A - Schools run by District Councils.

B - Private Aided Schools.

C - Private Unaided Schools.

S - Schools in the Municipal And Cantonment Areas of Shillong.

NOTE 2: Figures in the parentheses indicate the corresponding percentages.

In those schools where the programme is implemented, in only 48 (64 per cent) is the supply done in time. The programme is executed in 58 (77 per cent) schools by the head and the staff of the school, in 10 (13 per cent) by philanthropic individuals, in 4 (5 per cent) by the school managing Committees and in 3 (4 per cent) by the District Councils. The objectives of supplying free text books to children, according to the views of the 75 school heads where the programme is implemented, in order of the number of respondents claiming, are, (a) to help economically poor students, (b) to encourage children to attend school regularly, (c) to provide reading materials in time for the students, and (d) to develop reading habits in students. On the whole 31 per cent of the schools who have implemented the programme have expressed their satisfaction of the programme.

A comparative picture shows that most of the schools in the municipal and cantonment areas of Shillong (88 per cent) implemented the programme, followed by the District Council schools (50 per cent), followed by the Private Aided Schools (13 per cent). None by the Private Unaided schools have implemented this programme. Further, the teachers have suggested that the programme should be implemented regularly to

cover all the children in the schools. Reading materials should reach the schools in time and all primary school children should get their text books free of cost irrespective of their economic status.

6.6.6 Supply of Uniforms

A reference to Table 6.6 shows that 24 per cent of the schools (73 in number) insist on school uniform but only 3 per cent (9 in number) are covered by the supply of uniforms programme of the Government of Meghalaya. It is further observed that even in those schools which are covered by this programme, it has not been a continuous and regular programme. Only in 2 out of the 9 schools where the programme is implemented all children get the uniform, while in the other 7 schools some children are provided with the uniform.

It is indicated that out of 9 schools, in 5 schools the selection of students for the distribution of school uniform is done by the District Council authorities, in 3 schools by the Managing Committee members and only in 1 school by the headmaster and the staff. When asked about what should be the objectives of the programme according to them, the responses as provided by the school heads who have implemented the programme

TABLE - 6.6 SHOWING THE RESPONSES REGARDING THE SUPPLY OF UNIFORMS PROGRAMME

Area	Type of Schools	No. of schools	ITEM 1		ITEM 2		ITEM 4			ITEM 5					
			Yes	No	Yes	No	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(i)	(ii)	(iii)
East Khasi Hills District	A	43	10 (23)	33 (77)	5 (12)	38 (88)	-	-	-	5	-	-	4	1	-
	B	95	39 (42)	56 (58)	2 (2)	93 (98)	-	-	1	1	-	-	1	1	-
	C	43	4 (9)	39 (91)	-	43 (100)	-	-	-	-	-	-	-	-	-
	TOTAL	181	53 (29)	128 (71)	7 (4)	174 (96)	-	-	1	6	-	-	5	2	-
West Khasi Hills District	A	43	2 (5)	41 (95)	1 (2)	42 (98)	-	-	1	-	-	-	-	1	-
	B	42	1 (2)	41 (98)	-	42 (100)	-	-	-	-	-	-	-	-	-
	C	24	1 (4)	23 (96)	-	24 (100)	-	-	-	-	-	-	-	-	-
	TOTAL	109	4 (4)	105 (96)	1 (1)	108 (99)	-	-	1	-	-	-	-	1	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	86	12 (14)	74 (86)	6 (7)	80 (93)	-	-	1	-	5	-	-	4	2
	B	137	40 (30)	97 (70)	2 (2)	135 (98)	-	-	-	1	1	-	-	1	1
	C	67	5 (7)	62 (93)	-	67 (100)	-	-	-	-	-	-	-	-	-
	S	16	16 (100)	-	15 (94)	1 (6)	-	-	1	-	-	-	-	-	1
	TOTAL	306	73 (24)	233 (76)	9 (3)	297 (97)	-	-	1	2	6	-	5	3	1

Table contd..

Table-6.6 contd.

Area	Type of Schools	No. of Schools	ITEM 6				ITEM 7					
			(i)	(ii)	(iii)	(iv)	(v)	(vi)	(i)	(ii)	(iii)	(iv)
East Khasi Hills District	A	43	4	4	4	3	-	-	-	5	-	-
	B	95	1	1	-	1	-	-	-	1	1	-
	C	-	-	-	-	-	-	-	-	-	-	-
	TOTAL	181	5	5	4	4	-	-	-	6	1	-
West Khasi Hills District	A	43	1	1	-	1	-	-	-	1	-	-
	B	42	-	-	-	-	-	-	-	-	-	-
	C	24	-	-	-	-	-	-	-	-	-	-
	TOTAL	109	-	1	-	1	-	-	-	1	-	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	86	5	5	4	4	-	-	-	6	-	-
	B	137	1	1	-	1	-	-	-	1	1	-
	C	67	-	-	-	-	-	-	-	-	-	-
	S	16	1	1	1	-	-	-	-	-	-	1
	TOTAL	306	7	7	5	5	-	-	-	7	2	-

NOTE 1: A - Schools run by District Councils.

B - Private Aided Schools.

C - Private Unaided Schools.

S - Schools in the Municipal and Cantonment Areas of Shillong.

NOTE 2: Figures in the parentheses indicate the corresponding percentages.

indicated the objectives to be (a) to supply uniforms to poor and needy students (7 out of 9), (b) to extend economic help to the parents (7 out of 9), (c) to create consciousness among parents to educate their children (5 out of 9), and (d) to enrol more students (5 out of 9). While about 78 per cent of these schools heads (7 schools) feel that the programme objectives are fulfilled to some extent, the remaining 22 per cent (2 schools) feel that they are fulfilled to a little extent.

A comparison of responses from different types of schools show that all schools in municipal and cantonment areas of Shillong insist on school uniforms, 30 per cent of Private Aided schools, 14 per cent of District Council schools, and 7 per cent of the Private Unaided schools do so. It is also seen that out of 9 schools covered by the supply of uniform programme of the Government, 6 are District Council schools and 2 are Private Aided schools, while one is in the municipal and cantonment areas of Shillong. It is further observed that the school uniform is insisted by more number of schools in East Khasi Hills District, as compared to West Khasi Hills District, the percentage of schools being 29 and 4, respectively. Similarly the

number of schools covered under the supply of school uniform programme by the State shows that 7 schools are from East Khasi Hills and only 1 from West Khasi Hills.

The teachers have suggested that the programme be implemented in both urban and rural areas irrespective of the parents' economic status.

6.1.7 Provision of Scholarship

The analysis in relation to the items on the programme of provision of merit scholarship to the students by the Government of Meghalaya, is provided in Table 6.7.

The study shows that out of 306 schools only 17 schools received the merit scholarship during the three years period from 1980-81 to 1982-83. The total number of scholarships received over these years happens to be 65. The yearwise break-up is 32, 20 and 13 during 1980-81, 1981-82 and 1982-83 respectively. It is interesting to note that out of the total number of 65 merit scholarships, schools in the municipal and cantonment areas of Shillong claim the highest with 42

TABLE -- 6.7 SHOWING THE RESPONSES REGARDING THE PROGRAMME OF PROVISION OF SCHOLARSHIP

Area	Type of School	No. of School	No. of schools which received scholarship	ITEM 1		ITEM 2		ITEM 3				
				1980-81	1981-82	1982-83	Total	Yes	No	Yes	No	Under- cided
East Khasi Hills District	A	43	4	1	1	2	4	-	2	2	1	1
	B	95	4	10	5	2	17	2	-	2	3	-
	C	43	-	-	-	-	-	-	-	-	-	-
	TOTAL	181	8	11	6	4	21	2	2	4	5	2
West Khasi Hills District	A	43	2	2	-	-	2	2	-	-	1	1
	B	42	-	-	-	-	-	-	-	-	-	-
	C	24	-	-	-	-	-	-	-	-	-	-
	TOTAL	109	2	2	-	-	2	2	-	-	1	1
East and West Khasi Hills Districts & Shillong Municipal & Cantonment Areas	A	86	6	3	1	2	6	2	2	2	2	2
	B	137	4	10	5	2	17	2	-	2	3	1
	C	67	-	-	-	-	-	-	-	-	-	-
	S	16	7	19	14	9	42	4	3	4	2	1
	TOTAL	306	17	32	20	13	65	8	5	4	9	5
				(47)	(29)	(24)	(53)	(29)	(18)			

NOTE 1 ; A - Schools run by District Councils.

B - Private Aided Schools

C - Private Unaided Schools.

S - Schools in the Municipal and Cantonment Areas of Shillong.

NOTE 2: Figures in the parentheses indicate the corresponding percentages.

students receiving merit scholarships, followed by Private Aided schools with 17 students and District Council schools with 6 students receiving the same. None of the students of Private Unaided schools is the recipient of the merit scholarship. Only 47 per cent of the recipient school heads have expressed their satisfaction with the number of scholarships secured by them. About 53 per cent of the heads feel that the amount of scholarship provided is too small and hence it should be raised. They have suggested that the amount of scholarship per month should be raised to a minimum of Rs.25/- per month. It is expressed by the respondents that the provision of merit scholarship has encouraged the poor meritorious pupils to continue their studies.

6.1.8 School Health Service Programme

The responses on items related to this programme are presented in Table 6.8. It is seen that only 62 schools (20 per cent) have implemented this programme. Further, the implementation of this programme in different types of schools happens to be 50 per cent in schools in municipal and cantonment areas of Shillong, 27 per cent in District Council schools, 20 per cent in Private Aided schools and hardly 4 per cent

TABLE -- 6.8 SHOWING THE RESPONSES REGARDING THE SCHOOL HEALTH SERVICE PROGRAMME

Area	Type of School	No. of school	ITEM 1		ITEM 3			ITEM 4				
			Yes	No	(i)	(ii)	(iii)	(i)	(ii)	(iii)	(iv)	(v)
East Khasi Hills District	A	43	10 (23)		10 (100)	-	-	10 (100)	10 (100)	10 (100)	10 (100)	-
	B	95	26 (27)		25 (96)	-	1 (4)	26 (100)	24 (92)	21 (81)	23 (88)	-
	C	43	3 (7)		3 (100)	-	-	2 (67)	2 (67)	1 (33)	3 (100)	-
	TOTAL	181	39 (22)		38 (97)	-	1 (2)	38 (97)	36 (92)	32 (82)	36 (92)	-
West Khasi Hills District	A	43	13 (30)		13 (100)	-	-	12 (92)	11 (85)	8 (62)	13 (100)	-
	B	42	2 (5)		2 (100)	-	-	2 (100)	1 (50)	2 (100)	2 (100)	-
	C	24	-		-	-	-	-	-	-	-	-
	TOTAL	109	15 (14)		15 (100)	-	-	14 (93)	12 (80)	10 (67)	15 (100)	-
East and West Khasi Hills Districts & Shillong Municipal & Cantonment Areas	A	86	23 (27)		23 (100)	-	-	22 (96)	21 (91)	18 (78)	23 (100)	-
	B	137	28 (20)		27 (96)	-	4 (4)	28 (100)	25 (89)	23 (82)	25 (89)	-
	C	67	3 (4)		3 (100)	-	-	2 (67)	2 (67)	1 (33)	3 (100)	-
	S	16	8 (50)		8 (100)	-	-	5 (31)	8 (100)	6 (75)	6 (75)	-
	TOTAL	306	62 (20)		61 (98)	-	1 (2)	57 (92)	56 (90)	48 (77)	57 (92)	-

Table contd..

NOTE 1: A - Schools run by District Councils.
 B - Private Aided Schools.
 C - Private Unaided Schools
 S - Schools in the Municipal and Cantonment Areas of Shillong
 NOTE 2. Figures in the parentheses indicate the corresponding percentage.

TABLE - 6.8 contd

Area	Type of School	No. of School	ITEM 5			ITEM 6		ITEM 7		
			(i)	(ii)	(iii)	Yes	(i)	(ii)	(iii)	
East Khasi Hills District	A	43	3 (30)	7 (70)	-	8 (80)	3 (30)	3 (30)	4 (40)	
	B	26	7 (27)	19 (73)	-	16 (62)	10 (38)	4 (15)	12 (46)	
	C	43	1 (33)	2 (67)	-	2 (67)	2 (67)	1 (33)	-	
	TOTAL	181	11 (28)	28 (72)	-	26 (67)	15 (38)	8 (21)	16 (41)	
West Khasi Hills District	A	43	3 (23)	9 (69)	-	10 (77)	5 (38)	5 (38)	3 (23)	
	B	42	2 (100)	-	-	-	1 (50)	1 (50)	-	
	C	24	-	-	-	-	-	-	-	
TOTAL	109	5 (33)	9 (60)	-	10 (67)	6 (40)	6 (40)	3 (20)		
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	86	6 (26)	16 (70)	-	18 (78)	8 (35)	8 (35)	7 (30)	
	B	137	29 (32)	19 (68)	-	16 (57)	11 (39)	5 (18)	12 (43)	
	C	67	3 (33)	2 (67)	-	2 (67)	2 (67)	1 (33)	-	
	S	16	2 (25)	6 (75)	-	6 (75)	4 (50)	2 (25)	2 (25)	
	TOTAL	396	18 (29)	43 (69)	-	42 (68)	25 (40)	16 (26)	21 (34)	

in Private Unaided schools. When looked into the continuation of this implemented programme in any school over a continuous period, it is seen that none of the schools has it as a regular programme running over the past years continuously.

The Directorate of Health Services of the Government of Meghalaya has implemented this programme in 62 out of the 63 schools thus claiming to be the main agency in the implementation of this programme. It is only in 1 school that the Block Development Office has taken up this responsibility.

According to the opinions of the heads of schools where this programme is implemented, the objectives of the programme should be (with the percentage of respondents' opinion indicated in parenthesis)

- (a) to develop right attitude towards health among pupils (92 per cent),
- (b) to help the authorities in detection and prevention of diseases among school children (92 per cent),
- (c) to create an awareness in the family towards rightful health practices (90 per cent), and
- (d) to make the community realise the importance of a good school health programme (77 per cent).

29 per cent of the schools had routine check up of the

pupils twice in a year, and 69 per cent once in a year. About 2 per cent of the schools reported that the health authorities visited the schools only during epidemic or an important occasion like International Year of the Child (1979) or whenever there is a request from the school.

Only 68 per cent of the schools have expressed that the health authorities take proper measure to immunise the children against contagious diseases like diphtheria, whooping cough, etc. It appears that 40 per cent of head teachers are satisfied with the type of school health service programme imparted in their schools, 34 per cent are not satisfied. The rest seem to be partly satisfied over the programme as run in the schools.

Some of the suggestions offered by the respondents in improving the programme are :

- (i) the programme has to be implemented in all schools as a regular feature;
- (ii) the medical officers have to visit the schools and carry out the physical examination of the students twice a year;
- (iii) steps should be taken to educate the general public, especially in the rural areas, to value the necessity of health programme in schools and realise the importance of child care.

6.1.9 Programme of Sports and Games

The responses regarding this programme are provided in Table 6.9. According to 389 teachers out of 577 (67 per cent), the objective of facilitating sports and games in schools should be to provide a means of relaxation to the pupils. The other objectives as envisaged by them are (a) to promote means of self-expression (61 per cent), (b) to develop health habits (42 per cent), (c) to develop fundamental skills such as walking, running, jumping, etc. (34 per cent), and (d) to develop a sense of correct posture (23 per cent).

Out of 306 schools, 90 schools claim to provide balls to children to play, while 71 schools provide skipping ropes, 6 schools provide see-saw and only 3 schools provide basket ball. Very few schools offer facilities of indoor games to children - Ludo in 17 schools, carrom in 10 schools and chess in 9 schools. The position of the sports and games facilities provided to students is well reflected by the teachers' own rating where as many as 41 per cent feel it as unsatisfactory and 21 per cent feel it some what satisfactory. Only 6 per cent of teachers have expressed satisfaction and the remaining 31 per cent are undecided over their opinion. As many as 21 per cent of the teachers feel that the school authorities should undertake the

TABLE - 6.9 SHOWING THE RESPONSES REGARDING THE PROGRAMME OF SPORTS AND GAMES

Area	Type of School	No. of School	No. of Teachers	ITEM 1				ITEM 2								
				#RU - Teachers				#RU - Schools								
			(i)	(ii)	(iii)	(iv)	(v)	(vi)	Ball	S. Rope	See Saw	Carom	Ludo	Chess	Basket ball	
East Khasi Hills District	A	43	88	58 (66)	22 (25)	25 (28)	12 (14)	58 (66)	-	15 (35)	10 (23)	2 (5)	3 (7)	-	-	-
	B	95	198	150 (76)	93 (47)	115 (58)	60 (30)	132 (67)	-	34 (36)	34 (36)	1 (1)	2 (2)	5 (5)	3 (3)	-
	C	43	68	23 (34)	19 (28)	13 (19)	14 (21)	32 (47)	-	6 (14)	3 (7)	1 (2)	1 (2)	2 (5)	1 (2)	-
	TOTAL	181	354	231 (65)	134 (38)	153 (43)	86 (24)	222 (63)	-	55 (30)	47 (26)	4 (2)	6 (3)	7 (4)	4 (2)	-
West Khasi Hills District	A	43	97	67 (69)	26 (27)	26 (27)	17 (18)	93 (96)	-	11 (26)	8 (19)	-	-	-	-	-
	B	42	52	18 (35)	9 (17)	23 (44)	13 (25)	40 (77)	-	5 (12)	2 (5)	-	-	-	-	-
	C	24	26	3 (12)	2 (8)	2 (8)	-	10 (38)	-	3 (13)	-	-	-	-	-	-
	TOTAL	109	175	88 (50)	37 (21)	51 (29)	30 (17)	143 (82)	-	19 (17)	10 (9)	-	-	-	-	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment Areas	A	86	185	125 (68)	48 (26)	51 (28)	29 (16)	151 (82)	-	26 (30)	18 (21)	2 (2)	3 (3)	-	-	-
	B	137	250	168 (67)	102 (41)	138 (55)	73 (29)	172 (69)	-	39 (28)	36 (26)	1 (1)	2 (1)	5 (4)	3 (2)	-
	C	67	94	26 (28)	21 (22)	15 (16)	14 (15)	42 (45)	-	9 (13)	3 (4)	1 (1)	1 (1)	2 (3)	1 (1)	-
	S	16	48	30 (63)	26 (54)	37 (77)	17 (35)	24 (50)	-	16 (100)	14 (88)	2 (13)	4 (25)	10 (63)	5 (31)	3 (19)
	TOTAL	306	577	349 (61)	197 (34)	241 (42)	133 (23)	389 (67)	-	90 (29)	71 (23)	6 (2)	10 (3)	17 (6)	9 (3)	3 (1)

Table contd.

TABLE - 6.9 contd.

Area	Type of School	No. of Schools	No. of Teachers	ITEM 3		ITEM 4		ITEM 5		
				* RU-Teachers (i)	(ii)	"RU-Teachers (i)	(ii)	1980-81	1981-82	1982-83
East Khasi Hills District	A	43	88	4 (5)	14 (16)	53 (60)	17 (19)	12 (14)	19 (22)	57 (65)
	B	95	198	11 (6)	57 (28)	85 (63)	45 (23)	53 (27)	13 (7)	132 (67)
	C	43	68	3 (4)	4 (6)	12 (18)	49 (72)	19 (28)	1 (1)	48 (71)
TOTAL		181	354	18 (5)	75 (21)	150 (42)	111 (31)	84 (24)	33 (9)	237 (67)
West Khasi Hills District	A	43	97	4 (4)	24 (25)	56 (58)	13 (13)	15 (15)	13 (13)	69 (71)
	B	42	52	-	5 (10)	15 (29)	32 (62)	8 (15)	2 (4)	42 (81)
	C	24	26	-	-	-	26 (100)	1 (4)	-	25 (96)
TOTAL		109	175	4 (2)	29 (17)	71 (41)	71 (41)	24 (14)	15 (9)	136 (78)
East and West Khasi Hills Districts & Shillong Municipal & Cantonment Areas	A	86	185	8 (4)	38 (21)	109 (59)	30 (16)	27 (15)	32 (17)	126 (68)
	B	137	250	11 (4)	62 (25)	100 (40)	77 (31)	61 (24)	181 (6)	174 (70)
	C	67	94	3 (3)	4 (4)	12 (13)	75 (80)	20 (21)	1 (1)	73 (78)
TOTAL		306	577	37 (6)	120 (21)	238 (41)	182 (32)	123 (21)	49 (9)	405 (70)

NOTE: A - Schools run by District Councils S - Schools in the Municipal and Cantonment Areas of Shillong
 B - Private Aided Schools
 C - Private Unaided Schools
 * All - Percentages indicate the corresponding percentages.
 # All - Percentages indicate the corresponding percentages.

responsibility of purchasing the sports materials, while 9 per cent prefer that these materials be supplied by the District Council authorities. The rest of the teachers are undecided over this issue. A comparative study of the four types of schools shows that the schools in municipal and cantonment areas of Shillong have more facilities of sports and games, followed by Private Aided schools.

A point that draws the attention is that not a single student from any of the schools studied has been selected for the Fitness Programme (which provides specialized training for students who have talent in sports) launched by the Special Officer for Sports and Games of the Government of Meghalaya over the past three successive years.

To improve the programme of sports and games in school, some of the suggestions offered by the respondents are (i) to improve the play grounds, (ii) to supply sports and games materials to the school in time, (iii) to encourage rural children to take part in games and sports, (iv) to appoint a trained sports teacher in each school, and (v) to provide more funds for the successful implementation of the programme.

6.1.10 Provision of School Buildings, Furniture and Equipment

The analysis of the responses for this programme is given in Table 6.10. The teachers are of the opinion that attractive school buildings reduce drop-outs and contribute to the regularity in attendance of pupils. A well ventilated airy class room promotes the child's mental and physical health.

The study shows that 89 per cent of the schools have independent school buildings. The remaining 11 per cent of the schools either hold classes in middle school buildings, churches or village clubs. 61 per cent of schools claim to have roofs with corrugated iron sheets. 31 per cent of schools have thatched roofs and 7 per cent have semi-thatched roofs. 3 schools (1 per cent) have indicated that their school buildings do not have roof of any kind.

It is found that a total of only 52 per cent of schools provide furniture to students for both sitting and writing. (Note: Some schools provide it in few class rooms and in other class rooms provide only benches). Another 25 per cent provide only benches, that is, accepted type of furniture in schools for seating the students. The remaining schools use logs

TABLE - 6.10 SHOWING THE RESPONSES REGARDING THE PROGRAMME OF PROVISION OF SCHOOL BUILDINGS, FURNITURE AND EQUIPMENT

Area	Type of School	No. of Schools	ITEM 2		ITEM 3			ITEM 4			ITEM 6					
			Yes	No	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)	(v)			
East Khasi Hills District	A	43	40	3	34 (79)	4 (9)	3 (7)	2 (5)	27 (63)	6 (14)	10 (23)	1 (2)	32 (75)	2 (5)	1 (2)	7 (16)
	B	95	84	11	74 (78)	14 (15)	7 (7)	-	66 (70)	24 (25)	5 (5)	7 (7)	73 (77)	11 (12)	2 (2)	2 (2)
	C	43	34	9	18 (42)	22 (51)	3 (7)	-	16 (37)	16 (37)	11 (26)	6 (14)	22 (51)	3 (7)	2 (5)	10 (23)
	TOTAL	181	158	23	126 (70)	40 (22)	13 (7)	2 (1)	109 (61)	46 (25)	26 (14)	14 (8)	127 (70)	16 (9)	5 (3)	19 (10)
West Khasi Hills District	A	43	42	1	26 (61)	12 (28)	4 (9)	1 (2)	24 (56)	10 (23)	9 (21)	5 (11)	21 (49)	8 (19)	1 (2)	8 (19)
	B	42	41	1	10 (24)	27 (64)	5 (12)	-	11 (26)	81 (19)	23 (55)	2 (5)	12 (28)	126 (14)	4 (10)	18 (43)
	C	24	20	4	7 (29)	17 (71)	-	-	-	12 (50)	12 (50)	-	6 (25)	3 (13)	2 (8)	13 (54)
	TOTAL	109	103	6	43 (39)	56 (51)	9 (8)	1 (1)	35 (32)	30 (28)	44 (40)	7 (6)	39 (36)	17 (16)	7 (6)	39 (36)

Table continued..

TABLE - 6.10 contd.

Type of School	No. of Schools	ITEM 2		ITEM 3			ITEM 4			ITEM 6					
		Yes	NO	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(i)	(ii)	(iii)	(iv)	(v)
A	86	82 (95)	4 (5)	60 (70)	16 (19)	7 (8)	3 (3)	51 (59)	16 (19)	19 (22)	6 (7)	53 (62)	10 (12)	2 (2)	15 (17)
B	137	125 (91)	12 (9)	84 (61)	41 (30)	12 (9)	-	77 (57)	32 (23)	28 (20)	9 (7)	85 (62)	17 (12)	6 (4)	20 (15)
C	67	54 (81)	13 (19)	25 (37)	39 (58)	3 (5)	-	16 (24)	28 (42)	23 (34)	6 (9)	28 (42)	6 (9)	4 (6)	23 (34)
S	16	11 (69)	5 (31)	16 (100)	-	-	-	15 (94)	1 (6)	-	-	16 (100)	-	-	-
TOTAL	306	272 (89)	34 (11)	185 (61)	96 (31)	22 (7)	3 (1)	159 (52)	77 (25)	70 (23)	21 (7)	182 (59)	33 (11)	12 (4)	58 (19)

NOTE 1 : A - Schools run by District Councils.

B - Private Aided Schools.

C - Private Unaided Schools.

S - Schools in the Municipal and Cantonment Areas of Shillong.

NOTE 2: Figures in the parentheses indicate the corresponding percentages.

of wood or bamboo structures as the furniture for students in the class-room, which are highly not acceptable not only from the point of convenience to students but also from the point of physical well-being. As regards to the seating facilities provided for teachers, 59 per cent of the schools provide them with both table and chairs, 11 per cent with benches only, 7 per cent with chairs only, 4 per cent with stools only, and 19 per cent with logs and bamboos. A comparison among the four types of schools shows that the highest number of schools (31 per cent) in the municipal and cantonment areas of Shillong do not have independent school buildings. The further positions are followed by Private Unaided (19 per cent), Private Aided (9 per cent) and finally by the District Council schools (5 per cent). It further appears that with the question of the type of school buildings, schools in the Shillong Municipal and cantonment areas claim the best position where all the schools have fairly stable roofs. The percentage of schools which do not even provide benches for students to sit happens to be the highest among Private Unaided (34 per cent), District Council schools (22 per cent) and Private Aided schools (20 per cent). Such a situation does not seem to be present in schools in the Shillong municipal and

cantonment areas. A similar trend is observed in the case of seating arrangement provided for teachers. The teachers of both urban and rural areas of the two districts of the State have suggested that the concerned authorities to provide independent school building with enough room to accommodate all the children, to provide enough of suitable furniture, to provide drinking water and toilet facilities, and to provide sufficient open space for the children to move around.

6.1.11 Programme of Assistance to Authors

A reference to Table 6.11 would show that none of the teachers in the schools in the East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas have utilised this programme.

When asked about some of the functions of a District Primary Education Board, if established, very few out of the total of 577 teachers have expressed their opinions regarding its functions. 51 teachers feel that it should have its function as to train personnel in the writing of books for primary school children; 40 opine as to undertake the production of books, and 32 as to advise authors in writing suitable books for the children in primary schools. A handful

TABLE - 6.11 SHOWING THE RESPONSES REGARDING PROGRAMME OF ASSISTANCE TO AUTHORS

Area	Type of School	No. of Schools	No. of Teachers	ITEM 1		ITEM 2		ITEM 3			ITEM 4			
				*RU-Schools Yes	No	*RU-Schools No. of teachers	Year	*RU-Schools (i)	(ii)	(iii)	*RU-Teachers (i)	(ii)	(iii)	(iv)
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
East Khasi Hills District	A	43	88	-	43 (100)	-	-	-	-	-	2 (2)	24 (27)	4 6 5	-
	B	95	198	-	95 (100)	-	-	-	-	-	16 (8)	16 (8)	22 (11)	6 (3)
	C	43	68	-	43	-	-	-	-	-	-	-	-	-
	TOTAL	181	354	-	181 (100)	-	-	-	-	-	-	18 (5)	40 (11)	26 (7)
West Khasi Hills District	A	43	97	-	43 (100)	-	-	-	-	-	-	-	-	-
	B	42	52	-	42 (100)	-	-	-	-	-	2 (4)	2 (4)	2 (4)	-
	C	24	26	-	24 (100)	-	-	-	-	-	-	-	-	-
	TOTAL	109	175	-	109 (100)	-	-	-	-	-	-	2 (1)	2 (1)	2 (1)

Table contd.

Table-6.11 contd.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	86	185	-	-	86 (100)	-	-	-	-	-	2 (1)	24 (13)	4 (2)	-
B	137	250	-	-	137 (100)	-	-	-	-	-	18 (7)	18 (7)	24 (10)	6 (2)
C	67	94	-	-	67 (100)	-	-	-	-	-	-	-	-	-
S	16	48	-	-	16 (100)	-	-	-	-	-	12 (25)	9 (19)	12 (25)	-
TOTAL	306	577	-	-	306 (100)	-	-	-	-	-	32 (6)	51 (9)	40 (7)	6 (1)

NOTE 1 : A - Schools run by District Councils.

B - Private Aided Schools.

C - Private Unaided Schools.

S - Schools in the Municipal and Cantonment Areas of Shillong.

NOTE 2 : Figures in the parentheses indicate the corresponding percentages.

of teachers (only 6 in number) have expressed that the function of the Board should be to undertake the production of standardised and well graded text books suitable for the primary school children.

6.1.12 Establishment of Text Book
Banks and Libraries

Table 6.12 reveals that out of 306 schools only 20 schools have implemented the programme of text book banks, the split for four types of schools being 15 in the Shillong municipal and cantonment areas schools, 4 in the Private Aided Schools, 1 in Private Unaided schools and none in the District Council Schools. All these schools put together claim only 7 per cent out of the total number of schools. Only 30 per cent of these schools claim to have sufficient number of books to cater to all the children in the school while the other schools claim to have books enough to cater to selected children in the school. When the heads of the schools which have implemented this programme were asked about the different purposes that it serves, 90 per cent indicated that it helps poor and deserving pupils to have reading materials, 60 per cent felt that it helps the students to get their text books in time and 45 per cent expressed that it encourages the students to attend school regularly. Among the implemented schools, 80 per cent have received the money

TABLE - 6.12 SHOWING THE RESPONSES REGARDING PROGRAMME OF ESTABLISHMENT OF TEXT BOOK BANKS AND LIBRARIES

Area	Type of School	No. of Schools	ITEM 1		ITEM 2		ITEM 3			ITEM 4			
			Yes	No	(i)	(ii)	(i)	(ii)	(iii)	(i)	(ii)	(iii)	(iv)
East Khasi Hills District	A	43	-	43 (100)	-	-	-	-	-	-	-	-	-
	B	95	4	91 (96)	1	3	2	4	2	1	3	1	3 (75)
	C	43	1	42 (98)	-	1	-	1	-	-	-	-	-
	TOTAL	181	5 (3)	176 (97)	1 (1)	4 (2)	2 (1)	5 (3)	2 (1)	1 (1)	3 (2)	1 (1)	3 (2)
West Khasi Hills District	A	43	-	43 (100)	-	-	-	-	-	-	-	-	-
	B	42	-	42 (100)	-	-	-	-	-	-	-	-	-
	C	24	-	24 (100)	-	-	-	-	-	-	-	-	-
	TOTAL	109	-	109 (100)	-	-	-	-	-	-	-	-	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	86	-	86 (100)	-	-	-	-	-	-	-	-	-
	B	137	4 (3)	133 (97)	1	3	2	4	2	1	3	1	3 (50)
	C	67	1 (1)	66 (99)	-	1	-	1	-	-	-	-	-
	S	16	15 (94)	1 (6)	5	10	10	13	7	15	-	-	-
TOTAL	306	20 (7)	286 (93)	6 (30)	14 (70)	12 (60)	18 (90)	9 (45)	16 (80)	3 (15)	1 (5)	1 (5)	

Table contd..

TABLE - 6.12 contd.

Area	Type of School	No. of Schools	ITEM 5		ITEM 6		ITEM 7			ITEM 8		
			Yes	No	Yes	No	(i)	(ii)	(iii)	(iv)	Yes	No
East Khasi Hills District	A	43	-	43 (100)	-	-	-	-	-	-	-	-
	B	95	4 (4)	91 (96)	4 (4)	91 (96)	3 (75)	2 (50)	3 (75)	2 (50)	2 (50)	2 (50)
	C	43	4 (4)	42 (98)	4 (4)	42 (98)	1 (100)	1 (100)	1 (100)	1 (100)	-	1 (100)
	TOTAL	181	-	176 (97)	5 (3)	176 (97)	5 (100)	4 (80)	3 (60)	4 (80)	2 (40)	3 (60)
West Khasi Hills District	A	43	-	43 (100)	-	-	-	-	-	-	-	-
	B	42	-	42 (100)	-	-	-	-	-	-	-	-
	C	24	-	24 (100)	-	-	-	-	-	-	-	-
TOTAL	109	-	109 (100)	-	-	-	-	-	-	-	-	
East and West Khasi Hills Districts and Shillong Municipal and Cantonment Areas	A	86	-	86 (100)	-	-	-	-	-	-	-	-
	B	137	-	133 (97)	4 (3)	133 (97)	4 (100)	2 (50)	3 (75)	3 (75)	2 (50)	2 (50)
	C	67	-	66 (99)	1 (1)	66 (99)	1 (100)	1 (100)	1 (100)	1 (100)	-	1 (100)
	S	16	-	7 (44)	9 (56)	7 (44)	9 (100)	6 (67)	8 (89)	8 (89)	-	9 (100)
TOTAL	306	-	292 (95)	14 (5)	292 (95)	14 (100)	13 (93)	9 (64)	12 (86)	2 (14)	12 (86)	

NOTE 1 : A - Schools run by District Councils.
 B - Private Aided Schools.
 C - Private unaided Schools.
 S - Schools in the Municipal and Cantonment Areas.
 NOTE 2 : Figures in the parentheses indicate the corresponding percentages.

from the Government of Meghalaya to develop their text book banks, 15 per cent from the District Councils and 5 per cent from philanthropists. None of the school heads have expressed their satisfaction on the book bank programme but they have suggested to include more books on all school subjects to enable the poor pupils to get their reading materials. They have further suggested that every school should have a book bank.

Only 14 schools in the sample have a school library and all these schools happen to be among those schools which have book banks. Classifying these schools according to their types, 9 are in Shillong municipal and cantonment areas schools, 4 Private Aided schools, and 1 Private Unaided school. Again it may be pointed out that not a single school belonging to the District Council has library facilities. The types of books other than the text books in these libraries happen to be story books (in 100 per cent of schools having a library), adventure books (in 93 per cent of schools having a library), general information book (in 86 per cent of schools having a library) and science fiction books (in 64 per cent of schools having a library). Among these schools only 2 schools have expressed the sufficiency of books in the library to meet the demands of their staff and students.

The teachers have suggested that this programme be implemented in all the primary schools of the State to develop reading habits of students. They have further suggested that the get up of text books be improved.

6.1.13 Science Promotion Programme

This Science Promotion Programme, as stated earlier (refer Caption 5.2.12) implies the implementation of the UNICEF Science Project I in schools. As can be seen from Table 6.13, only 15 per cent of the schools (47 in number) were selected for the UNICEF Science Project I (Science Promotion Programme).

A comparison among the four types of schools studied shows that the Science Promotion Programme has been taken up by 6 (38 per cent) of the schools in Shillong municipal and cantonment areas, 27 (31 per cent) of the District Council Schools, and 14 (10 per cent) of the Private Aided schools. Not a single Private Unaided school in the sample is covered by the Science Promotion Programme. As a part of this project a total of 55 teachers were trained in the teaching of science. Though the UNICEF Project I has covered 47 schools, only 21 schools (45 per cent of them) claimed that the teachers used the science kits (provided as a part of

TABLE 6.13 SHOWING THE RESPONSES REGARDING SCIENCE PROMOTION PROGRAMME (UNICEF SCIENCE PROJECT I)

Area	Type of School	No. of School	ITEM 1		ITEM 2 No. of teachers trained	ITEM 3		ITEM 4		ITEM 6	
			Yes	No		Mostly	Some-time	Yes	No	Yes	No
East Khasi Hills District	A	43	17 (40)	26 (60)	12	6 (35)	2 (12)	9 (53)	3 (18)	14 (82)	-
	B	95	14 (15)	81 (85)	23	8 (57)	1 (7)	5 (36)	11 (79)	3 (21)	2
	C	43	-	43 (100)	-	-	-	-	-	-	-
	TOTAL	181	31 (17)	150 (83)	35	14 (45)	3 (10)	14 (45)	14 (45)	17 (55)	2
West Khasi Hills District	A	43	10 (23)	33 (77)	11	3 (30)	-	7 (70)	5 (50)	5 (50)	-
	B	42	-	42 (100)	-	-	-	-	-	-	-
	C	24	-	24 (100)	-	-	-	-	-	-	-
	TOTAL	109	10 (9)	99 (91)	11	3 (30)	-	7 (70)	5 (50)	5 (50)	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment Areas	A	86	27 (31)	59 (69)	23	9 (33)	2 (7)	16 (59)	8 (30)	19 (70)	-
	B	137	14 (10)	123 (90)	23	8 (57)	1 (7)	5 (36)	11 (79)	3 (21)	2
	C	67	-	67 (100)	-	-	-	-	-	-	-
	S	16	6 (38)	10 (62)	9	4 (67)	1 (17)	1 (17)	6 (100)	-	3
	TOTAL	306	47 (15)	259 (85)	55	21 (45)	4 (9)	22 (47)	25 (53)	22 (47)	5 (11)

Contd....

TABLE 6.13 contd.

Area	Type of School	No. of School	ITEM 8					ITEM 9				
			Yes	(i)	(ii)	(iii)	(iv)	(v)	(i)	(ii)	(iii)	(iv)
East Khasi Hills District	A	43	-	-	-	-	-	-	-	-	-	-
	B	95	1	-	1	1	-	-	1	1	1	-
	C	43	-	-	-	-	-	-	-	-	-	-
	TOTAL	181	1	-	1	1	-	-	1	1	1	-
West Khasi Hills District	A	43	-	-	-	-	-	-	-	-	-	-
	B	42	-	-	-	-	-	-	-	-	-	-
	C	24	-	-	-	-	-	-	-	-	-	-
	TOTAL	109	-	-	-	-	-	-	-	-	-	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment Areas	A	86	-	-	-	-	-	-	-	-	-	-
	B	137	1	-	1	1	-	-	1	1	1	-
	C	67	-	-	-	-	-	-	-	-	-	-
	S	16	-	-	-	-	-	-	-	-	-	-
	TOTAL	306	1	-	1	1	-	-	1	1	1	-

NOTE 1: A - Schools run by District Councils.

B - Private Aided Schools.

C - Private Unaided Schools.

S - Schools in the Municipal and Cantonment Areas of Shillong.

NOTE 2: Figures in the parentheses indicate the corresponding percentages.

the Project) many a times. And, the NCERT science text books, the provision of which is a part of the Project, are used in only 25 schools (53 per cent) covered by the UNICEF Science Project I. At this point it may be noted that among the schools where the Project is implemented, all such schools in Shillong municipal and cantonment areas use the NCERT science text book. This percentage happens to be 79 for Private Aided schools and 30 for District Council schools.

Most of the respondent schools which had taken part in the UNICEF Science Project I claim to have noticed not much changes in the learning of science by pupils, except some stray responses indicating that the students are showing more interest in science.

Since it was felt that the improvement of science education is enhanced through a good laboratory in the school, further query was made in this regard. It is seen that only 11 per cent of the schools, where the programme is implemented, possess a science laboratory. But even these laboratories are so poorly equipped, that it is felt that they could hardly make any perceptible impact on the development of scientific attitude and skills among students.

May be, even in the school programmes, it may

be said that there is no great impact of the Science Promotion Programme as can be seen at the other activities related to science. Only a lone school has a school science club. The activities of this science club are also limited to participation in science fairs, science exhibitions etc., and giving talks on science topics. The same school has taken part in various science activities. A comparison between the two District shows that the East Khasi Hill District has made a better use of the Science Promotion Programme than the West Khasi Hills District.

The teachers felt that, if implemented properly, the Science Promotion Programme may have a great impact on teaching and learning of science. They have suggested the authorities (i) to supply science kits in a good condition and text book immediately after the training; (ii) to prescribe for all primary schools of the State a uniform science text book of a standard at par with other states of the country; (iii) to impart science training to all primary school teachers of the State; (iv) to provide better science equipment, laboratory facilities in schools; (v) and to extend the training covered by this Project to all non-tribal teachers as well, unlike the present practice of imparting the training only to the tribal teachers.

6.1.14 Programme of Teacher Training

A look into the Table 6.14 reveals that as many as 141 schools in the sample have utilised the programme of teacher training. This accounts for 46 per cent of the schools studied. It was observed that during the years 1980-81, 1981-82 and 1982-83 the number of teachers deputed for training were 26, 24 and 6 respectively. A very great number of heads of schools, to the tune of 93 per cent, have felt a change in the teaching by teachers after they underwent training and about 91 per cent are highly satisfied with the training received by their teachers.

There is a poor response to the query on the difficulties faced by the schools in sending teachers on deputation for the training programme. However 60 per cent of the schools who have responded (12 in number) pointed out that the difficulty emanates as no substitute teachers are provided in place of those who are sent on deputation. 20 per cent of the responding schools (4 in number) have pointed out that the teachers are not interested as the amount of stipend given to them during training is not sufficient. An equal number of schools have indicated the difficulty in getting a chance for deputation as the intake capacity of the teacher training institutions is low.

TABLE - 6.14 SHOWING THE RESPONSES REGARDING PROGRAMME OF TEACHER TRAINING

Area	Type of School	No. of School	ITEM 1		ITEM 2		ITEM 3		ITEM 4					
			Yes	No	1980-81	1981-82	1982-83	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)
East Khasi Hills District	A	43	34 (79)	9 (21)	2	1	33 (97)	1 (3)	-	-	32 (94)	-	-	2 (9)
	B	95	45 (47)	50 (53)	3	2	43 (96)	2 (4)	-	-	43 (96)	-	-	2 (4)
	C	43	-	43	-	-	-	-	-	-	-	-	-	-
	TOTAL	181	79 (44)	102 (56)	5	3	76 (86)	3 (4)	-	-	75 (95)	-	-	4 (5)
West Khasi Hills District	A	43	37 (86)	6 (14)	4	1	37 (100)	-	-	-	37 (100)	-	-	-
	B	42	17 (40)	25 (60)	1	2	15 (88)	-	2 (12)	-	15 (88)	-	-	2 (12)
	C	24	-	24 (100)	-	-	-	-	-	-	-	-	-	-
TOTAL	109	54 (50)	55 (50)	5	3	52 (96)	-	2 (4)	-	52 (96)	-	-	2 (4)	
East and West Khasi Hills Districts and Shillong Municipal and Cantonment areas	A	86	71 (83)	15 (17)	6	2	70 (90)	1 (1)	-	-	69 (97)	-	-	2 (3)
	B	137	62 (45)	75 (55)	4	4	58 (94)	2 (3)	2 (3)	-	58 (94)	-	-	4 (6)
	C	67	-	67 (100)	-	-	-	-	-	-	-	-	-	-
	S	16	8 (50)	8 (50)	14	-	3 (38)	4 (50)	1 (13)	-	2 (25)	5 (63)	1 (13)	1 (13)
TOTAL	306	141 (46)	165 (54)	26	6	131 (93)	7 (5)	3 (2)	-	129 (91)	5 (4)	5 (4)	7 (5)	

Continued.....

TABLE 6.14 contd

Area	Type of School	No. of School	ITEM 5				ITEM B		
			(i)	(ii)	(iii)	(iv)	1980-81	1981-82	1982-83
East Khasi Hills District	A	43	1	1	-	-	2	2	-
	B	95	(3)	(3)	-	-	7	6	2
	C	43	(4)	-	-	-	-	-	-
	TOTAL	181	3	1	-	-	9	8	2
West Khasi Hills District	A	43	(4)	(1)	-	-	1	-	-
	B	42	1	(3)	-	-	-	-	-
	C	24	3	-	-	-	-	-	-
	TOTAL	109	(18)	-	-	-	-	-	-
East and West Khasi Hills Districts and Shillong Municipal and Cantonment Areas	A	86	4	1	-	-	4	-	-
	B	137	(7)	(2)	-	-	3	2	-
	C	67	2	2	-	-	7	6	2
	S	16	5	-	-	-	-	-	-
TOTAL	306	5	2	4	4	10	16	2	

NOTE 1: A - Schools run by District Councils

B - Private Aided Schools

C - Private Unaided Schools

S - Schools in Municipal and Cantonment Areas of Shillong

NOTE 2 : Figures in the parentheses indicate the corresponding percentages.

Some of the weak points in the programme as expressed by the respondents are of getting accommodation in the hostels and difficulty in learning subjects like psychology, school organisation and craft. They have suggested to revise the primary school teacher training curriculum keeping in view the capacities of the teachers. They have further pointed out that the teacher training institutes are poorly equipped with books and equipment. Even with the several weak points that are pointed out, the heads of schools, where the teachers have gone for training, have indicated that the teachers after their training teach better and handle the classes with greater confidence.

The short-term inservice training programmes for teachers depict a poor picture as it is found that in three successive years namely 1980-81, 1981-82, and 1982-83 from the schools covered in the sample the number of teachers who have attended the inservice programmes are only 10, 16 and 2 respectively. It is observed that there are differences among the different types of schools in the utilisation of the facilities offered through the programme of teacher training. 83 per cent of the District Council schools have utilized this programme and have got 23 of their teachers trained during the past three years. This is followed by the

schools in the Shillong municipal and cantonment areas (50 per cent and training of 14 teachers), and Private Aided schools (45 per cent and training of 19 teachers). Not a single teacher was sent for training from any Private Unaided school.

The following are the suggestions made by the head teachers for further improvement of the programme: (i) Training facilities are to be extended to all types of schools. (ii) More importance is to be given to practical subjects during training (iii) Amount of stipend should be raised. (iv) Inservice training should be imparted to all teachers. (v) Inservice training should be arranged during vacation. (vi) The duration of inservice training should be of 30 days. (vii) Discussions, seminars, refresher courses should be arranged from time to time.

6.2 SUMMARY OF RESULTS

The salient findings as observed by the analysis of the questionnaire are summarised below:

- (i) As many as 42 per cent of the schools studied are single teacher schools. 73 per cent of Private Unaided schools have a single teacher.
- (ii) On an average each primary school is having 2.47 teachers as its entire staff.

- (iii) On the whole, 56 per cent of teachers in primary schools are female.
- (iv) Regarding the qualification of teachers, in the Shillong municipal and cantonment areas 42 per cent have completed pre-university course and only 25 per cent are below matric. In the areas of East and West Khasi Hills Districts, the percentage of teachers below matric ranges from 69 to 75.
- (v) Only 39 per cent of the teachers are trained. This figure is as low as 0.9 per cent for Private Unaided schools.
- (vi) About 64 per cent of the respondents feel that new primary schools in rural areas should be opened by the Department of Education of the Government of Meghalaya, when the other choices offered were the District Councils and private voluntary organisations.
- (vii) Only 2 schools (located in Shillong Municipal and cantonment areas) out of 306 schools studied have implemented the attendance scholarship programme. No school in other areas studied has implemented this programme.
- (viii) The mid-day meal programme is implemented by only 17 per cent of schools. Among such schools, District Council schools number more. While a few Private Aided schools have also taken up this programme, none of the schools in the Shillong municipal and cantonment areas or Private Unaided schools have implemented the same.
- (ix) There is no regularity in the schedule or the working out of the mid-day meal programme wherever it is implemented.
- (x) In majority of the schools where the mid-day meal programme is implemented, transportation of food stuff from the District Council office to the respective schools has been the most felt difficulty.

- (xi) Only 25 per cent of schools have implemented the programme of free supply of text books. Wherever it is implemented, it is not done so as a continuous programme over years.
- (xii) In most of the schools, where the programme of free supply of text books is implemented, it caters to only some selected students, the criteria of selection being the academic merit of the student and/or the poor economic conditions of the parents.
- (xiii) About 88 per cent of the Shillong municipal and cantonment areas schools, 50 per cent of the District Council schools, 13 per cent of the Private Aided schools have implemented the programme of free supply of text books to students, while none of the Private Unaided schools have implemented the same.
- (xiv) The programme of supply of uniforms to students has been implemented in about 3 per cent of schools. Among them only 1 school belongs to the West Khasi Hills District. In most of the schools where the programme is implemented, only some students are given the uniform.
- (xv) Only in 17 schools out of the 306 schools studied, students have received merit scholarship during the three years from 1980-81 to 1982-83.
- (xvi) Among those students who are the recipients of the merit scholarship, about 65 per cent (42 out of 65) belong to Shillong municipal and cantonment areas schools, though the number of such schools in the sample is 16 out of a total of 306. There is not a single recipient from the Private Unaided schools.
- (xvii) The programme of school health service is implemented in only 20 per cent of schools. Such schools form 50 per cent of Shillong municipal and cantonment areas schools, 27 per cent of District Council Schools,

20 per cent of Private Aided schools and 4 per cent of Private Unaided schools. But the programme is not implemented as a continuous one over the years in any school.

- (xviii) The Directorate of Health Services of the Government of Meghalaya is the main agency in implementing the programme of School Health Service.
- (xix) About 41 per cent of primary school teachers feel that the facilities provided in schools for sports and games are unsatisfactory, while at the other end only 6 per cent of teachers have expressed satisfaction over the sports and games facilities.
- (xx) Not a single student from the sample schools has been selected for the Fitness Programme (which provides specialized training for students who have talent in sports) launched by the Special Officer of Sports and Games of the Government of Meghalaya over the past three years.
- (xxi) About 31 per cent of primary schools in the Shillong municipal and cantonment areas do not have independent school buildings.
- (xxii) About 39 per cent of primary school buildings do not have a fairly stable roof (1 per cent of school buildings does not have roof of any kind).
- (xxiii) Only about 52 per cent of schools provide students with furniture for both sitting and writing. In about 23 per cent of schools, the classroom furniture for students is only pieces of log or bamboo structures.
- (xxiv) In about 19 per cent of schools logs of wood or bamboo structures are the only furniture provided to teachers.
- (xxv) None of the teachers in the schools in the East and West Khasi Hills Districts and Shillong municipal and cantonment areas have utilised the programme of Assistance to Authors for writing or publishing books.
- (xxvi) The total number of schools which have implemented the programme of establishing book banks happen to form only 7 per cent.

- (xxvii) Only 30 per cent of such schools which have book banks have sufficient number of books to cater to all the children in their schools.
- (xxviii) Not a single head teacher has expressed satisfaction on the Book Bank programme.
- (xxix) About 5 per cent of schools possess a school library. Not a single school under the District Council has library facilities.
- (xxx) Only 15 per cent of the schools are covered under the Science Promotion Programme (UNICEF Science Project I). Not a single Private Unaided school in the sample is covered by this programme.
- (xxxii) Teachers of most of the schools covered under the UNICEF Science Project I do not feel any perceptible change in the learning of science by pupils after the project.
- (xxxiii) Only 5 schools out of 306 under study have a science laboratory, though poorly equipped.
- (xxxiv) About 46 per cent of the schools have utilised the programme of sending teachers for training. No single teacher is deputed for training from Private Unaided schools.
- (xxxv) About 91 per cent of heads of schools, where teachers have been deputed for training, express great satisfaction over the training received by their staff.
- (xxxvi) Very few teachers have attended in-service programme during the years 1980-81, 1981-82 and 1982-83.

A comparison among the different types of schools, namely District Council schools, Private Aided schools, Private Unaided schools, and the schools in the municipal and cantonment areas of Shillong on some salient points, may be drawn which could show how the implementation of

TABLE 6.15 SHOWING A COMPARISON AMONG THE DIFFERENT TYPES OF SCHOOLS ON CERTAIN SALIENT POINTS

Sl NO	Details	3				4		5		6	
		District Council Schools	Private Aided Schools	Private unaided Schools	Schools in the Muni- cipal and Cantonment Areas of Shillong (All Private Unaided Schools)						
1.	Number of single teacher schools	20 (23)	60 (44)	49 (73)	-	-	-	-	-	-	
2.	Number of trained teachers	149 (68)	113 (36)	1 (1)	33 (29)	-	-	-	-	-	
3.	Number of teachers with educational level below H.S.L.C.	163 (75)	217 (69)	78 (71)	28 (25)	-	-	-	-	-	
4.	Number of schools which have implemented Attendance scholarship Programme	-	-	-	2 (12)	-	-	-	-	-	
5.	Number of Schools which have implemented the Mid-day Meal Programme	35 (41)	16(12)	-	-	-	-	-	-	-	
6.	Number of schools which have implemented the Text Books Supply Programme	43 (50)	18(13)	-	14 (88)	-	-	-	-	-	
7.	Number of schools covered by the 'Supply of Uniforms' Programme	6 (7)	2 (2)	-	1 (6)	-	-	-	-	-	
8.	(a) Number of schools where students got merit scholarship during the year 1982-83	6 (7)	4 (3)	-	7 (44)	-	-	-	-	-	

Table contd..

Table 6.15 contd.

	1	2	3	4	5	6
6. (b) Number of students who got merit Scholarship during the years 1980 to 1983			6	17	-	42
9. Number of schools which have implemented the School Health Programme			23 (27)	28 (20)	3 (4)	8 (50)
10. Number of schools having their own independent school building			82 (95)	125 (91)	54 (81)	11 (69)
11. Number of schools having availed the programme of Assistance to Authors			-	-	-	-
12. Number of schools having a Text Book Bank			-	4 (3)	1 (1)	15 (94)
13. Number of schools having a library			-	4 (3)	1 (1)	9 (56)
14. (a) Number of schools selected for the UNICEF Science Project I			27 (31)	14 (10)	-	6 (38)
(b) Number of teachers trained in the UNICEF Science Project I			23	23	-	9
15. (a) Number of Schools which have Utilised the Programme of Teacher Training			71 (83)	62 (45)	-	8 (50)
(b) Number of teacher deputed for teacher training during 1980 to 1983			23	19	-	14
(c) Number of teachers sent for short term in-service training programme during 1980 to 1983			5	15	-	8

(NOTE: Figures in the parentheses indicate percentages)

the different programmes are taken up in them. Though all the schools under the Shillong municipal and cantonment areas happen to be private unaided, they are taken as a separate category from the other Private Unaided schools since the two fall under the different administrative machinery, the former under the Government of Meghalaya and the latter under the District Council. This comparison is provided in Table 6.15.

An overall picture shows that though in the implementation of the different programmes there is still a want, the picture becomes very poor when it comes to the category of Private Unaided schools under the District Council administration. It may be noted that barring a few stray instances, these schools are almost untouched by any of the developmental programme.

6.3 DISCUSSION

The sample study of 306 schools shows that as many as 42 per cent of the schools in the East and West Khasi Hills are single teacher schools. This high percentage may be due to the increase in the number of school going children which has made the authorities and the voluntary organizations to open new primary schools. A similar phenomenon was observed

by the Bombay Municipal Corporation (1956). As a result many new primary schools are coming up without any fixed number of teachers to teach. Mostly, the schools are run by a single teacher. The study reveals that on an average there are 2.47 teachers as its entire staff position against the all India average of 2.81 per cent as given by Fourth All India Educational Survey (NCERT, 1979). The less number of teaching staff may be due to the non-availability of teachers who are willing to serve in the rural areas. The educated people of the rural areas tend to migrate to the towns and cities for a better employment where they can get a white collar job. Another probable reason may be that the teaching profession is not that attractive and paying and so very few take up the profession.

The percentage of female teachers working in primary schools is fairly high. May be, women prefer to take up teaching job over other types of jobs. The other probable reason may be that with the idea that female teachers handle the youngsters much better than the male teachers, they are preferred.

The wide variation in the qualification between teachers in Shillong municipal and cantonment areas schools and others draws one's attention. Considering

that a primary school teacher should have at least

passed the H.S.L.C. examination, the percentage of

teachers who do not reach this level happens to be

25 per cent in the Shillong municipal and cantonment

areas schools, while it ranges from 69 to 75 per cent

in the other types of schools. Though in an ideal

situation none of the teachers should be below the

minimum qualification, there seems to be a hope that

the situation may improve in schools of Shillong muni-

cipal and cantonment areas, as the under qualified

teachers may be those who were appointed long ago and

the schools could go for qualified new recruits. But

the picture does not seem to be that bright with refe-

rence to schools in other areas. As has often been

noticed it is difficult to get qualified persons from

among the rural people and at the same time the quali-

fied urbanites are not ready to move to villages. As

things stand to-day, it seems one of the ways out would

be to take up concerted plans and efforts to reach the

minimum education to the rural primary school teachers

where they are.

It may also be seen from the study that the number

of trained teachers include those who are trained even

if they are under qualified. Even accepting this

situation, it is found that hardly 39 per cent of teachers

are trained on the whole and this percentage dives down to a negligible 0.9 in the Private Unaided schools. At this juncture it may also be noted that the highest percentage of single teacher schools are found among Private Unaided schools. This partly explains the very low percentage of trained teachers in the private Unaided schools. Further discussion on the issue of training of teachers is taken up later under the same caption.

Discussion regarding the different programmes undertaken by the Government of Meghalaya for the development of primary education in the State is carried out further.

Most of the teachers working in the rural areas have expressed their preference that Government should open new primary schools in rural areas. This may be that they feel more secure with the Government from the point of financial aspects, accommodation and stability of the school. It may be that they feel that the Government will be in a position to solve many of the problems which they are facing at present.

The attendance scholarship programme which was launched recently, that is sometime in 1982, seems not yet taken off the ground well. At the time of the study,

it was found that this programme was launched in only 2 schools, and these schools being located in urban areas. As the studies of Bombay Municipal Corporation (1956, 1957), Sane (1960), Tiwari (1964), Masavi (1971), and SCERT (1979) suggest, domestic problems and low economic status of parents may be considered as some reasons for the irregular attendance of students and their consequential dropping out of the school system. May be the impact of this programme in the State could only be felt after a fair trial to it is given by the authorities.

The mid-day meal programme, which is implemented in only 17 per cent of the schools, is found to be working irregularly. Teachers have expressed problems of transportation of food from the District Council Office to their respective schools. This is quite acceptable as the communication and transport network is yet wanting in the State. The same programme launched elsewhere in the country seems to have made a headway in increasing the enrolment of pupils and reducing the number of dropouts at the primary level of education, as has been reported by studies, viz., Kamalamma (1969), Roy and Rath (1972), and Venkatasubramanian (1982). This brings forth the fact that it requires probably planning

of different strategies to overcome the peculiar hurdles in the State in the implementation of this programme and in achieving the objectives of this programme.

Text books are supplied freely to only few selected poor, needy, and meritorious students. It is found that this is also not a continuous programme. One of the reasons that could be attributed to this may be the small amount of funds allotted for the purpose. Though it is wished that this programme could cover the entire population of primary school students, at least it could be seen that a student once is a recipient at any stage continues to get the books throughout the primary education, or else, the programme may reduce to achieving nothing worthwhile.

The programme of free supply of uniforms is found to be implemented in only 3 per cent of the schools, and not as a regular programme. The fund allocation for this programme seems to be less to cover all the poor and needy students. The fact that most of the rural schools do not insist does not undermine the importance of school uniforms. May be, they must have reconciled to the understanding that most of the students have only

the set of clothes that they would be wearing and it would be ridiculous to ask them to go home and wear the uniforms. It demands a serious thinking on the part of the concerned persons.

Most of the recipients of the merit scholarship are from schools in the municipal and cantonment areas of Shillong. Compared to the number of schools in the municipal and cantonment areas of Shillong the number of schools in the other areas are plenty. But the latter schools lag far behind in the number of merit scholarships claimed by its students. This makes one think of the educational achievement of the children in the different categories of schools. May be, there are several reasons that could be attributed for this. It was found that schools other than those under the Shillong municipal and cantonment areas mostly work less than three hours a day and the number of working days being very less. The situation could be further imagined in the case of single teacher schools. Thus the educational input may be considered as far from satisfactory.

Though promotion of health among students is one of the major objectives of education at primary level, it is only in 17 per cent of the schools that the

programme of school health service is being implemented. It was found that even in those schools where the programme is implemented, there is a general apathy towards it from the parents. The success of this progress is in the inculcation of positive values towards health and medical services among all concerned, viz., students, parents and teachers. May be in this regard, the programme must be a joint concern of health workers, social workers, and teachers.

As a vast majority of teachers have expressed dissatisfaction over the sports and games facilities provided to students, it should be a matter of concern for all. Similar picture was evinced in other parts of the country as shown by the studies of Daisy (1963) and Bakshi (1965, 1971). In the present study the finding that not a single student from the schools studied has been selected for the Fitness Programme is a reflection of the position and importance sports and games are occupying in the life of a primary school student in the State. One cannot reason out that people of the State do not have any interest or aptitude for sports. Tribal culture throws lot of opportunities for its members for developing certain skills. In fact, it may be said that the tribal talents are yet to be explored fully and given

the right encouragement and direction for their promotion.

Though there is a programme to provide for school buildings, furniture, and equipment, yet the picture drawn by the study regarding them is not worth appreciation. The studies of Sane (1960), Kamalamma (1969), Paranjape (1970), Ghatge (1973), Sharma (1973) and UNESCO (1979), have drawn a poor picture of the position of school buildings/equipment in other parts of the country. As the present study shows, about 31 per cent of primary schools do not have their own independent school buildings and about 39 per cent of the schools do not have a stable roof. In most of the schools, the furniture provided for students and staff is found to be very poor and inadequate. The poor condition of most of the school buildings may be due to the negligible or lack of interest of the concerned authorities regarding the maintenance of them. One may have to know that a constant attention to buildings is required in the heavy rains and rough weather of Meghalaya. It may also be said that lack of proper school buildings, furniture, basic amenities like drinking water facilities and toilet facilities, etc., are coming in the way of the speedy development of primary education in the State.

None of the teachers have utilised the programme of assistance to authors. It may be assumed that none of the primary school teachers are aware of the programme nor are they encouraged to write books for children. This lack of encouragement may be considered as one of the defects of this programme.

Book banks and libraries should form a part and parcel of any school system. Though a programme has been launched to promote book banks and libraries, it is found that only a handful of primary schools have these facilities. This may be because of the poor fund allocation for the purpose. Promotion of a library does not only require money but also a genuine interest in the cause. Lack of interest on the part of the teachers and community as a whole to promote the programme may also be attributed as one of the reasons for the poor implementation of the programme.

It has been found that only 15 per cent of the schools studied were covered by the Science Promotion Programme. Considering the fact that the programme was launched in 1976, and that it is still a long way to cover all the primary schools in the State, it is rather a slow progress which may be attributed to the lack of

man power and/or lack of financial resources of the authorities. Lack of co-ordination between the District Council authorities and the SCERT may also be one of the reasons for the slow progress of the programme. The study also indicates that hardly 2 per cent of the schools studied have a science laboratory, though poorly equipped. Any laboratory, may be ill-equipped, can be initiated by the teachers as many improvised apparatus to show the principles of science in a simple way may be developed with a little insight and initiative. It is the interest of the teachers in the school that is of a greater importance as it may be said that even a very good laboratory may seem useless in the hands of uninterested teachers.

As had been raised earlier in this caption, the issue of a large percentage of untrained teachers serving in primary schools of the State makes all concerned to become alarmed. Only about 46 per cent of the schools studied have utilised the programme of sending teachers for training. The quality of education can be improved by having qualified teachers. It seems that the total intake capacity of all the training institutes put together is not enough to shoulder the responsibility of making all teachers, those who are already in service

and those who are yet to enter the profession, fully qualified. Since there are many teachers who have not yet passed the H.S.L.C. examination, the responsibility of the training institutes may be considered to include the extension services to help the teachers reach up to the required basic academic qualification. But it is found that teachers are not much interested to undergo the training because of the difficulty in getting hostel facilities. One of the reasons for the teachers not to avail the inservice training imparted by the SCERT may be due to the fact that the training programmes are held during the school session. This is particularly an impossibility for teachers who work in single teacher schools.

Among the different types of schools studied, the picture is very dim in case of Private Unaided schools which are not in the Shillong municipal and cantonment areas. These schools have the highest percentage of single teacher schools and the least percentage of trained teachers. Since they are unaided, they might have stayed away from the perview of the District Council with regard to the various developmental programmes. This has to be of great concern of all those who are concerned with the promotion of primary education both qualitatively and quantitatively.

6.4 SUGGESTIONS FOR IMPROVEMENT OF EDUCATION IN MEGHALAYA

Following suggestions are made to achieve the goal of universalization of education in the State of Meghalaya:

- (i) Promotion of a better administration in the field of primary education.
- (ii) Popularisation of adult education in the State.
- (iii) Improvement of teacher training programme.
- (iv) Improvement of service conditions of primary school teachers.

Each one of these are discussed below.

Promotion of a Better Administration in the Field of Primary Education

The Government provides the District Council funds that have to be utilised for the promotion of primary education. But regarding the implementation of the developmental programmes in the area of primary education, the District Councils are the sole authority. Thus it may be seen that except in the schools falling under the municipal and cantonment areas of Shillong, the financing and executing/supervising authorities are two different independent administrative bodies. It is felt that such a two headed administration does not help in the speedy development of primary education.

It is with this thinking, suggestion is made to amend the Constitution suitably so that a Board of Primary Education in the State is set up to have a uniform control over all the primary schools irrespective of their belonging to any of the different districts or to the Shillong municipal and cantonment areas. The Board should be responsible for the proper implementation of all the programmes meant to universalize primary education. It should also arrange an annual school mapping and census of the children, and arrange an enrolment drive before the commencement of the school session. The Board should also form a text book committee to undertake the production of text books of a standard comparable at the national level.

Popularisation of Adult Education
in the State.

During the visits to the primary schools in the rural areas, it was noticed that there is a dearth of the initiativeness and interest among the parents to send their children to schools even at the primary level. It was also felt that the parents do not see the need for it and may be this lack of consciousness is also responsible for the withdrawal of their children from the school at quite an early age. The situation thus warrants an inculcation of positive values towards

education among the parents, which consequentially make them realise the need for educating their children. This is difficult to achieve so long as the parents themselves are illiterate. In this regard it is felt that adult education has a great potential. Adult education programmes are already undertaken in the State. What is suggested is that these programmes, if taken more vigorously, help in creating a suitable environment to push ahead the developmental programmes of primary education. It may also be suggested here that the adult education classes could be run in the premises of primary schools and at times involving the school staff so that there is an acceptance and involvement of parents to promote the well-being of their own institution, which happens to be the primary school of their areas

Improvement of Teacher Training

The per-centage of trained primary school teachers in Meghalaya is very low. Among the several reasons, the ones which stand out and draw the attention are the following:

- (a) Teacher training is imparted to only teachers belonging to Khasi, Jaintia and Garo tribes. It should be noted that there are many teachers who do not belong to these tribes and yet working in different parts of the State. The point becomes more clear when one sees that there are quite a number of schools with the media of instruction as Assamese, Bengali,

Nepali, Hindi and English. Thus it may be seen that there is no way for teachers to get trained any time during their service. To overcome this drawback it is suggested to open a teacher training institute with the medium of instruction as English open to all tribes and communities.

- (b) Many teachers who are in service hesitate to undergo training as there is a scarcity of hostel accommodation attached to the training institutes. It thus becomes a great need to improve the hostel facilities in order to see that teachers come forward with greater zeal to get themselves trained.

In providing training to those who are already in service for over a certain period of time, it may be considered to have correspondence-cum-contact programmes for them. In this regard a reference can be made to the 'Open Programme' of the Philippines, Distance Teaching of Inservice Programme of Malaysia and Distance Learning of Nepal (UNESCO 1979). To facilitate the function of the correspondence-cum-contact programmes, suitable self-instruction packages for home study could be developed. Guidance during the correspondence period, both in theoretical and practical aspects, could be entrusted to trained teacher of the nearby area. The organization of such courses could be undertaken by the SCERT or the Board of Primary Education, the establishment of which was suggested earlier.

Besides, the State Council of Educational Research

and Training in collaboration with the National Council of Educational Research and Training should make a concerted effort to develop more programmes for training the underqualified teachers in the State. In this connection more inservice training camps, seminars, discussions, refresher courses should be held from time to time to upgrade the teachers' efficiency. The time of holding such programmes should synchronise with their vacations.

Improvement of Service Conditions

It may be pointed out that the emoluments of a primary school teacher in Meghalaya is very low. The promotional prospects of even a trained teacher is very bleak. Such a situation deters even talented persons from joining the teaching profession. Better service conditions to teachers, such as, grant of free housing, free education for children and free medical facilities, should be extended.

The conditions of work should be such as to enable the teachers to function at their highest level of efficiency. This will include minimum facilities essential in the class room teaching aids, a small library and a laboratory and the maintenance of a

manageable pupil-teacher ratio.

May be with such conditions talented persons from rural areas will take up teaching as their profession and do not migrate to urban areas, thus meeting to some extent the needs of rural areas.

CHAPTER - VII

SUMMARY

7.1 INTRODUCTION

India, through its Constitution, has accepted the responsibility of providing free and compulsory education upto the age of 14 years. Attempts have been made and are being made to fulfil this responsibility. In this direction it could be seen that all the five year plans of the country are thrusting their efforts. During the First Five Year Plan (1951-56) attempts were made to improve the teaching learning process. The schemes which were undertaken for this purpose were expanded during the Second Five Year Plan Period (1956-61). With all the attempts it was soon realized that the target of universalizing primary education by 1960 could not be achieved. Hence the problem was studied by the Education Panel of the Planning Commission in 1958 which recommended to treat the education of the age group 6-14 to consist of two stages, primary education of five years for the age group 6-10 and middle school education for the age group 11-13. It further recommended that universal primary education should be provided by the end of 1965-66 and similarly the Middle School stage be provided by the

end of 1975-76. To attain the goals during the Third Five Year Plan the following policies were conceived to promote enrolment of girls, to appoint women teachers, to provide for schooling facilities within a walking distance of every child, to expand teacher training programme, and to supply text books to disadvantaged children. Towards the end of this plan period the Education Commission (1964-66), in its report, observed that the three plans had concentrated only on the educational expansion and equalization of educational opportunity. The Commission recommended to give emphasis on the qualitative improvement of education also. During the Fourth and Five Year Plans attempts were made to incorporate many of the recommendations of the Education Commission. In 1977 the Government reviewed the National Educational policy. It was accepted by all the States on consensus that the constitutional directives to be realized by the end of the Sixth Five Year Plan period (1980-85). In this direction all States continued making efforts to universalize primary education.

Meghalaya, carved out of the erstwhile Assam State, came into existence as an autonomous State in 1970, attaining its full statehood in 1972. Apart from the problems posed by the physical features, the State also faces problems with regard to poverty, backwardness and lack of social awareness towards education of people

when the question of achieving the goal of universalization of primary education arises. But efforts are made to reach the goals by implementing various developmental programmes. At this juncture it should be pointed out that according to Paragraph 6 of the Sixth Schedule of the Constitution, the promotion of primary education in the State, except within the Shillong municipal and cantonment areas, is the responsibility of the District Councils. The Shillong municipal and cantonment area schools fall under the administrative jurisdiction of the Government of Meghalaya.

It is past a decade since Meghalaya is formed. May be, time is apt to look back at the various development programmes that have been undertaken to promote primary education in the State. To fulfil this need the present study is undertaken.

7.2 STATEMENT OF THE PROBLEM

The title of the problem under investigation is "A Critical Study of the Developmental Plans and Programmes in Primary Education in the State of Meghalaya since Independence". The study attempts to cover all the developmental plans and programmes introduced by the Government to bring about quantitative and qualitative

changes in respect of primary education in the State.

The term 'primary education' refers to the education of children for the first five years of schooling, namely, classes A, B, I, II and III (the age of entry to Class A is 4 years). Primary schools in Meghalaya cater to these classes.

7.3 OBJECTIVES OF THE STUDY

The following are the objectives of the investigation :

- (i) to trace the development of primary education in Meghalaya;
- (ii) to study the developmental plans and programmes launched by the Government of Meghalaya for the promotion of primary education in the State;
- (iii) to find out the present position of the implementation of the developmental plans and programmes launched by the Government of Meghalaya in the field of primary education; and
- (iv) to make suitable suggestions on the basis of the findings for the further improvement of the primary education in the State.

7.4 DELIMITATION OF THE STUDY

For the purpose of collection of data with regard to the implementation of developmental programmes, the study is delimited to two out of five districts of the

State. These two districts are East Khasi Hills District (including municipal and cantonment areas of Shillong) and West Khasi Hills District.

7.5 METHODOLOGY

The study involved different techniques to fulfil its objectives. These techniques included study of relevant records and other literature, discussions with some selected personnel, and administration of a questionnaire to the heads and senior teachers of primary schools.

The records and other literature relating to the investigation were studied with two major purposes - (i) to obtain information regarding the development of primary education in Meghalaya; and (ii) to make an in depth inquiry into the developmental plans and programmes undertaken by the State with regards to the development of primary education. This was further supplemented by discussions with various concerned authorities. In order to find out the present position of the implementation of the developmental plans and programmes in the State, a questionnaire was developed to obtain the necessary data. The details regarding the development of the questionnaire are as follows:

7.5.1 Development of the Questionnaire

After studying the relevant records and discussions with the concerned authorities, thirteen programmes which were launched for the development of primary education in the State were identified. These were :

- (i) Programme of Opening of New Primary Schools;
- (ii) Attendance Scholarship Programme;
- (iii) Mid-day meal Programme;
- (iv) Programme of Free Supply of Text Books;
- (v) Supply of Uniforms Programme;
- (vi) Programme of Provision of Scholarship;
- (vii) School Health Service Programme;
- (viii) Programme of Sports and Games;
- (ix) Programme of Provision of School Buildings, Furniture and Equipment;
- (x) Programme of Assistance to Authors;
- (xi) Programme of Establishment of Text Book Banks and Libraries;
- (xii) Science Promotion Programme (UNICEF Science Project I);
- (xiii) Programme of Teacher Training.

The details regarding the objectives, method of implementation, and other administrative details regarding each of them were studied. On the basis of this, the first draft of the questionnaire was prepared. Items

were also included to elicit comments and suggestions for improvement. This draft was subjected to experts' critical comments and suitable modifications were made. This draft form of the questionnaire was tried out for finding out its feasibility and communicability, on a sample of 45 primary schools of the Jaintia Hills District, drawn randomly from a population of 425 primary schools. The sample included all the types of lower primary schools in the District, viz., District Council schools, Private Aided schools, and Private Unaided schools. The responses were sought from the head teacher and two senior teachers of each school. In case of single teacher and two teacher schools, the responses were limited only to them. The total number of teachers who thus responded to the try-out form of the questionnaire happened to be 205. Data were collected by visiting each of the schools personally by the investigator. The responses were analysed and consequentially suitable modifications were made. With this evolved the final form of the questionnaire.

7.5.2 Final Sample

The number of primary schools belonging to the different types of schools, viz., District Council schools, Private Aided schools, and Private Unaided

schools, in each of the blocks of the East and West Khasi Hills Districts was noted. Also the number of primary schools in the municipal and cantonment areas of Shillong (all of which belonged to only one type, namely, private aided) was noted. A random stratified sample to cover 25 per cent of the population of primary schools in the East and West Khasi Hills Districts and the municipal and cantonment areas of Shillong was drawn. This gave a sample of 327 schools. But the responses could be got from only 306 schools. Thus the sample for the purposes of analysis and interpretation happened to be only 306 schools (93.6 per cent of the total sample drawn). The details of these schools under each type and district (area-wise) are given in Table 7.1.

TABLE 7.1 DETAILS OF THE SAMPLE OF SCHOOLS DRAWN FOR THE FINAL ADMINISTRATION OF THE QUESTIONNAIRE

Area	Number of schools Drawn			Total
	District Council	Private Aided	Private Unaided	
East Khasi Hills District	43	95	43	181
West Khasi Hills District	43	42	24	109
Municipal and Cantonment Areas of Shillong				16
TOTAL				306

From each of the schools responses were obtained from the head teacher and two senior teachers. In case of single teacher and two-teacher schools the responses were limited only to them. The total sample of teachers including the head teachers who responded to the questionnaire was 577.

7.5.3 Data Collection

In a majority of the cases the investigator administered the questionnaire by personally contacting the respondents. But in some cases help was taken of the extension officers of the Agriculture Department and the Community Development Department, social workers and Gram Sevaks and Sevikas who contacted the respondents concerned and obtained the data.

7.5.4 Analysis of the Questionnaire

The questionnaire provided data which required both qualitative and quantitative analysis. The qualitative analysis was carried out as required. The analysis of the quantitative data required mostly the calculation of percentages.

7.6 CONCLUSIONS

A. Some of the highlights in the development of

primary education in Meghalaya were found to be as follows:

At the time of Independence, Meghalaya was a part of Assam and was a part of Hill areas of the State. With the attainment of Independence, the schools in the Hill areas gradually were brought under the State management. Government took steps in preparing schemes and plans for the development of the Hill areas in particular. The most important event during the post-independence period was the establishment of the Primary Education Board at Shillong. (Shillong was the capital of the erstwhile Assam State). This Board had full control over primary education and all primary schools in the State came under its jurisdiction. In 1954, the Primary Education Board was replaced by a new body, viz., The State Basic Education Board.

Meanwhile in 1949 the Sixth Schedule of the Constitution was passed. In accordance with it, in 1958, the Government of Assam finalised the proposed terms and conditions for handing over primary education in the Hill areas to their respective autonomous district councils. It was in 1960 that the District Councils agreed to the terms and conditions of the Tribal Welfare Department of the Government of Assam. Transfer of the control of primary schools in Garo Hills was effected

to its District Council in 1961 and in Khasi and Jaintia Hills was effected in 1962.

In 1970, the United Khasi and Jaintia Hills District and the Garo Hills District of the Assam State were carved out to form the autonomous State of Meghalaya which attained its full statehood in 1972. The primary education in Shillong municipal and cantonment areas, which was earlier under the administration of the Government of Assam, now came under the Government of Meghalaya and the rest of the schools remained under their respective District Councils.

As can be seen, it was during the Fourth Plan period that Meghalaya was born out of Assam. During the earlier three Five Year Plans, the progress of primary education in the present Meghalaya was a part of that of Assam as a whole. The number of primary schools in the State of Meghalaya in 1971-72 was 2,617 and by 1978-79 it rose to 3,575. The strength of teachers was 3,706 and by 1978-79 it rose to 6,136. The number of students during 1971-72 and 1978-79 were 1,56,533 and 1,85,696 respectively. The enrolment increased by 16 per cent for boys and 22 per cent for girls during the period from 1971-72 to 1978-79 while

increase in the number of primary schools and teachers during the same period was 37 per cent and 66 per cent respectively.

Regarding the financial assistance sanctioned by the State Government to the District Councils on subject matters relating to maintenance, construction, repair of primary school buildings, supply of text books, mid-day meals, sports materials, furniture and equipment, book banks and libraries, and science education showed that during the year 1973-74 it was Rs.83,57,545 while during the year 1982-83, it was Rs.3,04,51,072.

In 1973 the Meghalaya Board of School Education Act was passed to provide for a better organisational management and development of school education in the State. Financial expenditure incurred in the State of Meghalaya during the plan period were as follows:

The expenditure on elementary education during 1969-70 was 7.69 lakhs against a total allocation of Rs.26.65 lakhs on general education. This accounts to about 29 per cent of the total outlay on education. There is an increasing trend in the expenditure on both

general and elementary education during the further years. In 1983-84, the outlay on elementary education was Rs.150.00 lakhs claiming 50 per cent of the total outlay on education.

The State Council of Educational Research and Training (SCERT) was established in 1976 to provide academic support to the Education Department of the State. It was established with an aim to accelerate the development of the State, and to play a vital role in the educational research and training. The SCERT serves as a liaison between the State Department of Education and the National Council of Educational Research and Training and the Ministry relating to matters of education. In line with other States in the country, Meghalaya too has implemented several developmental programmes in the field of primary education to achieve the goal of universalisation.

B. The following salient conclusions were drawn through the field study with regard to the developmental plans and programmes in primary education in Meghalaya:

- (i) As many as 42 per cent of the schools studied are single teacher schools. 73 per cent of Private Unaided schools have a single teacher.
- (ii) On an average each primary school is having 2.47 teachers as its entire staff.

- (iii) On the whole, 56 per cent of teachers in primary schools are female.
- (iv) Regarding the qualification of teachers, in the Shillong municipal and cantonment areas 42 per cent have completed pre-university course and only 25 per cent are below matric. In the areas of East and West Khasi Hills Districts, the percentage of teachers below matric ranges from 69 to 75.
- (v) Only 39 per cent of the teachers are trained. This figure is as low as 0.9 per cent for Private Unaided schools.
- (vi) About 64 per cent of the respondents feel that new primary schools in rural areas should be opened by the Department of Education of the Government of Meghalaya, when the other choices offered were the District Councils and private voluntary organisations.
- (vii) Only 2 schools (located in Shillong municipal and cantonment areas) out of 306 schools studied have implemented the attendance scholarship programme. No school in other areas studied has implemented this programme.
- (viii) The mid-day meal programme is implemented by only 17 per cent of schools. Among such schools, District Council schools number more. While a few Private Aided schools have also taken up this programme, none of the schools in the Shillong municipal and cantonment areas or Private Unaided Schools have implemented the same.
- (ix) There is no regularity in the schedule or the working out of the mid-day meal programme wherever it is implemented.
- (x) In majority of the schools where the mid-day meal programme is implemented, transportation of food stuff from the District Council Office to the respective school has been the most felt difficulty.

- (xi) Only 25 per cent of schools have implemented the programme of free supply of text books. Wherever it is implemented, it is not done so as a continuous programme over years.
- (xii) In most of the schools, where the programme of free supply of text books is implemented, it caters to only some selected students, the criteria of selection being the academic merit of the student and / or the poor economic conditions of the parents.
- (xiii) About 88 per cent of the Shillong municipal and cantonment areas schools, 50 per cent of the District Council schools, 13 per cent of the Private Aided schools have implemented the programme of free supply of text books to students, while none of the Private Unaided schools have implemented the same.
- (xiv) The programme of supply of uniforms to students has been implemented in about 3 per cent of schools. Among them only 1 school belongs to the West Khasi Hills District. In most of the schools where the programme is implemented, only some students are given the uniform.
- (xv) Only in 17 schools out of the 306 schools studied, students have received merit scholarship during the three years from 1980-81 to 1982-83.
- (xvi) Among those students who are the recipients of the merit scholarship, about 65 per cent (42 out of 65) belong to Shillong municipal and cantonment areas schools, though the number of such schools in the sample is 16 out of a total of 306. There is not a single recipient from the Private Unaided schools.
- (xvii) The programme of school health service is implemented in only 20 per cent of schools. Such schools form 50 per cent of Shillong municipal and cantonment areas schools, 27 per cent of District Council schools, 20 per cent of Private Aided schools and 4 per cent of Private Unaided schools. But the programme is not implemented as a continuous one over the years in any school.

- (xviii) The Directorate of Health Services of the Government of Meghalaya is the main agency in implementing the programme of School Health Service.
- (xix) About 41 per cent of primary school teacher feel that the facilities provided in schools for sports and games are unsatisfactory, while at the other end only 6 per cent of teachers have expressed satisfaction over the sports and games facilities.
- (xx) Not a single student from the sample schools has been selected for the Fitness Programme (which provides specialized training for students who have talent in sports) launched by the Special Officer of Sports and Games of the Government of Meghalaya over the past three years.
- (xxi) About 31 per cent of primary schools in the Shillong municipal and cantonment areas do not have independent school buildings.
- (xxii) About 39 per cent of primary school buildings do not have a fairly stable roof (1 per cent of school buildings does not have roof of any kind).
- (xxiii) Only about 52 per cent of schools provide students with furniture for both sitting and writing. In about 23 per cent of schools, the classroom furniture for students is only piece of log or bamboo structures.
- (xxiv) In about 19 per cent of schools logs of wood or bamboo structures are the only furniture provided to teachers.
- (xxv) None of the teachers in the schools in the East and West Khasi Hills Districts and Shillong municipal and cantonment areas have utilised the programme of Assistance to Authors for writing or publishing books.
- (xxvi) The total number of schools which have implemented the programme of establishing book banks happen to form only 7 per cent.

- (xxvii) Only 30 per cent of such schools which have book banks have sufficient number of books to cater to all the children in their schools.
- (xxviii) Not a single head teacher has expressed satisfaction on the Book Bank Programme.
- (xxix) About 5 per cent of schools possess a school library. Not a single school under the District Council has library facilities.
- (xxx) Only 15 per cent of the schools are covered under the Science Promotion Programme (UNICEF Science Project I). Not a single Private Unaided school in the sample is covered by this programme.
- (xxxi) Teachers of most of the schools covered under the UNICEF Science Project I do not feel any perceptible change in the learning of Science by pupils after the project.
- (xxxii) Only 5 schools out of 306 under study have a science laboratory, though poorly equipped.
- (xxxiii) About 46 per cent of the schools have utilised the programme of sending teachers for training. No single teacher is deputed for training from Private Unaided schools.
- (xxxiv) About 91 per cent of heads of schools, where teachers have been deputed for training, express great satisfaction over the training received by their staff.
- (xxxv) Very few teachers have attended in-service programmes during the years 1980-81, 1981-82 and 1982-83.

7.7 SUGGESTIONS FOR FURTHER RESEARCH

As a result of the present investigation, it is suggested that the following further research work could

be undertaken:

- (i) Since a great number of primary schools in the State are single teacher schools, an indepth study of such schools could be undertaken with a purpose to improve their functioning.
- (ii) Investigations could be undertaken to study the attitudinal changes towards education of their children of those parents who have attended the adult education programmes.
- (iii) A pilot experimental study could be undertaken by introducing a model correspondence cum-contact programme of teacher training on a cluster of villages and studying its workability and effectiveness.

APPENDICES

APPENDIX - 1

TRYOUT FORM OF THE QUESTIONNAIRE

Part I : General Information

1. Name and Designation _____
2. Name of the School _____
3. Name of the Block to
which the School belongs _____
4. Position of Staff (including Head of the Institution)
(To be filled in by the Heads of Institutions)

	Male	Female	Total
a. Number of Teachers			
b. Number of Trained Teachers			
c. Qualification of Teachers:			
(i) Pre-University and above			
(ii) Matriculation			
(iii) Below Matriculation			

Part II : Questionnaire on Plans and Programmes of
the Government of Meghalaya for the
Development of Primary Education.

I. Opening of New Primary Schools

1. Which of the following criteria do you feel should be taken into consideration generally in establishing a new school?

(Please tick (✓) mark the ones you feel are relevant).

- (i) The School is a real need of the locality.
- (ii) The qualifications of the headmaster and and the teaching staff are satisfactory.
- (iii) The school is under a proper management.
- (iv) The school has sufficient accommodation for the pupils and has proper sanitary conditions.
- (v) The school is having a sound financial support.
- (vi) There is no other primary school within a radius of one kilometre.
- (vii) The school is likely to get sufficient enrolment.
- (viii) Any other criteria (Please specify).
- (ix) Parents of the child should co-operate with the managing body of the school.

2. Indicate the agency you think should start new primary schools in rural areas.

(Please tick (✓) marks the appropriate response).

- (i) Department of Education, Government of Meghalaya
- (ii) District Councils.
- (iii) Private voluntary organisations.

3. Indicate the agency you think should start new primary schools in urban areas.
- (i) Department of Education, Government of Meghalaya.
 - (ii) Private voluntary organisations.
4. What likely difficulties do you visualize in respect of a newly started primary school? (Please list them)
- (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
5. What are your suggestions to overcome the above mentioned difficulties?

II. Attendance Scholarship

1. Does your school have the attendance scholarship programme? Yes/No
2. If yes, when was the programme started in your School? (Mention the year) _____
3. How many of the eligible children as per the programme (with overall attendance of 95 per cent or above) get the attendance scholarship in your school?
- (Tick) marks the appropriate response).

- (i) All children
- (ii) more than 75 per cent of such children
- (iii) more than 50 per cent of such children
- (iv) very few
- (v) none

4. Do you think that the programme has checked the problem of drop-outs? Yes/No
5. What suggestions would you offer to further improve the programme?

III. Midday Meal Programme

1. Do you have a midday meal programme in your school Yes/No
2. If yes, indicate the year in which it was started.
3. The Programme covers
- (i) all children in your school
 - (ii) only the selected children
- (Please tick (✓) mark your response)
4. If your answer is (ii) above, indicate the criteria of selection of such children for the purpose.
- (i) Economic condition of parents
 - (ii) Academic merit of the child
 - (iii) Poor health of the child
 - (iv) Any other (Please specify in the space provided below).

5. How often does the programme cater to the needs of the children?

- (i) daily
- (ii) thrice a week
- (iii) twice a week
- (iv) weekly
- (v) any other interval (Please specify)

6. What according to you should be the objectives of the midday meal programme?

Indicate by tick (✓) marking.

- (i) to supplement the student's intake of food at home.
- (ii) to provide extranutrition to the growing children
- (iii) to serve as an economic help to the parents
- (iv) to promote higher enrolment of students
- (v) to reduce the number of dropouts from the school
- (vi) any other (Please specify).

7. To what extent are the objectives of the programme being fulfilled?

(Tick (✓) mark your choice).

To a great extent

To some extent

To a little extent

Not at all

8. Are you satisfied with the ingredients of the meal in respect of

- | | |
|--|--------|
| (i) Quantity | Yes/No |
| (ii) Quality | Yes/No |
| (iii) Nutritional
Supplementary value | Yes/No |

9. What difficulties do you face in implementing the programme? Please tick (✓) mark your response.

- (i) Transportation of the food stuff from the office of the District Council to the school campus
- (ii) Storage of food stuff in the school
- (iii) Preparation/Cooking of food
- (iv) Any other (Please specify)

10. What according to you are the limitations of the programme?

(Please list them)

- (i)
- (ii)
- (iii)
- (iv)
- (v)
- (vi)

11. What suggestions do you offer to make the Programme more effective?

IV. Free Supply of Text Books

1. Has your school implemented the Text Books supply Programme? Yes/No

2. If yes, indicate the year in which the Programme was started. _____

3. The Programme covers

(i) all the children in the school

(ii) selected children

(Please tick (✓) mark your response)

4. If your answer is (ii) above, please indicate how the children are selected for this purpose.

5. Do the pupils get the supply of textbooks in time? Yes/No

6. Who executes the Programme?

(i) The District Council

(ii) The school managing committee

(iii) The headmaster and the staff

(iv) Village Committees

(v) Philanthropic individuals

(vi) Any other (Please specify).

7. What, according to you, should be the objectives of supplying free textbooks to children?

- (i) to encourage children to attend school regularly
 - (ii) to help economically poor students
 - (iii) to provide reading materials in time for the students.
 - (iv) to develop reading habits in students
 - (v) Any other (please specify).
8. Are you satisfied with the present position of this programme? Yes/No
9. What are your suggestions for better implementation of the programme?

V. Supply of Uniforms

1. Does your school insist on the school uniform? Yes/No
2. Is your school covered by the 'Supply of Uniforms' programme of the Government of Meghalaya? Yes/No
3. If yes, indicate the year in which the programme was started.
4. Tick (✓) mark the category of students covered under this programme.
- (i) All girls only
 - (ii) All girls and some boys
 - (iii) All girls and all boys
 - (iv) Some girls and all boys
 - (v) All boys only.

5. Who makes the selection of the students for the distribution of school uniform?
- (i) The District Council authorities
 - (ii) The managing committee of the school
 - (iii) The headmaster and the staff
6. What, according to you, should be the objectives of this programme?
- (i) to supply uniforms to poor and needy students
 - (ii) to extent economic help to the parents
 - (iii) to create consciousness among parents to educate their children
 - (iv) to enrol more students
 - (v) other objectives if any (Please specify)
7. To what extent are the envisaged objectives being fulfilled?
- To a great extent
 - To some extent
 - To a little extent
 - Not at all
8. Offer your suggestions for effective implementation of the programme.

VI. Provision of Scholarship

1. Give the number of students who got merit scholarship in your school during the past three years.

<u>Year</u>	<u>Number of scholarships</u>
1980-81	
1981-82	
1982-83	

2. Are you satisfied with the number of scholarships awarded in your school? Yes/No
3. Do you think that the amount of scholarship be raised? Yes/No
4. If yes, suggest the suitable amount of scholarship per month.

5. How has the provision of scholarships helped the development of primary education in Meghalaya? (Please enumerate the points)

6

6. What suggestions would you make to further improve the programme?

VII. School Health Service Programme

1. Are you implementing the School Health Service Programme in your school? Yes/No

2. If yes, since how long?
(mention the year of starting) _____
3. Which of the following agencies are directly responsible for implementation of this programme?
- (i) Directorate of Health Services,
Government of Meghalaya
 - (ii) Education Department, Government of
Meghalaya
 - (iii) Block Development Office
4. What, according to you, should be the objectives of School Health Programme?
- (i) to develop right attitudes towards health among pupils.
 - (ii) to create an awareness in the family towards rightful health practices
 - (iii) to make the community realise the importance of a good school health programme
 - (iv) to help the authorities in detection and prevention of diseases among school children
 - (v) Any other (Please specify).
 - (vi) Villagers take it as an example.
5. How often do you arrange for the routine physical check up of your pupils?
- (i) Twice in a year
 - (ii) Once a year
 - (iii) Never
 - (iv) Any other duration (Please specify).

6. Do the health authorities take proper measure to immunise children against contagious diseases like diphtheria, whooping cough, etc.. Yes/No

7. Are you satisfied with the school Health Programme imparted in your school?

(Please tick (✓) mark your choice).

(i) Fully satisfied

(ii) Somewhat satisfied

(iii) Not satisfied

8. What suggestions would you make to improve the programme?

VIII. Sports and Games

1. What, according to you, should be the objectives of sports and games in a school?

(Tick (✓) mark the relevant ones)

(i) to promote means of self expression

(ii) to develop fundamental skills such as walking, running, jumping, etc.

(iii) to develop health habits

(iv) to develop a sense of correct posture

(v) to provide means of relaxation

Any other (Please specify)

2. How would you rate the facility of sports and games in your school?

(i) Satisfactory

(ii) Somewhat satisfactory

(iii) Unsatisfactory

3. What play materials are provided in your school?

- (i) Ball
- (ii) Skipping rope
- (iii) See-saw
- (iv)
- (v)
- (vi)
- (vii)

4. Indicate your preference for procuring sports materials.

(Please tick (✓) marks).

- (i) Purchase of sports materials by the school authorities.
- (ii) Supply of sports materials by the District Council authorities.

5. How many students have been selected for the fitness Programme from your school during the past three years?

<u>Year</u>	<u>Number of students</u>
1980-81	
1981-82	
1982-83	

6. What suggestions would you like to give to improve the sports and Games programme in your school?

IX. Provision of School Buildings, Furniture and Equipment

1. How far do you think school buildings, furniture and equipment play an important role in educating a child? (Mention briefly in the space provided below)

2. What type of a roof does your school have?
 - (i) Roof with corrugated iron sheet
 - (ii) Thatched roof
 - (iii) Semi-thatched roof
 - (iv) No roof

3. What type of furniture provided to the children in the classroom?
 - (i) Desk and table
 - (ii) Desk and benches
 - (iii) Benches only
 - (iv) Any other (specify)

4. If your answer is (iv) above, then please specify how do you make the seating arrangements.

5. What type of seating material is provided for teachers in your school?
 - (i) Chair only
 - (ii) Table and Chair
 - (iii) Bench
 - (iv) Stool
 - (v) Any other type (Please specify)

6. What suggestions would you like to give to improve the school physical facilities?
(Mention briefly in the space provided below)

X. Programme of Assistance to Authors

1. Have teachers from your school availed of the programme of Assistance to Authors? Yes/No
2. If a District Primary Education Board is established, what do you feel should be its functions in relation to primary school children?
 - (i) to advise authors in writing suitable books
 - (ii) to train personnel in the writing of books.
 - (iii) to undertake the production of books
 - (iv) Any other function (Please specify)

XI. Establishment of Text Book Banks and Libraries

1. Do you have a text book bankⁱⁿ/your school? Yes/No
2. Do you have sufficient number of books in the text book bank? Indicate by tick () marking
 - (i) Sufficient to cater to all the children in the school
 - (ii) Sufficient to cater to selected children in the school
3. What purposes do you think the programme serves? (Tick (✓) mark the relevant ones).
 - (i) it helps the students to get their text books in time
 - (ii) it helps the poor and deserving pupils to have reading materials
 - (iii) it encourages the students to attend school regularly

Please specify below any other purpose that the programme serves.

4. From which of the following agencies do you get the money to develop your school book bank?
- (i) The Government
 - (ii) The District Council
 - (iii) Voluntary Organisations
 - (iv) Philanthropists
5. Are you satisfied with the type of books that you have in your book bank? Yes/No

If no, please give your reasons.

- (i)
- (ii)
- (iii)

Give your suggestions for the better development of the book bank in your school

6. Do you have a library in your school? Yes/No
- If your answer is 'Yes', how much time do you allot per week in the time table for the library work?
7. What suggestions would you like to offer for the improvement of library facilities in your school?

XII. Science Promotion Programme

1. Was your school selected for the UNICEF Science Project? Yes/No

2. If yes, give the number of teachers trained in that project.
3. Does your school follow the N.C.E.R.T. text-books?
Yes/No
3. In which of the following activities has your school participated during the last three years.
 - (i) Science exhibition
 - (ii) Debates on science topics
 - (iii) Essay writing on science topics
 - (iv) Any other (Please specify)
4. Kindly offer your suggestions for improving the teaching and learning of science among your students.

XIII. Programme of Teachers Training

1. Has your school utilised the Programme of Teachers Training?
Yes/No
2. How many teachers from your school were deputed for training during the past three years.

<u>Year</u>	<u>Number of teachers</u>
1980-81	
1981-82	
1982-83	

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

To a great extent

To some extent

To a little extent

Not at all

4. Are you satisfied with the training imparted to your teachers by the teacher training institute?

To a great extent

To some extent

To a little extent

Not at all

5. What do you feel are the weak points in the present teacher training programme in Meghalaya? Kindly list them.

(i)

(ii)

(iii)

(iv)

(v)

(vi)

6. What do you feel are the strong points in the present teacher training programme in Meghalaya? Kindly list them.

(i)

(ii)

(iii)

(iv)

(v)

(vi)

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

(Tick (✓) mark the appropriate ones).

(i) no substitute teachers are provided

(ii) teachers are not interested as the amount of stipend given is not sufficient

(iii) it is difficult for the teachers to get a chance as the intake capacity of the teacher training institutions is poor

(iv) Any other (Please specify)

8. How many teachers from your school were sent up for short-term in-service training programme during the past three years?

<u>Year</u>	<u>Number of teachers</u>
1980-81	
1981-82	
1982-83	

9. What suggestion do you offer to further/improve the programme of Teachers Training in Meghalaya? Kindly enlist them.

(i)

(ii)

(iii)

(iv)

(v)

APPENDIX - 2

NAMES OF THE SCHOOLS DRAWN FOR THE TRY OUT SAMPLE

Thadlaskein Block

1. Chutwakhu DCLP School (District Council)
2. Kseh Rynshang DCLP School (")
3. Ladthalaboh DCLP School (")
4. Mawkynjiang DCLP School (")
5. Tyrshang DCLP School (")
6. Moodymmai DCLP School (")
7. Wahrymbai DCLP School (")
8. Lulong DCLP School (")
9. Lumsabah DCLP School (")
10. Moodymmai Nein DCLP School(")
11. Ummulong Presbyterian Lower Primary School Aided.
12. Nongtidiang Lower Primary School Aided
13. St. Mary Mazzarello Roma Catholic Lower Primary School Aided
14. Lumbhadakha Lower Primary School Aided.
15. Wahiajer Roman Catholic Lower Primary School Aided
16. Wahiajer Presbyterian Lower Primary School Aided.
17. Khimusniang Lower Primary School Aided.
18. Panaliar Lower Primary School Aided.
19. Mowai Presbyterian Lower Primary School Aided

20. Shiliang Raj Lower Primary School Aided.
21. Ummulong Roman Catholic Lower Primary School Aided
22. Treppale Lower Primary School Aided
23. Ummulong Niamtre Ramkrishna Mission Lower Primary School.

Private Unaided

Laskein Block

24. Shangpung DCLP School (District Council)
25. Khlieh Rangnah DCLP School (")
26. Shangpung Nein Shnong DCLP School (")
27. Kyndong Tuber DCLP School (")
28. Lumsohshlei Kyndong Tuber DCLP School (")
29. Sajar Nangli DCLP School Raliang(")
30. Laskein DCLP School (")
31. Latanai DCLP School (")
32. Mawkaiew DCLP School (")
33. Shangpung Presbyterian Lower Primary School (Aided) (")
34. Lumkhangdong Kyndong Tuber DCLP School (Aided)
35. Kyndong Tuber Lower Primary school (Aided)
36. Mawkyoeng Roman Catholic Lower Primary School(Aided)

Khliehriat Block

37. Rymbaipoh Shnong DCLP School (District Council)

38. Iewpynsing DCLP School (District Council).
39. Khliehriat Government Lower Primary School (District Council).
40. Lum Shnong Lower Primary School (Aided).
41. Umkiang Lower Primary School (Private Unaided).

Amlarem Block

42. Syndai Government Lower Primary School (District Council)
43. Umtapoh Government Lower Primary School(")
44. Thangbuli Lower Primary School (Aided).
45. St. Margaretth Roman Catholic Lower Primary School Mawlieh (Private unaided)

APPENDIX - 3

FINAL FORM OF THE QUESTIONNAIRE

Part I : General Information

1. Name and Designation _____
2. Name of the School _____
3. Name of the Block to
which the school belongs _____

4. Position of Staff (Including Head of the Institution) (To be filled in by the Head of Institutions)

	Male	Female	Total
--	------	--------	-------

a. Number of Teachers

b. Number of Trained teachers

c. Qualification of Teachers:

i) Pre-University and above

ii) Matriculation

iii) Below Matriculation

Total Number of Students in your school

Part II : Questionnaire on Plans and Programmes
of the Government of Meghalaya for the
Development of Primary Education.

I. Programme of Opening of New Primary Schools

1. Which of the following criteria do you feel should be taken into consideration generally in establishing a new school?

(Please tick (✓) mark the ones you feel are relevant).

(i) The school is a real need of the locality.

(ii) The qualifications of the headmaster and the teaching staff are satisfactory.

(iii) The school is under a proper management.

(iv) The school has sufficient accommodation for the pupils and has proper sanitary conditions.

(v) The school is having a sound financial support.

(vi) There is no other primary school within a radius of one kilometre.

(vii) The school is likely to get sufficient enrolment.

(viii) Any other criteria (Please specify).

2. Indicate the agencies you think should start new primary schools in rural areas.

(Please tick (✓) mark the appropriate response)

(i) Department of Education, Government of Meghalaya.

(ii) District Councils

(iii) Private voluntary organisations.

3. Indicate the agency you think should start new primary schools in urban areas.

(i) Department of Education, Government of Meghalaya.

(ii) Private Voluntary organisations

4. What likely difficulties do you visualize in respect of a newly started primary school? (Please list them).

(i)

(ii)

(iii)

(iv)

(v)

5. What are your suggestions to overcome the above mentioned difficulties?

II. Attendance Scholarship Programme

1. Does your school have the attendance scholarship programme? Yes/No

2. If yes, when was the programme started in your school? (Mentioned the year) _____

3. How many of the eligible children as per the programme (with overall attention of 95 per cent or above) get the attendance scholarship in your school?

(Tick () mark the appropriate response)

- (i) all children
 - (ii) more than 75 per cent of such children
 - (iii) more than 50 per cent of such children
 - (iv) very few
 - (v) none
4. Do you think that the programme has checked the problem of dropouts? Yes/No
5. What suggestions would you offer to further improve the programme?

III. Midday Meal Programme

1. Do you have a midday meal programme in your school? Yes/No
2. If yes, indicate the years in which your school had this programme (Please mention the years in order)
- Years
- ...
- ...
- ...
- ...
3. Who sponsors the mid-day meal programme in your school?
- (i) The District Council
 - (ii) Social Welfare ~~Department~~
 - (iii) Block Development Office
 - (iv) Any other (Please specify).

4. The programme covers
- (i) all children in your school
 - (ii) only the selected children
- (Please tick (✓) mark your response)
5. If your answer is (ii) above, indicate the criteria of selection of such children for the purpose.
- (i) Economic condition of parents
 - (ii) Academic merit of the child
 - (iii) Poor health of the child
 - (iv) Any other (Please specify in the space provided below).
6. How often does the programme cater to the needs of the children?
- (i) daily
 - (ii) thrice a week
 - (iii) twice a week
 - (iv) weekly
 - (v) Any other interval (Please specify).
7. What according to you should be the objectives of the midday meal programme?
- Indicate by tick (✓) marking
- (i) to supplement the student's intake of food at home
 - (ii) to provide extranutrition to the growing children
 - (iii) to serve as an economic help to the parents

- (iv) to promote higher enrolment of students
- (v) to reduce the number of dropouts from the school
- (vi) Any other ((Please specify)).

8. To what extent are the objectives of the programme being fulfilled?

(Tick (✓) mark your choice).

- (i) To a great extent
- (ii) To some extent
- (iii) To a little extent
- (iv) Not at all

9. Are you satisfied with the ingredients of the meal in respect of

- | | |
|--|------------------|
| (i) Quantity | Yes/No/Undecided |
| (ii) Quality | Yes/No/Undecided |
| (iii) Nutritional
Supplementary value | Yes/No/Undecided |

10. What difficulties do you face in implementing the programme? Please tick (✓) mark your response.

- (i) Transportation of the food staff from the office of the District Council to the school campus
- (ii) Storage of food stuff in the school
- (iii) Preparation/Cooking of food
- (iv) Any other (Please specify)

11. What according to you are the limitations of the programme?

(Please list them)

(i)

(ii)

(iii)

(iv)

(v)

(vi)

12. What suggestions do you offer to make the programme more effective?

IV. Programme of Free Supply of Text Books

1. Has your school implemented the Text Books supply Programme? Yes/No

2. If yes, indicate the years in which your school had this programme. (Please mention the years in order).

Years

. . .

. . .

. . .

. . .

3. The Programme covers

(i) all the children in the school

(ii) selected children

(Please tick (✓) mark your response).

4. If your answer is (ii) above, please indicate how the children are selected for this purpose.
5. Do the pupils get the supply of textbooks in time? Yes/No
6. Who executes the Programme?
- (i) The District Council
 - (ii) The school managing committee
 - (iii) The headmaster and the staff
 - (iv) Village Committees
 - (v) Philanthropic individuals
 - (vi) Any other (Please specify)
7. What, according to you, should be the objectives of supplying free textbooks to children?
- (i) to encourage children to attend school regularly
 - (ii) to help economically poor students
 - (iii) to provide reading materials in time for the students
 - (iv) to develop reading habits in students
 - (v) Any other (Please specify).
8. Are you satisfied with the present position of this programme? Yes/No/Undecided

9. What are your suggestions for better implementation of the programme?

V. Supply of Uniforms Programme

1. Does your school insist on the school uniform?
Yes/No
2. Is your school covered by the 'Supply of Uniforms' programme of the Government of Meghalaya? Yes/No
3. If yes, indicate the years in which your school had this programme (Please mention the years in order).

Years

. . .
. . .
. . .
. . .

4. Tick() mark the category of students covered under this programme.

- (i) All girls only
- (ii) All girls and some boys
- (iii) All girls and all boys
- (iv) Some girls and some boys.
- (v) Some girls and all boys
- (vi) All boys only.

5. Who makes the selection of the students for the distribution of school uniform?
- (i) The District Council authorities
 - (ii) The managing committee of the school
 - (iii) The headmaster and the staff.
6. What, according to you, should be the objectives of this programme?
- (i) to supply uniforms to poor and needy students
 - (ii) to extent economic help to the parents
 - (iii) to create consciousness among parents to educate their children
 - (iv) to enrol more students
 - (v) other objectives if any (Please specify).
7. To what extent are the envisaged objectives being fulfilled?
- (i) To a great extent
 - (ii) To some extent
 - (iii) To a little extent
 - (iv) Not at all
8. Offer your suggestions for effective implementation of the programme.

VI. Programme of Provision of Scholarship

1. Give the number of students who got merit scholarship in your school during the past three years.

<u>Year</u>	<u>Number of scholarships</u>
1980-81	
1981-82	
1982-83	

2. Are you satisfied with the number of scholarships awarded in your school? Yes/No/Undecided
3. Do you think that the amount of scholarship be raised? Yes/No/Undecided
4. If yes, suggest the suitable amount of scholarship per month.

5. How has the provision of scholarships helped the development of primary education in Meghalaya?

(Please enumerate the points).

6. What suggestions would you make to further improve the programme?

VII. School Health Service Programme

1. Have you implemented the school Health Service Programme in your school? Yes/No

2. If yes, indicate the years in which your school had this programme. (Please mention the years in order).

Years

. . .

. . .

. . .

. . .

3. Which of the following agencies are directly responsible for implementation of this programme?

(i) Directorate of Health Services,
Government of Meghalaya

(ii) Education Department, Government of
Meghalaya

(iii) Block Development Office

4. What, according to you, should be the objectives of School Health Programme?

(i) to develop right attitude towards health among pupils.

(ii) to create an awareness in the family towards rightful health practices

(iii) to make the community realise the importance of a good school health programme

(iv) to help the authorities in detection and prevention of diseases among school children.

(v) Any other (Please specify).

5. How often do you arrange for the routine physical check up of your pupils?
- (i) Twice in a year
 - (ii) Once a year
 - (iii) Never
 - (iv) Any other duration (Please specify)
6. Do the health authorities take proper measures to immunise children against contagious diseases like diphtheria, whooping cough, etc. Yes/No
7. Are you satisfied with the School Health Programme imparted in your school?
- (Please tick (✓) mark your choice).
- (i) Fully satisfied
 - (ii) Somewhat satisfied
 - (iii) Not satisfied
8. What suggestions would you make to improve the programme?

VIII. Programme of Sports and Games

1. What, according to you, should be the objectives of sports and games in a school?
- (Tick (✓) mark the relevant ones)

- (i) to promote means of self expression
 - (ii) to develop fundamental skills such as walking, running, jumping, etc.
 - (iii) to develop health habits
 - (iv) to develop a sense of correct posture
 - (v) to provide means of relaxation
 - (vi) Any other (Please specify)
2. What play materials are provided in your school?
- (i) Ball
 - (ii) Skipping rope
 - (iii) See-Saw
 - (iv)
 - (v)
 - (vi)
 - (vii)
3. How would you rate the facility of sports and games in your school?
- (i) Satisfactory
 - (ii) Somewhat satisfactory
 - (iii) Unsatisfactory
 - (iv) Undecided
4. Indicate your preference for procuring sports materials
(Please tick (✓) mark).
- (i) Purchase of sports materials by the School authorities
 - (ii) Supply of sports materials by the District Council authorities.
 - (iii) No opinion.

5. How many students have been selected for the Fitness Programme from your school during the past three years?

<u>Years</u>	<u>Number of students</u>
1980-81	
1981-82	
1982-83	

6. What suggestions would you like to give to improve the Sports and Games programme in your School?

IX. Programme of Provision of School Buildings, Furniture and Equipment

1. How far do you think school buildings, furniture and equipment play an important role in educating a child?

(Mention briefly in the space provided below).

2. Do you have your own independent school building?
Yes/No

If No, please specify the arrangement made for your school building.

3. What type of a roof does your school have?

(i) Roof with corrugated iron sheet

(ii) Thatched roof

(iii) Semi-thatched roof

(iv) No roof

4. What type of furniture are provided to the children in the classroom?

(i) Desk and table/benches

(ii) Benches only

(iii) Any other (specify)

5. If your answer is (iii) above, then please specify how do you make the seating arrangement.

6. What type of seating material is provided for teachers in your school?

(i) Chair only

(ii) Table and Chair

(iii) Bench

(iv) Stool

(v) Any other type (Please specify)

7. What suggestions would you like to give to improve the school physical facilities?

(Mention briefly in the space provided below)

X. Programme of Assistance to Authors

1. Have teachers from your school availed of the Programme of Assistance to Authors? Yes/No
2. If yes, how many teachers in different years got financial assistance from the Government to publish books?

<u>Year</u>	<u>Number of Teachers</u>
. . .	
. . .	
. . .	
. . .	

3. Please mention the type of literature for which assistance has been granted.

<u>Type of literature</u>	<u>Number of Books</u>
(i) Children literature	. . .
(ii) Science fiction	. . .
(iii) General literature	. . .

4. If a District Primary Education Board is established, what do you feel should be its functions in relation to primary school children?

- (i) to advise authors in writing suitable books
- (ii) to train personnel in the writing of books
- (iii) to undertake the production of books
- (iv) Any other function (Please specify)

XI. Programme of Establishment of Text Book
Banks and Libraries

1. Do you have a text book bank in your school?
Yes/No

2. If yes, do you have sufficient number of books in the text book bank? Indicate by tick (✓) marking.

(i) Sufficient to cater to all the children in the school.

(ii) Sufficient to cater to selected children in the school.

3. What purposes do you think that the programme serves? (Tick (✓) mark the relevant ones)

(i) it helps the students to get their text books in time

(ii) it helps the poor and deserving pupils to have reading materials

(iii) it encourages the students to attend school regularly

Please specify below any other purpose that the programme serves.

4. From which of the following agencies do you get the money to develop your school book bank?

(i) The Government of Meghalaya

(ii) The District Council

(iii) Voluntary organisations

(iv) Philanthropists

5. Are you satisfied with the type of books that you have in your book bank? Yes/No

If No, please give your reasons.

(i)

(ii)

(iii)

Give your suggestions for the better development of the book bank in your school.

6. Do you have a library in your School? Yes/No

7. What type of books other than the text books does your school library have?

(i) Story books

(ii) Adventure books

(iii) Science fiction

(iv) General information books

8. Do you feel that the number of books you have in your school library is sufficient to meet the demands of the staff and students? Yes/No

9. What suggestions would you like to offer for the improvement of library facilities in your school?

XII. Science Promotion Programme (UNICEF Science Project I)

1. Was your school selected for the UNICEF Science Project I? Yes/No

2. If yes, give the number of teachers trained in that project. _____

3. How often do these teachers make use of the science kits provided by the UNICEF while teaching science?
- (i) Mostly
 - (ii) Sometimes
 - (iii) Rarely
4. Does your school follow the N.C.E.R.T. text books?
Yes/No
5. What changes have you noticed regarding teaching and learning of science after participation in the project?
- (Please list them)
- (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
 - (vi)
6. Do you have any laboratory equipment for the teaching of science in your school? Yes/No
7. If yes, please list the important types of items of the equipment available in your school.

8. Do you have a science club in your school?
Yes/No

If yes, kindly tick (✓) the type of activities it undertakes.

- (i) Taking students on field trips
- (ii) Participation in science fairs, science exhibition, etc.
- (iii) Organising talks on science topics
- (iv) Organising quiz programmes
- (v) Any other (Please specify)
 - (a)
 - (b)
 - (c)

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

- (i) Science exhibition
- (ii) Debates on science topics
- (iii) Essay writing on science topics
- (iv) Any other (Please specify)

10. Kindly offer your suggestions for improving the teaching and learning of science among your students.

XIII. Programme of Teacher Training

1. Has your school utilised the Programme of Teacher Training?
Yes/No

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

<u>Year</u>	<u>Number of teachers</u>
1980-81	
1981-82	
1982-83	

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

To a great extent

To some extent

To a little extent

Not at all

4. Are you satisfied with the training imparted to your teachers by the teacher training institute?

To a great extent

To some extent

To a little extent

Not at all

5. What difficulties do you face in sending the teachers on deputation for the training Programme?

(Tick (✓) mark the appropriate ones)

(i) no substitute teachers are provided

(ii) teachers are not interested as the amount of stipend given is not sufficient

(iii) It is difficult for the teachers to get a chance as the intake capacity of the teacher training institutions is poor

(iv) Any other (Please specify)

6. What do you feel are the weak points in the present teacher training programme in Meghalaya? Kindly list them.

(i)

(ii)

(iii)

(iv)

(v)

(vi)

7. What do you feel are the strong points in the present teacher training programme in Meghalaya? kindly list them.

(i)

(ii)

(iii)

(iv)

(v)

(vi)

8. How many teachers from your school were sent up for short-term in-service training programmes during the past three years?

Year

Number of teachers

1980-81

1981-82

1982-83

9. What suggestions do you offer to further improve the Programme of Teachers Training in Meghalaya?
Kindly enlist them.

(i)

(ii)

(iii)

(iv)

(v)

APPENDIX - 4

NAMES OF THE SCHOOLS DRAWN FOR THE FINAL
SAMPLEShella Bholaganj Block I

1. Sohbar DCLP School (District Council)
2. Bairong DCLP School (District Council)
3. Wahlong DCLP School (District Council)
4. Ichamati DCLP School (District Council)
5. Tyllap DCLP School (District Council)
6. Shella DCLP School (District Council)
7. Tyrna DCLP School (District Council)
8. Mawlong Presbyterian Lower Primary School (Aided)
9. Sohlap Shella Lower Primary School (Aided)
10. Mawsiangei Lower Primary School (Aided)
11. Nayabasti Bholaganj Lower Primary School (Aided)
12. Mawkit Syiem Roman Catholic Lower Primary School (Aided)
13. Nongsawlia Presbyterian Lower Primary School (Aided)
14. St. John Bosco Girls' Roman Catholic Lower Primary School (Aided)
15. Cherra Presbyterian Lower Primary School (Aided)
16. Indira Roman Catholic Lower Primary School (Aided)
17. St. John Bosco Boys' Roman Catholic Lower Primary School (Aided)
18. Kshaid Presbyterian Lower Primary School (Aided)
19. Laitryngew Presbyterian Lower Primary School (Aided)

20. Laitduh Presbyterian Lower Primary School (Aided)
21. Rymmai Roman Catholic Lower Primary School(Aided)
22. Kukon Pyrda Roman Catholic Lower Primary School(Aided)
23. Laitkynsew Ram Krishna Mission Lower Primary School
(Private unaided)
24. Khliehshnong cherra Ram Krishna Mission Lower
Primary School (Private unaided)
25. Sohbar Ramkrishna Mission Lower Primary School
(Private unaided)
26. Shella Dishong Ramkrishna Mission Lower Primary
School (Private unaided)

Mawsynram Block II

27. Laitmawsiang DCLP School (District Council)
28. Dangordomba DCLP Garomedium School (District Council)
29. Chirakata DCLP Garo medium School (District Council)
30. Balat DCLP School (District Council)
31. Nongspung DCLP School (District Council)
32. Shnong kalong DCLP School (District Council)
33. Lalpani DCLP School (District Council)
34. Laitniangtlong DCLP School (District Council)
35. Mawlongbna Lower Primary School (Aided)
36. Mawkasain Presbyterian Lower Primary School(Aided)
37. Mawkdait Lower Primary School (Aided)
38. Tyrsad Lower Primary School (Aided)
39. Mawtadain Lower Primary School (Aided)
40. Pongkung Lower Primary School (Aided)
41. Mawhiang Lower Primary School (Aided)

42. Lawbah Lower Primary School (Aided)
43. Kmawan Lower Primary School (Aided)
44. Spar Lower Primary School (Aided)
45. Domskong Presbyterian Lower Primary School(Aided)
46. Dewawlia Lower Primary School (Aided)
47. Wahpat Presbyterian Lower Primary School(Aided)
48. Lawsymphut Lower Primary School (Private Unaided)
49. Makali Garo Medium Lower Primary School (Private unaided)
50. Kamarphil Garo medium Lower Primary school (Private Unaided)
51. Batgora Lower Primary School (Private Unaided)
52. Dholaimalai Lower Primary School (Private Unaided)
53. Joyram Roman Catholic Lower Primary School (Private Unaided)
54. Mawsynram Church of God Lower Primary School (Private Unaided).

Mylliem Block III

55. Junior Basic DCLP School Sanshnong (District Council)
56. Junior Basic DCLP School Nongthymmai (District Council)
57. Pyntharumkhras Presbyterian Lower Primary School(Aided)
58. Umpling Roman Catholic Lower Primary School(Aided)
59. Pomlakrai Presbyterian Lower Primary School(Aided)
60. Mawdatbaki Mawlai Nepali Lower Primary school(Aided)
61. H. Elias Memorial Lower Primary School Nongthymmai (Aided)
62. Nongthymmai Nepali Lower Primary School(Aided)

63. Umpling Rynjah Bengali Lower Primary School(Aided)
64. Vivekananda Shishu Shiksha Bengali Lower Primary School (Aided)
65. Auxilium Lower Primary school Nongthymmai (Aided)
66. Mizo Modern Lower Primary School Nongshiliang(Aided)
67. St. Peters Roman Catholic Pynthar Lower Primary school (Aided)
68. Umiew Presbyterian Lower Primary School (Aided)
69. Pynthar Nepali Lower Primary School (Aided)
70. Nepali Lower Primary School Upper Shillong
71. Sacred Heart Girls' Lower Primary School (Aided)
72. Sacred Heart Boys Lower Primary School (Aided)
73. Fernando Roman Catholic Lower Primary School Nongthymmai (Private Unaided)
74. St. Joseph Roman Catholic Lower Primary School Pynthor (Private Unaided)
75. St. Jerome Roman Catholic Lower Primary School Pynthor (Private unaided)

Mawphlang Block IV

76. Mawlongthoh DCLP School (District Council)
77. Jabar DCLP School (District Council)
78. Marbisu DCLP School (District Council)
79. Sohiong DCLP School (District Council)
80. Mawmang Roman Catholic Lower Primary School(Aided)
81. Perkseh Presbyterian Lower Primary School(Aided)
82. Kynroh Presbyterian Lower Primary School (Aided)

- 83. Laitnongseh Lower Primary School (Aided)
- 84. Phaniawlah Church of God Lower Primary School (Private Unaided)
- 85. Lyncong Thain Thongroh Sevent Day Adventist Lower Primary School (Private Unaided)
- 86. Sohlwai Presbyterian Lower Primary School (Private Unaided)

Mawryngkneng Block V

- 87. Thangsalai DCLP School (District Council)
- 88. Puriang DCLP School (District Council)
- 89. Kseh Pongdeng DCLP School (District Council)
- 90. Nongkrem Roman Catholic Lower Primary School (Aided)
- 91. Urmasi U Joh Presbyterian Lower Primary School (Aided)
- 92. Umphyrnai Roman Catholic Lower Primary School (Aided)
- 93. Sohryngkham Roman Catholic Lower Primary School (Aided)
- 94. Smit Roman Catholic Lower Primary School (Aided)
- 95. Pamora Roman Catholic Lower Primary School (Aided)
- 96. Mawryngkneng Sevent Day Adventist Lower Primary School (Private Unaided)
- 97. St. Joseph Roman Catholic Lower Primary School (Private Unaided)
- 98. Puriang Roman Catholic Lower Primary School (Private Unaided)
- 99. Mawmuiboh Lower Primary School (Private Unaided)

Pynursla Block VI

- 100. Wahkhen DCLP School (District Council)

101. Umih Tmar DCLP School (District Council).
102. Raj Nongsken Lower Primary school (Aided)
103. Laitlyngkot Roman Catholic Lower Primary School (Aided)
104. Pomlum Presbyterian Lower Primary School (Aided)
105. Umthli Presbyterian Lower Primary School(Aided)
106. Mawkyrnot Presbyterian Lower Primary School(Aided)
107. Pomshutia Presbyterian Lower Primary School(Aided)
108. Phlangtyngur Presbyterian Lower Primary School(Aided)
109. Phongtung Presbyterian Lower Primary School(Aided)
110. Tiewlyngksiar Roman Catholic Lower Primary School Nongjri (Aided)
111. Wahsier Lower Primary School (Aided)
112. Nongjri War Lower Primary School (Aided)
113. Lapalang Presbyterian Lower Primary School(Aided)
114. Siatbakon Presbyterian Lower Primary School(Aided)
115. Umthli Ram Krishna Mission Lower Primary School (Private Unaided)
116. Nongkynrih Ram Krishna Mission Lower Primary School (Private Unaided).

Bhoi Block VII

117. Ingsaw DCLP School (District Council)
118. Nongjri DCLP School (District Council)
119. Umsniang DCLP School (District Council)
120. Pynthor DCLP School (District Council)
121. Sonidan DCLP School (District Council)
122. Thad DCLP School (District Council)

123. Umlatar DCLP School (District Council)
124. Mawrong DCLP School (District Council)
125. St. Joseph Roman Catholic Lower Primary School(Aided)
126. Umsning Nepali Medium Lower Primary School(Aided)
127. Umsning Bengali Medium Lower Primary School(Aided)
128. Umtasor Nongjyirmi Lower Primary School(Aided)
129. St. Michael Roman Catholic Lower Primary School(Aided)
130. Nongthymmai Lower Primary School (Aided)
131. Sohlait Thymmai Lower Primary School (Aided)
132. Lumkya Presbyterian Lower Primary School (Aided)
133. Nongrim Umksih Lower Primary School (Aided)
134. Pdeng Nongrim Roman Catholic Lower Primary School
(Private Unaided)
135. Tihwieh Roman Catholic Lower Primary School(Private
Unaided)
136. Lumniwar Presbyterian Lower Primary School (Private
Unaided)
137. Pamryniaw Roman Catholic Lower Primary School
(Private Unaided)
138. Sohphoh Lower Primary School (Private Unaided)
139. Lumlaisyiar Lower Primary School (Private Unaided)
140. Mawlaho Roman Catholic Lower Primary School
(Private Unaided)
141. Mawrathud Roman Catholic Lower Primary School
(Private Unaided)
142. Mawhati St. Dominic Roman Catholic Lower Primary
School (Private Unaided).
143. Umtyra Lower Primary School (Private Unaided)
144. Niang Byrnai Presbyterian Lower Primary School
(Private Unaided).

Mawkynrew Block VIII

145. Jongksha DCLP School (District Council)
146. Kharang DCLP School (District Council)
147. Dienglieng DCLP School (District Council)
148. Lynshing DCLP School (District Council)
149. Rngibah DCLP School (District Council)
150. Umphrup Presbyterian Lower Primary School(Aided)
151. Thangsning Presbyterian Lower Primary School (Aided)
152. Mawlali Presbyterian Lower Primary School(Aided)
153. Laittyrkong Presbyterian Lower Primary School(Aided)
154. Jatah Nonglyer Lower Primary School (Aided)
155. Mawkynrew Presbyterian Lower Primary School(Aided)
156. Jatah Roman Catholic Lower Primary School(Aided)
157. Rableng Roman Catholic Lower Primary School(Aided)
158. Thynroet Roman Catholic Lower Primary School(Aided)
159. Thangsning Lower Primary School (Aided)
160. Pingwait Presbyterian Lower Primary School(Aided)
161. Nongryngkoh Lower Primary School (Aided)
162. Mawlyngdoh Lower Primary School (Aided)
163. Laitkyrhong Presbyterian Lower Primary School(Aided)
164. Nongkrem Presbyterian Lower Primary School (Aided)
165. Laitdiengsai Ramkrishna Mission Lower Primary School
(Private Unaided)
166. Dienglieng Unitarian Lower Primary School (Private
Unaided)
167. Umtngew Lower Primary School (Private Unaided)
168. Nonghali Lower Primary School (Private Unaided)

169. Mawmuthoh Roman Catholic Lower Primary School
(Private Unaided)

Nongpoh Block IX

170. Mawtnum DCLP School (District Council)
171. Umling DCLP School (District Council)
172. Niangbari Lum DCLP School (District Council)
173. Niangbari Them DCLP School (District Council)
174. Pamlyoh Lower Primary School (Aided)
175. Nongpoh Lower Primary School (Aided)
176. Nongladew Lower Primary School (Aided)
177. Ri Bhoi Presbyterian Lower Primary School (Aided)
178. Umling Lambrang Lower Primary School (Private Unaided)
179. Mathew Killing Garo Medium Lower Primary School
(Private Unaided)
180. Dolongnar Lower Primary School (Private Unaided)
181. Umkyrpiang Church of God Lower Primary School
(Private Unaided).

~~182.~~

Mairang Block I

182. Pyndemiong DCLP School (District Council)
183. Jaud DCLP School (District Council)
184. Nongbah Bynther DCLP School (District Council)
185. Mawnai DCLP School (District Council)
186. Laitdomain DCLP School (District Council)
187. Umthied Bynther DCLP School (District Council)
188. Busa DCLP School (District Council)
189. Mawkohmiet DCLP School (District Council)
190. Manai DCLP School (District Council)

191. Wahra DCLP School (District Council)
192. Tangri DCLP School (District Council)
193. Rikhen DCLP School (District Council)
194. Lyngkhoi DCLP School (District Council)
195. Mawblei DCLP School (District Council)
196. Ksehmawnai Lower Primary School (Aided)
197. Mawlikhar Lower Primary School (Aided)
198. Mawiong Jadop Lower Primary School (Private Unaided)
199. Permudan Church of God Lower Primary School
(Private Unaided)

Nongstoin Block XI

200. New Nongstoin DCLP School (District Council)
201. Rangapara Garo Medium DCLP School (District Council)
202. Lawsei DCLP School (District Council)
203. Porsohsat DCLP School (District Council)
204. Nongdaju DCLP School (District Council)
205. Domsken DCLP School (District Council)
206. Sildobi Garo Medium DCLP School (District Council)
207. Nongshyrkon DCLP School (District Council)
208. Atia Bari Garo Medium DCLP School (District Council)
209. Aradonga Garo Medium DCLP School (District Council)
210. Umdum Presbyterian Lower Primary School (Aided)
211. Watre Lower Primary School (Aided)
212. Dolboth Lower Primary School (Aided)
213. Koriangshi Lower Primary School (Aided)
214. Megadop Garo Medium Lower Primary School (Aided)

215. Rang seng Lower Primary School (Aided)
216. Apar Rangcha Garo Medium Lower Primary School(Aided)
217. Baspani Garo Medium Lower Primary School(Aided)
218. Songadieng Garo Medium Lower Primary School(Aided)
219. Sooling Garo Medium Lower Primary School(Aided)
220. Alikwerek Garo Medium Lower Primary School(Aided)
221. Kampbil Garo Medium Lower Primary School(Aided)
222. Gonga Nagar Garo Medium Lower Primary School(Aided)
223. Lakma Camp Garo Medium Lower Primary School(Aided)
224. Pormawdar Lower Primary School (Aided)
225. Dew saw Lower Primary School (Aided)
226. Mawshyrkong Presbyterian Lower Primary School(Aided)
227. Umdum Roman Catholic Lower Primary School(Aided)
228. Mawkawah Lower Primary School (Aided)
229. Balapara Garo Medium Lower Primary School(Private Unaided)
230. Agreng Garo Medium Lower Primary School(Private Unaided)
231. Koithakona Garo Medium Lower Primary School(Private Unaided)
232. Bagli Garo Medium Lower Primary School(Pribrate Unaided)
233. Waikuith Garo Medium Lower Primary School(Private Unaided)
234. Umiap Church of ^{God}/Lower Primary School (Private Unaided)
235. Lawblei Church of God Lower Primary School(Private Unaided)

Mawkyrwat Block XII

236. Nolikata Garo Medium DCLP School(District Council)

- 237. Rajapara Garo Medium DCLP School (District Council)
- 238. Umkrem DCLP School (District Council)
- 239. Kensimphlang DCLP School (District Council)
- 240. Manad DCLP School (District Council)
- 241. Nongkenbah DCLP School (District Council)
- 242. Wahsiej DCLP School (District Council)
- 243. Mawsaw DCLP School (District Council)
- 244. Rangthongbah DCLP School (District Council)
- 245. Nongryngkang DCLP School (District Council)
- 246. Rangmaw Church of God Lower Primary School (Aided)
- 247. Pyndem Lyngdoh Presbyterian Lower Primary School (Aided)
- 248. Mawlongbah
- 249. Nongdom Kmawan Lower Primary School (Aided)
- 250. Nongshlew Lower Primary School (Aided)
- 251. Pariong Lower Primary School (Aided)
- 252. Mawiong Diwian Lower Primary School (Aided)
- 253. Laitnong Church of God Lower Primary School (Private Unaided).

Mawshynrut Block XIII

- 254. Nongkulong DCLP School (District Council)
- 255. Pyndemkirit DCLP School (District Council)
- 256. Laldongdai DCLP School (District Council)
- 257. Mawthangkut DCLP School (District Council)
- 258. Umsohpieng DCLP School (District Council)
- 259. Mawkhunkha DCLP School (District Council)
- 260. Aradonga Garo Medium DCLP School (District Council)

261. Umdang DCLP School (District Council)
262. Kenjang DCLP School (District Council)
263. Nongjre Lyngngam Lower Primary School(Aided)
264. June Nengbrek Garo Medium Lower Primary School(Aided)
265. Dorangre Garo Medium Lower Primary School(Aided)
266. Ajitchok Garo Medium Lower Primary School(Aided)
267. Nongkrem Lower Primary School (Aided)
268. Umdien Lower Primary School (Aided)
269. Riangdo Presbyterian Lower Primary School(Aided)
270. Mawkhar Presbyterian Lower Primary School(Aided)
271. Mawtynrong Presbyterian Lower Primary School(Aided)
272. Nongmyndo Presbyterian Lower Primary School(Aided)
273. Lanshongthiang Lower Primary School(Aided)
274. Nongsleh Roman Catholic Lower Primary School(Aided)
275. Mawkhar Roman Catholic Lower Primary School(Aided)
276. Mawsaw Roman Catholic Lower Primary School
277. Senduli I Lower Primary School (Private Unaided)
278. Riangkew Presbyterian Lower Primary School(Private Unaided)
279. Janapaih Lower Primary School (Private Unaided)
280. Riangka Presbyterian Lower Primary School(Private Unaided)
281. Senduli II Lower Primary School(Private Unaided)
282. Dilmit Garo medium Lower Primary School(Private Unaided)
283. Iawsaw Presbyterian Lower Primary School(Private Unaided)
284. Mawkyllon Roman Catholic Lower Primary School(Private Unaided)

- 285. Mawlai Presbyterian Lower Primary School
(Private Unaided)
- 286. Manchigre Garo Medium Lower Primary School
(Private Unaided)
- 287. Goreng Garo Medium Lower Primary School (Private
Unaided)
- 288. Siningku Lower Primary School (Private Unaided)
- 289. Abelguri Garo Medium Lower Primary School (Private
Unaided)
- 290. Dalboth Garo Medium Lower Primary School (Private
Unaided)

List of Schools in the Urban area (Municipal and
Cantonment areas of Shillong)

- 1. Kamal Nehru Institute Shillong.
- 2. St. Mary's Lower Primary School Shillong
- 3. Seng Khasi Lower Primary School Shillong
- 4. Nepali Kenya Pathsala Lower Primary School Shillong
- 5. Laban Bengali Girls Lower Primary School
- 6. Little Flower Lower Primary School Malki Shillong
- 7. Gorkha Pathsala Lower Primary School Garikhana
- 8. Garo Union Lower Primary School Malki
- 9. Jaiaw Presbyterian Lower Primary School
- 10. Laitumkhrah Bengali Girls Lower Primary School
- 11. Laban Khasi Lower Primary School
- 12. Savio Lower Primary School Laitumkhrah.
- 13. Laitumkhrah Presbyterian Lower Primary School
- 14. Government Practising School Jaiaw
- 15. Jail Road Boys Lower Primary School
- 16. Arya Kendra Vidyalaya Lower Primary School.

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