CHAPTER I
THEORETICAL BACKGROUND OF THE STUDY

Profile of West Khasi Hills District

(a) Geophysical features:

West Khasi Hills District is divided into four broad units – western sector, southern sector, northern sector and central sector. The western sectors is dense forests with an elevation of 600 to 900 metres is bordering the Garo Hills. In the southern sector, especially the south-eastern parts the hills slope rather abruptly to an elevation of about 150 metres close to the plain of Bangladesh. In the northern sector, there are series of hills and ranges which gradually slope down to an altitude of about 150 metres till they reach the plain of Assam. In the central sector, the hills ranges run parallel from east to west forming the highest part of West Khasi Hills District with an average altitude of around 1400 metres. The district spread across an area of 5247 sq kms.

Geography of West Khasi Hills District is also characterized with a moderate climate although it differs as per the different zones. Like for instance, the climate is mildly tropical in the northern and southern foothills, while in the central upland zone, the climate is temperate and places medium altitude in the northern, western and southern parts of the district, experience sub-tropical climate. West Khasi Hills District is influence by south-west monsoon and rainfalls are assured during summer, but it differs greatly in intensity from area to area within the district. The average rainfall of the district ranges from 1200 to 3000 mm per annum.

Topographical features of West Khasi Hills District include significant hill range that is the Mawthadraishan range, which run from east to west. The others major hills are u Mawleng in the Lyngngam area located between Nongiawnaw and Snaram and the Mawhiang rock at Mawkyllei near Pariong. River system also forms the part of the topography of West Khasi Hills District. There are two major rivers in the district, the Kynshi and the Khri, with a numbers of tributaries. Kynshi is the biggest one and it rises in the southern slope of Marpna peak near Mawmaram village. It follows a westerly course for a considerable distance then takes a sharp bend to the east and enters the plain of Bangladesh at Ranikor. The Khri River
rises near Kyllang rock and flows northwards and is joined by Khri Synnia River before it enters the plain of Assam. Others important river that constitute the drainage system of west khasi hills district are Umngi, Wahblei, Rilang, Riango, Tyrsung, Ryndi, Rwiang, Umit Synthi and Btit.

West Khasi Hills District is blessed with rich heritage of flora comprising of Khasi Pines in the higher altitude area and Teak, Sal, Titachap, Gamari and Makri Sal in the lower elevation zones. Orchids and Pitchers plants are also found in the district. However with the passage of time, owing to the deforestation process most of the species have been depleted. Fauna of West Khasi Hills district includes Elephant, Apes, Monkeys, Deer, Tigers, Wild Boars, Bears, Leopards, and many others. However due to poaching and deforestation, numbers of wild animals has washed-out to a huge extend. Furthers, West Khasi Hills District is very rich in minerals resources, but most of the minerals are under investigation. Important minerals in the district are Sillimanite, Coal, Limestone and Uranium. West Khasi Hills District is also endowed with vast reserve of sand and stones.

(b) Location:

Tucked in between the East Garo Hills and East Khasi Hills, West Khasi Hills District presently the largest district in Meghalaya was carved out of the erstwhile Khasi Hills District on 28th – Oct, 1976, and has completed its 36th years of existence. The District situates between 25° 10’ and 25° 51 North Latitude and between 90° 44’ and 91° 45 East Longitude. It is bounded on the North West by Kamrup District of Assam, on the North East by Ri-Bhui District, on the south by newly created South West Khasi Hills District and on the West by South and East Garo Hills Districts. The District comprises an area of 5247 Sq Kms which is 23% of the total area of the State, Nongstoin the Headquarter of the District covers an area of about 76.00 Sq kms.

(c) People:

The District comprises of the Sirdarships of Jyrngam, Riangsih and Nonglang together with the Syiemships of Nongstoin, Nongkhlaw, Myriaw, Rambrai, Langrin, Maharam and Nobosohphoh, Mawiang Syiemship or state is known as Hima and the Syiems are Presiding Officers of additional subordinate District Council Court, in both civil and
criminal cases. The Khasi and Garo are predominant inhabitants of the District along with their sub-tribes, the Lyngngam and Atongs. They have their traditional custom of electing their Headman, Nokma, Gaumbura, Sordar, Myntri etc.

(d) Population profile of West Khasi Hills District with reference to 2011 census:

<table>
<thead>
<tr>
<th>Population profile</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>3,85,601</td>
</tr>
<tr>
<td>Male population</td>
<td>1,94,628</td>
</tr>
<tr>
<td>Female population</td>
<td>1,90,973</td>
</tr>
<tr>
<td>Population Growth</td>
<td>30.25%</td>
</tr>
<tr>
<td>Area Sq. Km</td>
<td>5,247</td>
</tr>
<tr>
<td>Density/km²</td>
<td>73</td>
</tr>
<tr>
<td>Sex ratio (No. of females per 1000 male)</td>
<td>981</td>
</tr>
<tr>
<td>Child Sex Ratio (0-6 Age)</td>
<td>975</td>
</tr>
<tr>
<td>Average Literacy</td>
<td>79.30</td>
</tr>
<tr>
<td>Male Literacy</td>
<td>80.29</td>
</tr>
<tr>
<td>Female Literacy</td>
<td>78.30</td>
</tr>
<tr>
<td>Total Child Population (0-6 Age)</td>
<td>86,626</td>
</tr>
<tr>
<td>Male Population (0-6 Age)</td>
<td>43,867</td>
</tr>
<tr>
<td>Female Population (0-6 Age)</td>
<td>42,759</td>
</tr>
<tr>
<td>Literates</td>
<td>237,102</td>
</tr>
<tr>
<td>Male Literates</td>
<td>121,049</td>
</tr>
<tr>
<td>Female Literates</td>
<td>116,053</td>
</tr>
<tr>
<td>Child Proportion (0-6 Age)</td>
<td>22.47%</td>
</tr>
<tr>
<td>Boys Proportion (0-6 Age)</td>
<td>22.54%</td>
</tr>
<tr>
<td>Girls Proportion (0-6 Age)</td>
<td>22.39%</td>
</tr>
</tbody>
</table>
(e) **Population:**

According to the latest census records, West Khasi Hills District has 1085 notified villages, 1417 habitations with a population of 385,601 and a growth rate of 30.25%. The Density of the District is 73 % per Sq. Km.

Population of the District is sparse. Villages are at a distance from one another. Being hilly in feature, proper communication is difficult. Hence schooling facility has to be provided within walking distance. The presence of dense forests, rivers with swelling waters in summer, difficult terrain and distant habitation need to be considered and incorporated in the District Plan.

(f) **Map of West Khasi Hills Showing R.D Block:**

![Map of West Khasi Hills Showing R.D Block](image-url)
(g) Economy of the District:

The economic condition of West Khasi Hills District is not sound comparatively to the availability of mineral resources and forest resources due to lack of communication and ignorance of the people. More than 85% of the inhabitants are engaged in Agricultural activities but the product could not meet their need even as maximum labour is involved due to the old system of cultivation. But since 1976 when West Khasi Hills came into being, there is no doubt that much have been done in the fields of development though much more remains yet to be done.

1.0 Introduction.

Education is an important human activity. It was born with the birth of human race, so it will continue to function as long as the human race lives. The boundaries of Education are as wide as those of life. Its implications are rich and varied. Education is able to instill in the
child a sense of majority and responsibility by bringing in him desired changes according to his needs and demands for changing society, of which he is an integral part. Thus, Education develops the individual like a flower which distribute its fragrance all over the environment. In this sense, Education is that conducive process which drags a person from darkness, poverty and misery by developing his individuality in all aspects - physical, mental, emotional and social. On the other hand, Education develops to the full personality of an individual in all fields and aspects making him intelligent, learned, bold, courageous and processing string good character. Much in the same way on the other hand with the growth and development of the individual, the society also develops to higher levels of attainment.¹

Education is one of the motivation's chief endeavours. By nature man is largely unmade; by nurture he becomes a man. Formal Education is a major means of that nurture. Such education is essentially a series of experience planned in terms of ability and maturity level designed to bring the pupils to full developments. Each and every individual is expected to become a fit member of the society and only Education would make him to become one, and the development of a child depends much more in the functions of Educations in contemporary societies as that of cultural production.

Education is an important aspect of human resource development. Imparting Education leads to the improvement in understanding perception, attitude and efficiency of working population. Education helps raising the quality of leadership of an individual who earns the ability to guide the others in his/her group. Above all, education is a primary instrument for the improvement of quality of the human being.²

I.1. Meaning of Education.

All kinds of activities which aim at developing the knowledge, moral values and understandings required in the work of life constitute what we mean by education.

The purpose of education is to develop well informed, well intensive and well equipped citizen of the society. And the purpose of education is to develop human being not

¹ Vashistha, K.K. “Teacher Education in India”. New Delhi, Concept Publishing co., 1979, p.4.
an individual alone. There are qualities of general nature as the sense that are needed by everyone in respect of the job he engaged in. There are qualities required by everyone to live a good life, well adjusted and harmonious life. These all qualities are developed by education.

Education is a wider term that goes beyond the boundaries of one particular job. It also emphasizes knowledge, skill and attitude but these are of general nature which may be useful in more than one job and also important from the point of view of the large community or society.

Education emphasizes general, important and refinement in behavior, development of a personality, development of a person who has interest in wider aspect of his environment. Education emphasizes development to knowledge understanding, values and behavior which are required in all works of life.\(^3\)

I.2. Teacher Education.

Professional success of every professional in his profession depends mainly on his up-to-date.

Professional knowledge, fullest devotion dedication along with his efficiency and effectiveness.

In the present day world with advancement in technology these qualities can be inducted through education. Since teaching occupies an honourable position in the society, therefore, education commission recommended the introduction of “a sound programme of professional education of teacher”. It further remarked that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. As a teacher tries to teach in the way in which he himself was taught by his favourite teachers, this tends to perpetuate the traditional methods of teaching.

Such an attitudes become an obstacle in progress in a situation like the present when new and dynamic methods of instruction are needed. This situation can be modified only by

effective professional education which will initiate the teacher to the needed revolution in teaching and lay the foundations for his future professional growth.

Mr. Walter S. Monroe, professor Ementus of education university of Illinois, USA right by observe as follows:

The purpose of teacher education is to engender the qualification judged to be necessary for doing the work the teacher is called upon to undertake. The central phase of the teacher’s work is instruction, i.e. stimulating, directing and guiding the learning of pupils, and an understanding of the contemporary teaching-learning theory is an essential prerequisite for understanding the developing thinking about the purposes of teacher education, i.e. the desired teacher qualifications. Hence the central problem is the evolving concept of the complementary processes of teaching and learning.

A theory of teaching and learning is in effect largely an interpretation and application of certain aspects of psychology and philosophy. Consequently, attention will be directed first to certain developments in these area as a background for understanding the evolution of teaching-learning theory. The thinking relative to teaching-learning theory has reflected much disagreement, sometimes to the level of acrimonious controversy, and some of the significant change have been in the form of shifts of “majority” opinion on certain continuing controversial issues. In addition, the changing temper of the continuing controversy is a significant aspect of the development of thinking.⁴

I.3 Teacher’s Attitude on Teaching.

Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher’s intellect, desire to excel, extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains. Teaching involves human nurturance, connectedness, warmth and love and teacher’s beliefs about his role in caring for the student plays a crucial part in developing the personality of the students.

Attitude of teachers have also been determined to be influenced by the gender. Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching.

Richardson (1991) narrated that education is a nation building activity. The quality of education depends upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession, learning will be enhanced. This study may provide a searchlight towards developing a positive attitude among secondary school teachers towards teaching profession.5

I.4 Attitude and Teaching Profession.

Attitude denote inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual because it shows the interview of person. If a person has a positive attitude towards on objects, he will try his best to achieve it. If he has a negative attitude, he will try to avoid it. Thus it plays an important role in determining the success and failure of person in any field. The choice of teaching profession also depends up on the attitude of person towards their particular profession. If teacher thinking positively towards his job. He will generate good results. One the other hand if he thinks negatively. He will not find satisfaction in his work.

The students would not be able to get the full benefits. Thus attitude towards the teaching profession shows the personality and the zeal with which he would take up his work. The teachers should develop a desirable professional attitude so that he may inspire himself for excellent programme in multifarious study of education.6

I.5 Secondary Education.

The Secondary Education forms a vital stage in the educational edifice. It is the connecting link between the elementary and higher education. It is the extension of elementary education and forms the basis of higher education. It stands in the midway of our


The span of secondary education is four or five years. The chronological dimension of secondary education is 14 or 15 to 18 which is divided into two well-defined stages-two to three years secondary proper and higher secondary. Of the total students enrolled at the secondary level only 40% directly go to higher education and the remaining 60% enter into various life situations. The secondary education thus has direct impact on the day to day life of an individual. The role of secondary education in the life of a nation is also paramount and significant particularly in a developing country like ours. It is needless to over emphasise the significant role played by secondary education in our national life.

I.6 Importance of teacher efficiency in relation to quality of education.

In today’s world of Science and technology, dynamic forces are working with incredible speed bringing change into every sphere of human life. Both developed and developing countries are advancing so rapidly that explosion of knowledge and technology confronts them before they have fully understood past achievements. Keeping abreast of such development is the only answer to this state of population. Probably no where do these rapid changes presents greater problems than in the field of education. This is exactly so because a nation’s realization of its aspiration depends on the quality of its education. According to the Report of Education Commission (1964-66). “Change on a grand scale is to be achieved without violent revolution (and even fort that it would be necessary) there is one instrument, and one instrument only, that can be used: EDUCATION.”

Judge from this point of view, it is evident that qualitative change in any area, particularly the quality of a nation, depends upon the quality of education. This fact posses an important question, that is “Who is responsible for bringing about quality in education?” The most logical answer to this is, ‘the teacher’. With the bases of education adequately secured the greatest challenge to a pupil’s education lies in the quality of his teachers. Teachers spark the challenge of learning. If education, as Mayer (1960) stated, is a process leading to the enlightenment of mankind, then the responsibility of the one involved in imparting education

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becomes very great. Education that aims at exploitation of potentialities and resources, preparation for efficient living and enlightenment of mankind requires dynamic teachers.

Teachers’ most important task is teaching which is complex and many sided and demands a variety of skills, knowledge and abilities. It is most complex because it involves helping the learners to exploit their potentialities and acquire and knowledge and facts from culture and assist them in understanding themselves.\[^{8}\]

It is therefore an obligation of education to obtain capable and efficient teachers. Education based on the most appropriate objectives and an efficient organization of schools and facilities may fail or be ineffective and largely wasted if the teachers are inefficient, incompetent or are indifferent to their responsibilities. It is often cited that the schools are only as good as their teachers, for nothing can make the schools and its pupils better than their teachers who influence the pupils for good.

Having realized the need for devoted, skilled and efficient teachers their preparation is becoming a matter of great national and social concern all over the world. Every nation depends greatly on the quality of its teachers for its progress and hence, gigantic steps and measures have been taken in recent years to improve efficiency of teachers. Micro teaching competency – based program and development of various teaching skills have been brought to the fore front of teachers education programmes.

It is truisms to say that the quality of education and classroom effectiveness depends to a large extent on the equality of the teacher education program and also on reducing the constraints teachers face in their professional work. No education system can be dynamic unless it has at its disposal, the services of highly educated, intelligent, trained, power – fully motivated and enthusiastic teachers. In the like of this fact it may not be over emphasize to state that proper selection followed by continuous and intensive efforts are qualitative improvement of teachers motivating them become indispensable.\[^{9}\]

\[^{8}\] Mayer, Frederick. A History of Educational Thought, Columbus, Ohio: Charles E. Merall, Books Inc., 1960 p.11.

Anderson et al (1946) stated that “the behavior of the teacher, more than that of any other individual, sets the climate of the class.” It is true that teacher plays a major role in influencing the school climate and the classroom interaction in a more positive manner, and thus results in better pupil’s performances. Teachers’ behavior has a positive role in the development of certain effective as well as cognitive abilities of the pupils. On the other hand teachers’ behavior is either capable of maximizing or minimizing the learning situation. The behaviours of the teachers’ are stimuli which elicit response from the students, while other teachers’ behaviours do cause students to be either active or passive, and thus largely determine both overt and covert involvement, that is, interaction with stimuli. However, teachers’ behaviours, on occasion, are said to be aversive to stimuli which evoke respondent type of behaviour in students, and thus interferes with verbal learning. Pressure put on pupils by teachers in relation to their achievement behaviour, may form a source of achievement related anxiety in pupils. Teachers’ behaviour are also said to influence pupils perception of education and its objectives, their awareness of their steps involved for achieving the objective and interest and satisfaction in working towards the objectives.  

I.7 Meaning of Profession.

The dictionary meaning of the word profession is ‘a vocation requiring of knowledge of some department of learning or science’ (Webster’s Encyclopedia Unabridged Dictionary). According to Chambers 21st Century Dictionary ‘a profession is an occupation, especially one that require specialist academic and practical training.’ A profession is an occupation or calling, which necessitates scientific or artistic learning.

I.8 The Profession of Teaching.

“Of all the different factors which influence the quality of education and its contribution to national development, the quality, competency and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective” (The Education Commission, 1966). National Policy on Education (1986)

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recognized that “the status of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers.” The world accepts that advance in education depends largely on the teaching staff in general and their human, pedagogical and technical qualities. ILO document on status of teachers (1984) was more forthcoming on the issue of teaching profession. “Teaching should be regarded as a profession. It is form of public services which requires of teachers expert knowledge and specialized skills, acquired and maintain through rigorous continuous study, it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils.” Teaching thus is noble profession which counts amongst its members the greatest and noblest members of the human history- Buddha, Confucius, Socrates, Christ, Muhammad, Gandhi- who were teachers of mankind in the truest sense of the word (Saiyidain, 1997). Teachers from the largest professional group in India and throughout the world.11

I.9 Teaching Profession in India.

We frequently see the past as days in which all the pupils were ambitious and all teachers were great. However, though many teachers in the past were capable, and a few were even great, on an average they were not as well prepared for teaching, as are the average teachers today. Even regarding the classical profession-theology, law or medicine-practitioners were not trained in the modern sense. There were no professional associations. In ancient India as well, these profession were closely associates with religion and the ruling class. During Middle Ages the men who provided what we think now as professional services were either members of priesthood, ruling class or exclusive guilds. Even during the Buddhist periods there were universities, which were considered ‘specials’ for medicine, law or theology. Teaching, as elsewhere, in India continued to be dominated by priesthood till 19th century.

During British period, India established teacher preparation institutions as early as those in many western countries. The first normal school for training of teachers in India was established in 1826 in Calcutta. During the times of Wood’s Despatch (1854) which recommended extension of teacher training facilities, there were 106 normal schools in the

country. The first Secondary Teacher Training Schools was established in 1856 in Madras. As early as 1912, there was a government declaration that no untrained teacher should be allowed to teach. In 1930s, there were district training schools for primary school teachers, normal teacher institutions imparting training for middle school teaching. Furthermore, based on Sadlar Commission recommendations there were more than a dozen Departments of Education at University level.

Gandhiji’s Basic System was innovated in 1937 and accordingly Basic Training Schools with their emphasis on craft-centred education came into existence in the same year.

I.10 Development of Secondary Education in India.

The present secondary education has behind it the growth and traditions of the last one hundred years. Along with the East India Company and other trading companies came the missionaries for the propagation of their religion, and they made provisions for the education of the native children. In 1830, the Directors of the company decided to impart education of English to these children. Their purpose was, as N.N. Basu puts it, “to raise a body of native qualified by their habits and acquirement to take a large share and to occupy high positions in the civil administration of their country than at hitherto been the practice under our Indian Government.” On March 7, 1835, Lord William Bentick affixed his signature to the educational policy evolved by Lord Macaulay, and 1844, Lord Hardinge opened the doors of employment for educated Indians. The outcome was that western education began to grow and spread at a rapid place in India. By 1862, 32 approved schools had come to exist in the country.

1. From 1854 to 1904 – In the growth and development of secondary education, the Wood Despatch played a very significant role, since it provided the foundation for secondary education. The Wood Despatch was framed and declared in the following words- “That the people of India should be made familiar with the works of the European authors with the results of the thought and labour of Europeans on the subjects of every description and to extends the means of imparting this knowledge must be the object of any general system of education.
On the basis of this approach, universities were set up at Bombay and Calcutta in 1857. These universities began to control and administer secondary schools on the basis of the matriculation examination, and thus it became the function of these schools to create a foundation for the colleges.”

In 1882, the Hunter Commission suggested various syllabi for secondary schools. It suggested that the higher classes of the secondary schools should be divided into two parts-one should prepare students for the matriculation examination, and the other should prepare youth for commercial and non-literacy activities. By 1904, the number of secondary schools rose from 3916 to 5124, but this unplanned expansion soon manifested a number of shortcomings. The Department of Education had no control over the schools which did not receive government aids. The universities, too, granted recognition to schools with reluctance. In 1904, rules for the matriculation examination were framed in accord with the Indian Universities Act, and as a consequence, the secondary schools passed even more firmly into the hands of the universities.

2. 1905 to 1917- Three notable characteristics mark this period-

1. Emergency of nationalistic tendencies- A national consciousness arose as a reaction to the educational policy of Lord Curzon. A national Council of Education was established in Bengal, and national colleges, technical institutes, etc., came to be set up.

2. Medium of Instruction- It came to be felt in this period that the medium of education should be the mother tongue, and not English. Shri Rayaninagar placed this question before the Council, but the proposal was objected to on the following grounds- (i) The students knowledge of English will decline. (ii) There was a dearth of textbooks of Indian languages. (iii) There will be numerous difficulties in places where many languages are spoken. (iv) English is a language of international importance.

3. Control Over Secondary Schools- In this period, the schools were subjected to control by the universities for granting recognition as well as by the education department for granting aid to them. Later on, it was decided that the education department alone will exercise control over the secondary schools.
4. 1917 to 1947- During this period, secondary education was evaluated from time to time by various commissions.

(i) Calcutta University Commission - This commission (the Sadlar Commission) put forward the view that “No satisfactory reorganization of the university system will be possible unless and until a radical reorganization of the system of secondary education, upon which universities work depends, is carried into effect.”

This commission put forward a suggestion for the introduction of two examinations - matriculation and intermediate. In the same way, different inter-colleges for the arts, sciences, medicine and engineering, were established.

(ii) Hertog Report - The Hertog Report, too expressed the view that the matriculation examination had influenced the whole syllabus. It also suggested that, in the middle schools, the vernacular syllabus should aim at the fulfillment of various needs. Professional or vocational curricula should also be introduced.

(iii) Sargent Report - The Sargent Committee was set up in the context of the post-war conditions which came to exist in 1944. The suggestions of this committee were that - the secondary course should extent over 6 years, the age of admission after primary education should be 11 years, only brilliant students should be selected for the high schools, and the selection should be unbiased and effective. Besides, there should be two types of courses in the high school - (1) intellectual (2) vocational.

3. After Independence- After independence, the path for the progress of the secondary education was charted by four importance committees and commissions.

(i) Tarachand Committee (1948) - This committee suggested that multi-purpose secondary schools should be established. It felt the need for the appointment of a commission.

(ii) Universities Commission (1948) - The University Commission opined that secondary education is the basis or foundation of university education, and therefore improvements in it were essential.
(iii) Secondary Education Commission (1952-53) - This commission was appointed to study the organization of secondary education. It put forward a blue-print for the reorganization of secondary education along the following lines-

1. An 8 year syllabus for the 6 to 14 years age group.
2. Various 3 year courses for children in the 15-17 age group.
3. A 3 year degree courses after the higher secondary examination

(iv) Education Commission (1964-66) - This Commission, set up under the chairman of Dr. Daulat Singh Kothari, recommended the introduction of uniformity in secondary education throughout the country. It also suggested that provisions be made for various syllabi, subjects, and correspondence courses.

On the whole, then, it is clear that from 1830 to 1953, secondary education passed through numerous ups and downs. As time passed, the objectives, organisation, the programmes of secondary schools underwent changes. It is hoped that, since the country has now accepted national development as its objective, secondary education will change in accordance with this objective.

I.11 New Structure of Secondary Education.

When the issue of restricting secondary education was being considered, the Secondary Education Commission was confronted with the following three questions- 1. To which age-group should secondary education cater? 2. What changes should be made in the existing system? 3. How should skills be developed in schools left untouched by the new changes?

It must be remembered that the Kothari Commission regards education as a life-long process, while the Secondary Education Commission regards the various level of education as independent units. According to this Commission, “We have to bear in mind the principle already noted that Secondary Education is a complete unit by itself and not merely a preparatory stage; to that at the end of this period the student should be in a position, if he wishes to enter on the responsibilities of life and take up some useful vocation.
The new structure of secondary education suggested by the Commission took the following shape. Keeping in mind the comprehensive blue-print, the new structure of secondary education should become functional after four or five years of education in a primary or junior basic school.

1. In this, there should be a 3 year syllabus at the middle school, junior high school or senior basic level.

2. There should be a 4 year syllabus at the higher secondary level. The Commission suggested changing the existing intermediate system into higher secondary level, comprising 4 years of education, inclusive of one year of the intermediate level.

In the same way, the degree course should be of three years’ duration. Thus, the entire secondary level is broken up into two parts- (1) junior secondary level, (2) from class 9 to class 11.

The Commission clearly found the intermediate system of examination defective. It argued that the intermediate examination destroyed the continuity of college education and creates difficulties in the planning of the syllabus for the degree course. This is worst defect. Adding one year to the secondary level will bring about an increase in skill and efficiency while an additional one year with the degree course will generate educational skill. In this way, uninterrupted progress continues to take place over a three year period.

A places where the higher secondary cannot be taught, and in the colleges which have a four year syllabus- *i.e.*, a two year syllabus for the intermediate and a two-year syllabus for the degree course,- provisions should be made for introducing a one-year pre-university course before granting admission to the university. This syllabus should be implemented in colleges.

The Commission suggested the abandonment of the intermediate level, in line with the suggestion put forward by the University Education Commission (1948). Its view was that, by putting an end to intermediate classes, the standard of secondary as well as higher education
can be improved. It felt, on occasion, that intermediate education has failed to achieve the desired objectives.  

I.12 Structures and Administration of Secondary Education in West Khasi Hills District.

The structure of education in the district, is based on the State level as well as National level pattern with 12 years of schooling (10+2+3), consisting of 7 (seven) years of Elementary education, i.e. for 5(five) years of Primary level and 3(three) years of Upper Primary level for the age group of 6 – 11 and 11 -14 respectively, followed by Secondary and Higher Secondary of 2(two) year each.

In the District, Primary Schools have been the only machinery that has been imparting formal Education to the people of the District. The Primary schools in the District are of two categories, one category is the government primary schools and the other category is the non government schools run by the local religious organization and local habitation school managing committee.

The schools system comprises of 5 years of primary stage (classes I - V) 3 years of upper primary stage (classes VI-VIII) 2 year of Secondary stage (classes IX-X) and 2 years of Higher secondary stage (classes XI-XII).

Normally a child enters formal school at the age of 5 years and completes schooling by the age 16+ years. The Elementary Education falls under the purview of the Sub Divisional School Education Officer (SDSEO) while Secondary and Higher Secondary falls under the Divisional School Education Officer (DSEO) respectively. The District Education Officer (DEO), who are mainly responsible for inspection, supervision and monitoring of Secondary Education i.e. Secondary and Higher Secondary Schools.

At the district level the District Education Committees chaired by the Deputy Commissioner implements SSA & RMSA. The DEO of the district is ex-officio member secretary while representative from all development departments as well as Education Department within the District were members to the committee.

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West Khasi Hills is one of the most backward Districts in Meghalaya. The literacy rate according to latest report and 2011 census it is 89.29 % for males and 78.30 % for females with an overall rate of 79.30 %, which is above the State level of 75.48 %.

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The rigor of the secondary and higher secondary stage, enables our students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards Universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries.

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved:

In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary Education gives opportunity, to move towards equity. The concept of ‘common school’ will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards Universalisation of Secondary Education (USE) by ensuring adequate enrolments for the children from under privileged society and the children Below Poverty Line (BPL) families.

I.12 (a) Gross and Net Enrolment Ratio (GER and NER) for Secondary level

According to UDISE data, there are about 8,977 children enrolled during 2012-13 for the secondary (IX and X) classes. Taking into account the population projection of secondary
school age population made by RGI, the gross enrolment ratio (GER) of secondary schooling in the district is \textbf{46.41}\% during 2016-17.

\textbf{I.12 (b) Learning Outcomes of Secondary School Education:}

In a systematic approach the inputs and outputs have always been a matter of concern. In the education system given the inputs in terms of educational infrastructure, the output in terms of learning outcomes is evaluated.

\textbf{Enrolled, Appeared and Passed in Class X Exam}

When we examine the learning outcomes of secondary education in West Khasi Hills District in terms of children graduating from the final grade of secondary schooling i.e. Class X, it is observed from the Meghalaya Board of School Education source that there are 3653 children appeared in class X board exam in the state during 2010-11 and 1858 (50.86\%) children passed out. This data only shows the result of Education Board Exam, Meghalaya.\textsuperscript{13}

\textbf{I.13 Rationale of the Study (Need & Significance of the Study).}

‘\textbf{Need}’ simply means the necessity and ‘\textbf{Significance}’ means the importance or the meaning of something\textsuperscript{14}. Defining the need and significance of the study helps to understand the intention of the researcher and probable contribution of the study undertaken by the researcher to the existing stock of knowledge.

In the present study, the investigator feels that in order to bring qualitative and quantitative improvement in the field of Education, there is a need to study the interest of teachers towards teaching profession. Therefore the investigator felt it is worthwhile to investigate the attitude of the Secondary School teachers in West Khasi Hills District, towards teaching, since no such study had been carried out so far by anyone in the District. So, through this study the investigator hopes that she will able to highlight the attitude of teachers in this area.

\textsuperscript{13} Unified District Information System for Education, West Khasi Hills District.

\textsuperscript{14} Sarma Mulunda. “Research Methodology, Assignment, Seminar Paper & Project”: Ebh publishers (India), M.N. Road, Pa Bazar, Guwahati. P.74.
I.14 Statement of the Problem.

Keeping all the important factors that influence teacher efficiency and the review of the background of Secondary School Education, teachers and their teaching work in West Khasi Hills, the researcher attempts to study teachers attitude towards teaching profession and their interest in teaching. The findings of this study are expected to throw light on the present condition of Secondary School teachers in West Khasi Hills.

I.15 Title of the Study.

The title of the present study has been decided and kept as "A Study of Teachers Attitude Towards Teaching Profession in Relation to Interest in Teaching in the Secondary Schools of West Khasi Hills District."

I.16 Delimitation of the study.

In research the term delimitation has special importance. Delimit means determine the limits or boundaries of. In this part of research problem or study, the researcher specifically mentions the restrictions and limitations which are imposed by him on the study. Delimitation is a statement that contains the limits or boundaries or the scope of a particular research. In the present study, the investigator, due to time constraints has limited her investigation to only 275 teachers from 42 secondary schools of different managements of four blocks in West Khasi Hills District.

I.17 Objectives of the Study.

Objectives are a specific result that a person or system aims to achieve within a time frame and with available resources. In general, objective are more specific and easier than goals. Objective are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. Some example of business objectives include minimizing expenses, expanding internationally or making a profit.

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15 Sarma Mulunda. “Research Methodology, Assignment, Seminar Paper & Project”: Ebh publishers (India), M.N. Road, Pan Bazar, Guwahati. P.76
Another definition of objective may be stated as Neutral (bias free), relating to, or based on verifiable evidence or facts instead of on attitude, belief, or opinion.16

1. To study Teachers’ Attitude Towards Teaching Profession according to the following
   a. Overall.
   b. Male.
   c. Female Teachers
   d. Government.
   e. Deficit.
   f. Adhoc
   g. Private

2. To compare the Teachers’ Attitude Towards Teaching Profession between the following :
   a. Male and Female Teachers.
   b. Government and Deficit School Teachers.
   c. Government and Adhoc School Teachers.
   d. Government and Private School Teachers.
   e. Deficit and Adhoc School Teachers.
   f. Deficit and Private School teachers.
   g. Adhoc and Private School teachers.

3. To study the Interest in Teaching of Secondary School Teachers in the following :
   a. Overall.
   b. Male.
   c. Female Teachers
   d. Government.
   e. Deficit.
   f. Adhoc
   g. Private

16 http://www.businessdictionary.com/definition/objective.html#ixzz2jrcIPmvD
4. To compare the Interest in Teaching of Secondary School Teachers between the following:
   a. Male and Female Teachers.
   b. Government and Deficit School Teachers.
   c. Government and Adhoc School Teachers.
   d. Government and Private School Teachers.
   e. Deficit and Adhoc School Teachers.
   f. Deficit and Private School teachers.
   g. Adhoc and Private School teachers.

5. To study the relationship between Teachers’ Attitude Towards Teaching Profession and their Interest in Teaching of Secondary School Teachers of West Khasi Hills District.

I.18 Null Hypothesis.

Once the selection and definition of the problem have been accomplished, the derivation of the hypothesis is the most important step in research process. A research hypothesis can also take the null form of hypothesis.

In the null form of hypothesis, the researcher makes a statement that no relationship exists. The hypothesis, “There is no significant difference between the academic achievement of high school athletes and that of non-athletes,” is an example of null hypothesis. Since null hypothesis can be tested statistically, they are often termed as ‘Statistical’ hypotheses. They are also called the ‘Testing’ hypotheses when declarative hypotheses are tested statistically by converting them into null form. Sometimes null hypothesis is rejected only when the quantity of the outcome is so large that the probability of it having occurred by mere chance is 1 time out of 100 or .01 time out of 1.\(^{17}\)

The null hypothesis can be stated as under:

Null Hypothesis 1: There is no significant difference in Attitude Towards Teaching Profession between Male and Female Secondary School Teachers.

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\(^{17}\) Koul, Lokesh; “Methodology of Education Research” Vikash Publishing House Pvt. Ltd; New Delhi, 2009; pg.197
Null Hypothesis 2: There is no significant difference in Attitude Towards Teaching Profession between Government and Deficit Secondary School Teachers.

Null Hypothesis 3: There is no significant difference in Attitude Towards Teaching Profession between Government and Adhoc Secondary School Teachers.

Null Hypothesis 4: There is no significant difference in Attitude Towards Teaching Profession between Government and Private Secondary School Teachers.

Null Hypothesis 5: There is no significant difference in Attitude Towards Teaching Profession between Deficit and Adhoc Secondary School Teachers.

Null Hypothesis 6: There is no significant difference in Attitude Towards Teaching Profession between Deficit and Private Secondary School Teachers.

Null Hypothesis 7: There is no significant difference in Attitude Towards Teaching Profession between Adhoc and Private Secondary School Teachers.

Null Hypothesis 8: There is no significant difference in Interest in Teaching between Male and Female Secondary School Teachers.

Null Hypothesis 9: There is no significant difference in Interest in Teaching between Government and Deficit Secondary School Teachers.

Null Hypothesis 10: There is no significant difference in Interest in Teaching between Government and Adhoc Secondary School Teachers.

Null Hypothesis 11: There is no significant difference in Interest in Teaching between Government and Private Secondary School Teachers.

Null Hypothesis 12: There is no significant difference in Interest in Teaching between Deficit and Adhoc Secondary School Teachers.

Null Hypothesis 13: There is no significant difference in Interest in Teaching between Deficit and Private Secondary School Teachers.
Null Hypothesis 14: There is no significant difference in Interest in Teaching between Adhoc and Private Secondary School Teachers.

Null Hypothesis 15: There is no significant relationship between Teachers Attitude Towards Teaching Profession and Interest in Teaching of Secondary School Teachers of West Khasi Hills District.

I.19 Operational Definitions of the Terms Used.

1. Teachers: Teachers are persons who provides education for pupils(children) and students(adults). The role of teachers is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional.\(^\text{18}\)

2. Attitude: Attitude is mental readiness to respond positively or negatively towards a person, object, event or situation. According to Allport (1954) attitude is mental and neutral state or readiness, organized through experiences, exerting a directive of dynamic influences upon the individual responses to all objects and situations with which it is related. “Thurstone & Chave (1929) mentioned the attitude” as the sum of a man’s inclinations and feelings, prejudices or blases, perceived notion, threats and convictions about any specific”.\(^\text{19}\)

For the present purpose attitude may be defined as the self reportive receptiveness and acceptability of teaching job as a career.

3. Teaching Profession: Teaching involves working with pupils as part of the essence of teaching profession. Therefore, in addition to the personal qualities and qualifications there are other important qualities that teachers should possess for managing the classroom. Many of these qualities flow from ethics of teaching profession. More particularly the deserving characters are: (1) remain calm in crisis (2) listen actively without becoming defensive or...
authoritarian (3) avoid win-lose conflicts (4) maintain a problem – solving approach rather than resort to withdrawal, blaming, hysteria or other emotional overtones.  

Teachers’ success in the classroom management is determined not only by their skills and techniques of teaching, but also by their personal qualities and ethics of teaching profession.

4. Interest in Teaching: Teachers' interest in teaching has long been a focus of educational research, often labelled teacher enthusiasm. Teacher enthusiasm is often conceptualised as an instructional strategy but more recent research has conceptualised teacher enthusiasm as a personal disposition varying among teachers. Within this framework, enthusiasm represents a motivational characteristic of the teacher and is defined as 'the degree of enjoyment, excitement and pleasure that teachers typically experience in their professional activities', suggesting that it is more appropriate to use 'teacher interest' instead of 'teacher enthusiasm' in a study that focuses on teaching-related motivational variables such as professional plans about teaching and satisfaction with teaching choice. Indeed, as a motivational characteristic, teacher interest is very close to the concept of individual interest, which provides a more robust theoretical basis than 'enthusiasm'. Therefore, in the present study, 'Teachers Interest' is used instead of 'teacher enthusiasm'.

5. Secondary School: Secondary school is the extension of elementary education and forms the basis of higher education. It is the connecting link between the elementary and higher education. The span of secondary education is two years that is, class IX and class X.

In the present study the teachers teaching in class IX and class X of Secondary Schools in West Khasi Hills District are taken into consideration.

6. West Khasi Hills District: Tucked in between the East Garo Hills and East Khasi Hills, West Khasi Hills District presently the largest district in Meghalaya was carved out of the erstwhile Khasi Hills District on 28th - Oct, 1976, and has completed its 37th years of

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existence. The District situates between 25° 10’ and 25° 51 North Latitude and between 90° 44’ and 91° 45 East Longitude. It is bounded on the North West by Kamrup District of Assam, on the North East by Ri-Bhoi District, on the south by newly created South West Khasi Hills District and on the West by South and East Garo Hills Districts. The District comprises an area of 5247 Sq Kms which is 23% of the total area of the State, Nongstoin the Headquarter of the District covers an area of about 76.00 sq kms.23

I.20 Conclusion

Thus this study is an exploratory one that aims at finding out the levels of different variable. The objectives are to dig up the relevant data, on the basis of which further meaningful works can be done in this area.