CHAPTER VI
FINDINGS OF THE STUDY AND SUGGESTIONS
CHAPTER VI
FINDINGS OF THE STUDY AND SUGGESTIONS

The present chapter gives the major findings in respect of the three objectives of the study. To situate the present study 'Role of the Catholic in Elementary Education in Meghalaya' in a broader perspective, a discussion on the role of the Catholic Church in Education in India with special reference to the North East was given in Chapter III. The major points with regard to the study along with other major findings are now presented towards the end suggestions for future researchers can be seen.

1. The European traders and English colonists who came to India since 1488 brought along with them the Christian missionaries who set up schools for elementary education in religion, local language, arithmetic, crafts and other useful skills.

2. The first formal Christian educational enterprise anywhere outside Europe was the Sante Fe School in Goa founded in 1540 by the Franciscans.

3. Missionary schools were soon set up in other parts of India: at Bassein in 1546, Cochin in 1549, at Punaicayil in Tamil Nadu in 1567 in Madurai in 1595. In 1713 a school was established at Pondicherry and in 1731 a school of High Tamil was started at Ellacurachi in Tamil Nadu.

4. Colleges were also established, the first being the Jesuit College at Goa in 1575. St. Xavier’s College 1835, Madras Christian College 1839, St Joseph’s College at Tiruchirapally 1844, St John’s College 1858, at Agra highly reputed to this day, were among the first colleges to be affiliated to the first universities started in the country in 1857.

5. Till the end of 18th century, Christian educational activities were confined to the southern tip and West coast of India. In 1793, the arrival of Christian
missionaries under the leadership of William Carey, Marshman and Wards at Calcutta, brought Bengal into the Christian educational programmes and the establishment of a college at Serampore became a landmark.

6. The Catholic Church ventured into higher education in 1835 with the founding of St. Xavier's College in Calcutta.

7. The first who brought the Khasi people in contact with Christianity was an Indian, Krishna Chandra Paul. He was the first Bengali to become a Christian and was sent by William Carey founder of the Serampore Mission to the Khasi Hills in 1826.

8. In 1829 the Serampore Mission opened a school in Gauhati. The New Testament was translated into Assamese and in 1833 the whole Bible was translated and published. William Carey used the services of a renowned Assamese scholar, Atmaram Sarma of Kalibar in Nowgong district of Assam in the work of translation.

9. In 1832 Alexander Lish came to Cherrapunji in the Khasi and Jaintia Hills and opened three schools one at Mawsmai, one at Nongsawlia and one at Sohra. The schools were closed after six years when he left the Khasi Hills.

10. In Assam, the first American Baptist to arrive were Rev. Nathan Brown and Oliver Cutter and set up their first center at Sadiya in upper Assam.

6.1 MAJOR FINDINGS OF THE STUDY

The major findings of the study may be pointed out by classifying them as listed below:

6.1.1 BACKGROUND

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

2. It was found that 91.69 per cent of managements in the sample comprising
11.69 per cent Deficit Schools, 61.13 per cent and 18.86 per cent were
serving in rural areas.

3. The responses of assistant teachers revealed that the educational status of
teachers was 46.79 percent trained and 53.20 percent untrained teachers.

4. 91.69 percent categories of management - deficit (11.69%) Private Aided
(61.13%) and Private (18.86%) are situated in rural surrounding. It appears
that the major beneficiaries are the weaker section of society.

5. The study found that the primary objectives of these schools as perceived by
the heads were ‘to meet the educational needs of people’ (72.45%), ‘to
improve their standard of life’ (61.88%) and to cater to the well being of the
people (53.20%).

6. According to the assistant teachers, the primary objectives of the school were
preparing youth for a career (73.96 %), promoting mission work (71.69 %)
empowering people (70.56 %) uplifting the poor (69.25 %) providing basic
and elementary education (61.54 %) and providing moral/spiritual
development of the young (53.85 %).

6.1.2 RESOURCES OF THE SCHOOL

1. All the elementary schools (100 %) in the sample run by the Catholic Church
possessed their own land and building.

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

4. It was found that the following facilities such as room for the Head teachers (56.22%), office room (55.84%), teachers' common room (51.69%), pupils' common room (96.60%), science laboratory (83.77%), auditorium (89.43%), library (83.77%), computer room (82.77%) and storeroom (75.03%) were not provided by majority of school.

5. The Study found that the majority of the sample schools made provision for classroom with adequate space (58.11%), proper ventilation and lighting (76.22%) and that classrooms (57.74%) were also made attractive with charts, pictures etc.

6. Regarding the provision of suitable and adequate books for reading it was found that 61.50 per cent of the schools did not provide this facility.

7. Most school in the sample did not provide modern facilities like radio (84.53%) and television (93.97%).

8. The Study found that the majority of schools (64.15%) provided playground.

9. It was also found that though playgrounds were provided 65.66 per cent were not sufficiently large.

10. It was found that (50.56 %) of the schools provided Boarding/Hostel facilities.

11. The benefits a child received by being in the boarding/hostel were better in academic opportunities (26.41%), preparation for life (32.83%), physical development (21.56%), intellectual development (15.84%) and spiritual development (15.84%).

12. It was found that the preference in hostel admission was given to orphans (81.50 %), handicapped children (71.69 %), economically underprivileged (67.92 %) and children from far away places (47.54 %). It appears that he
weakest and the socially and economically disadvantaged, therefore, were given due consideration.

13. It was found that majority of schools (76.23 %) provided drinking water. And 53.96 per cent provided sanitation. Provision of the following facilities were far from being adequate, first-aid (30.19 %), medial check-up (16.60 %) and sick room (10.56 %).

14. It was revealed that most of the schools (74.33%) provided adequate number of teachers while 25.67 per cent did not have adequate number of teachers. In some schools therefore teachers had the burden of extra workload.

15. In the case of 60 percent of the schools in the sample, the Governing Body of the schools gave appointments of teachers. These schools were deficit schools. In the case of private-aided or purely private schools appointment of teachers was done by the Headmaster who was also the administrator and financier of the school.

6.1.3 PARENT-TEACHER RELATIONSHIP

1. It was found that 57.36 per cent of the schools did not have a parent-teacher association (PTA).

2. It was revealed by 69.43% respondents that the parent-teacher association was found to be helpful in maintaining the school discipline.

3. In the opinion of the large majority (61.14%), the parent-teacher association played an important role in improving the quality of education in the schools.

4. There was a high degree (69.43%) of consultation by the parents with the teachers regarding the education of their children.

5. It was revealed by 67.17 per cent of the respondents that the teacher-parent meeting was held as and when required, which may be inferred that there was cooperation between teachers and parents.

6.1.4 STUDENT-TEACHER RELATIONSHIP

Responses of Assistant teachers indicated that a friendly relationship existed between students and teachers. 81.50 percent mentioned that they praised children when they did well.
6.1.5 FINANCE

1. It was found that the main source of income (67.56%) of deficit schools was Government Grant. The sources of income of Private-Aided schools were Government grants (53.20%), Church contribution (26.74%) and the rest came from fees, donations and other items. The total outlay (100%) of Private-unaided schools was borne by the Church.

2. The types of financial assistance received by the schools were Government grant-in-aid for salary of teachers (66.03%), non-recurring grants for buildings, (41.88%) furniture (33.96%). Besides, book grants, scholarships grants for students and library grants were sanctioned by the Government from time to time.

3. Regarding the preparation of the school budget, it was found that in 40 percent cases it was prepared by the managing committee, in 33.96 percent by the headmaster/headmistresses, in 17.74 percent by the office clerk.

4. A large majority of the schools (75.09 %) did not have a reserve fund.

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

6.1.6 WELFARE MEASURES

1. Majority of teachers (68.30%) pointed out that midday meal was provided in schools, thereby contributing to the implementation of the midday meal scheme at the lower primary level and greater retention of children in schools.

2. It was found that regarding free textbooks (84.52%) and uniforms (96.22%) and transport (98.86%) were not provided by the sample schools.
3. It was found that a large majority (62%) provided opportunities for teachers to attend workshops, seminars, and orientation courses.

4. Regarding the deputation of teachers for the study found that 47.16 per cent of the heads sent their teachers for training.

5. A large majority (70.99%) of the respondents could not avail themselves of the opportunity to attend orientation programmes because of heavy work in the schools.

6. The study found that schools fostered creative talents of teachers in the teaching-learning activities. Majority (64.52%) of the teachers revealed that the school encouraged the use of innovative techniques in classroom teaching.

7. It was found that 76.98% of heads took their teacher into confidence in dealing with important matters.

8. With regard to salary, the study found that the majority of assistant teachers (59.24%) were not satisfied with their salary. In majority of the schools (61.88%) payment was regularly made every month. The mode of payment was mostly cash (84.15%).

9. It was found that 52.07 per cent of schools provided annual increment to teachers. In large majority of cases (74.33%) teachers were not provided house rent allowance and 74.47 did not enjoy medical allowances.

10. The facilities of provident fund (9.43%) and gratuity (7.54%) were provided by very few schools. In almost all cases 96.98%, the facility for pension was not provided except in the case 3.01 percent schools were found to provide pension benefit.

11. With regard to leave benefits, a large majority (72.45%) provided casual leave and majority (55.09%) provided maternity leave. Other leave benefits such as medical leave, maternity leave and commuted leave were not provided by almost of all schools.

6.1.7 MANAGEMENT

1. It was found that in almost all the schools (94.71%), a duly constituted managing committee was in operation.
2. 84.90 per cent of the schools in the sample revealed that the managing committees were of three years' duration.

3. The study found that 87.16 per cent respondents revealed that Managing Committee included representatives of both teachers and parents.

4. Regarding Parents' representatives in the Managing Committee, 87.16 per cent respondents revealed that parents were included. Parents were thus enabled to exercise their primary and undeniable right and duty for educating their children.

5. The meeting of the Managing Committee was held regularly (63.77%) and the Minutes Books (76.98 %) were maintained.

6. The responses from the head teachers (87.16%) showed that the Managing Committee had great influence in framing school policies and played an active part (78.49 %) in maintaining the academic quality of the school.

7. The managing Committee also rendered assistance to the school through cooperation (63.01%), guidance 52.07%, consultancy 43.39% and finance 29.05%).

8. It was found that the majority of schools maintained the following requisites:
   
   (a) Students' Attendance Register 96.60 %
   (b) Teachers' Attendance Register 92.07 %
   (c) Admission Register 84.90 %
   (d) Students' Marks Register 75.84 %
   (e) Teachers' Acquaintance Register 56.98 %
   (f) Transfer Register 55.84 %
   (g) Account Books 51.69 %
   (h) Teachers' Service Book 37.73 %
   (i) Proceeding Register for guardians' meeting 34.71 %
   (j) Scheme of Work Book 19.24 %
6.1.8 PROCESS

1. Strategic planning is essential for achieving objectives. It was revealed that majority of schools (62.64%) had long term and short term plans for sustained development of the schools.

2. The study revealed that admission procedure in Catholic schools was on first-come-first-serve basis (44.75%) and interview (35.60%). Depending on the situation other considerations were also given as and when necessary.

3. The study found that admission (91.69%) in Catholic schools was open to all.

4. In majority of schools (51.69%), children were admitted at the age of four though in some cases (26.41%) they were taken at the age of three and even five (21.88%).

5. The study found that a large majority (75.84%) of head teachers were of the opinion that the school uniform was of great benefits to the students.

6. The views of the respondents regarding the benefits of having uniforms in schools were the following:-

   (a) The school uniform promoted a sense of equality between the rich and the poor students. (78.49%)

   (b) It generated a sense of identity in students. (65.28%)

   (c) It encouraged cleanliness and neatness. (67.92%)

   (d) It prevented misbehavior on the part of students or misbehaviors towards them. (49.05%)

6.1.9 CURRICULUM

1. It was found that the majority (57.73%) of the respondents were of the opinion that the Board of Elementary Education developed the curriculum. In
actual practice the Education Department of the Government Of Meghalaya has currently entrusted this responsibility to the Directorate of Education Research and Training (DERT).

2. The study found that the majority of head teachers (64.52%) were satisfied with the present curriculum. The same question was asked to the assistant teachers and 73.96 per cent of them indicated that were satisfied with the curriculum.

3. The reasons given for dissatisfaction included: (i) the curriculum did not cater to the needs of the pupils (11.69%). (ii) It was too bookish (13.56%) and theoretical (12.83 %). (iii) It was too heavy (13.58%). Such a curriculum may place too much burden on the young minds and does not allow children to enjoy their childhood and benefit from the normal pace of physical and psychological growth.

4. It was found that almost all schools (97.35 %) provided religious/moral education for their pupils. This indicates that one of the chief characteristics of Catholic school education is a diligent teaching of its values to catholic students and education in moral values to students of all other communities.

5. The view of the heads was sought on the importance of religious/moral education. 97.73 percent expressed that religious/moral education was very important in the life of the children.

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

6. It has been found that almost all schools (95.09%) have included SUPW (Socially Useful Productive Work) and majority (72.07%) has included Work Experience (WE) in the syllabus. 24.52 per cent schools taught craft and only 16.60 per cent of schools provided computer education.
7. Most respondents (89.81%) pointed out that schools did not provide vocational training at elementary stage. However, it may be mentioned that the catholic missionaries were the pioneers of vocational training. As far back as 1907, they saw the danger of producing an ever-increasing number of educated youth at that time and took measure to address this need. Vocational training was provided to youngsters in trade schools (printing, carpentry, shoe making, smithy) in Shillong. Skills in agriculture were imparted to the youth.

8. The present 'Don Bosco Technical School' of Shillong has developed from the trade school that began in 1907. This is a unique technical institution not only in Meghalaya but also in the whole of the North Eastern Region. A similar technical school was set up in Gauhati in 1969.

9. With regard to the medium of instruction, it was found that 86.03 percent imparted elementary education in the mother tongue.

10. The study found 55.84 per cent of assistant teachers opined that the workload of teachers was heavy. In addition to class-room teaching, they were also involved in framing the time-table (83.77%), planning the school work (67.18%), examination duties (80 %), library duties 28.67 %), co-curricular activities (59.24 %) maintaining order and discipline (99.22 %) and in the parent-teacher association (PTA 72.07%). The inadequate number of teachers (25.67% shortage) in the schools might have been responsible for the workload being heavy.

11. With regard to the methods of teaching, it was found that the most used was the question-answer method (84.52 %) the play-way method (69.05 %), the textbook method (64.15 %), the lecture method 51.32 % and the discussion method (48.67 %).

12. It was found that teaching aids were used by a vast majority of teachers (86.03%) who had also opined that the use of teaching aids made the teaching-learning process more effective.

6.1.10 CO-CURRICULAR ACTIVITIES

1. In the Lower Primary Stage, the following co-curricular activities were largely organized for Art activities like drawing, colouring and painting.
(71.69%) singing competition (66.41%), dance competition (54.33%) and recitation (40.75%).

2. At the Upper Primary Stage, the following co-curricular activities were organized: quiz (50.56%), and essay writing (40.37%). Others were team system (30.18%), debate (25.28%) and extempore speech (14.52%).

3. Majority of schools having been set up in rural areas, games and sports like jumping (76.77%), tug of war (49.81%) and cock fight (24.15%) were organized. Other games were also organized like basketball (31.32%), cricket (30.56%), volleyball (16.60%) and badminton (10.94%).

4. Physical education was not provided in most schools (88.30%) and no physical instructor was provided. However, it was found that respective class teachers organized physical exercises such as drill (88.30%), parade (64.52%), gymnastics (2.26%) and others (9.38%).

5. It was found that the following co-curricular activities were not popular among rural schools because they were not feasible. They were organized only to a small extent, like Boy scouts (11.69%), Girl guides (10.18%), NCC (2.64%) and Bull-bull (1.50%).

6. The study revealed that creative expression at the upper primary stage consisted of singing (80%), dance (63.01%), painting (56.22%) and competition in essay writing (41.13%), extempore speech (33.20%), dramatization (29.43%), debates (22.26%), and recitation (4.15%).

7. The schools (61.50%) were also found to participate in inter-school and interstate sports.

6.1.11 SUPERVISION

1. It was found that the majority of heads (59.24%) made a daily round of the classes. 26.03% per cent revealed that occasional visits to the classes were also made due to specific needs.
2. Inspection by the Inspector of Schools was not regular (77.73%) and it was gathered that the schools were not inspected for many years.

3. It was found that whenever inspection by the Inspector of schools was undertaken the following areas were examined: academic achievement (23.77%) of the students, infrastructure facilities (23.77%) and effectiveness of the administration (27.16%).

4. The study found that in order to improve the examination system, the examination paper included a combination of objective type questions, short answer questions and essay type question (69.81%). The short answer type was also used (51.32%). The least popular was the essay type question (34.33%).

5. A large majority of schools carried out the final assessment of students' achievement on the basis of their performance in the annual examination (82.26%) and the half yearly examination (77.35%). In some schools monthly tests and quarterly examinations were also made use of in evaluating the performance of students.

6. It was found that attainment of pass marks was the condition for promotion to higher classes (67.92%).

6.2 CONTRIBUTION OF THE CATHOLIC SCHOOLS

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

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

6.3 STRENGTHS OF THE SCHOOLS

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

1. **Contribution to the development of the people:** The majority (68.76%) of the respondents had revealed that contribution to the development of the people was the strength of the schools. The education that these schools provided had prepared the people to cope with the changes that took place after Independence. The development in free India would have remained outside the reach of the people of State and the Region if were it not for the education imparted to young people by the Church.

2. **Teachers acting as resource persons:** In the opinion of head teachers (52.07%) the schools had produced teachers who served as resource persons, in their respective localities and willing to insert themselves into the life of the people. They had produced numerous social and political leaders who have become agents of change and transformation of their people. The excellence demanded in these institutions and the leadership qualities fostered in them have empowered them to take their place in society.

3. **Popularity of the Schools for the good education they impart:** It was found that 63.39 per cent of the respondents had revealed that the Catholic schools were widely known for their popularity. The quality of these educational institutions was borne out by their considerable reputation.
4. **Involvement in Literacy activities in rural areas**: The study found that 91.69 per cent of Catholic elementary educational institutions were in rural Meghalaya. It may be pointed out that 56 per cent of Catholic educational establishments in the entire country were situated in villages. Apart from increasing literacy in the State, these schools were also the nurseries for the number of young boys and girls pursuing higher studies in local universities and outside the region.91

5. **Availability of school facilities for the community**: 55.84 per cent of the respondents had revealed that the school facilities were made available for use to the community.

6. **Hostel/boarding facilities**: 50.56 of the respondents had revealed that hostel/boarding facilities were provided. It has also been the Church's policy from the beginning to attach a boarding to a school.

7. **Resource Centres of Training**: It was found that 76.60 per cent of the school heads had revealed that the schools were resource centers of training to all categories of people. It has been seen that the enlightenment the people have received in these institutions has taught the people to assert themselves. They are able to understand their role in the present-day society. They are able to see, weigh and act in order to express their demands for what is their just due in development and social justice.

8. **Preserving one's identity**: As perceived by the respondents (62.64%) the education received in these schools has aroused in the young a sense of their identity. Amidst all the social pressures and changes, the education they have received has made them keenly aware of their unique identity.

9. **Commitment**: It was found from the records maintained by the Church and some relevant books that the missionaries were committed to the people and their uplift. They could do it because of their selfless dedication. In the words of Gandhi, 'The first thing needful is sufficient number of self-sacrificing

---

91 Report of 27th General Body Meeting of Catholic Bishops' Conference of India (CBCI) February 2006
people who would devote themselves to educational work as a labour of love’. The Church had people of this caliber who were qualified and ready to render academic education in all levels, to all people, in good conditions and in difficult conditions.

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

6.4 UNIQUE FEATURES

The Study revealed Catholic elementary schools the following unique features:-

1. Religious/Moral Education: An outstanding feature of education in Catholic educational institutions is religious/moral education. Without the development of spiritual intelligence the all round development of the individual cannot be achieved. On the part of parents 97.93 per cent of them favoured this aspect of education in schools. This appears to be unique about the Catholic-run Elementary schools.

2. Hostel/Boarding: From the very beginning hostels/boardings have been attached to Catholic mission centers and they have rendered an immense service for the education and the formation of future leaders. These institutions were run on charitable bases with no profit motive. ‘... The Roman Catholic Mission started Boarding-cum-Orphanage convents which no other missions had attended to before’. In the absence of road links and transport facilities in villages, the only way to enable the young to continue education was to open boarding facilities for them.

3. Missionary Commitment: A Missionary commitment is one of the hallmarks of the Catholic Church. Religious personnel who voluntarily and freely
committed their lives to the uplift and development of peoples have animated the Catholic educational institutions. This was found to be a unique feature of these schools.

4. **Technical Schools**: In order to help educated youth gain employment a trade school was started as early as 1907. This trade school today has become the Don Bosco Technical School, a unique institution of its kind not only in the Northeast but in the whole of India. Later another technical school was opened at Maligoan (1969) 10 km from Guwahati.

5. **No thatched buildings**: According to the responses of the retired teachers 23.07 per cent of the original buildings were thatches. Since their inception, the schools had developed the infrastructure so that it was found that all schools (100%) in the sample conducted the education in concrete buildings.

6. **Rural Education**: 91.69 per cent of the Catholic-run elementary schools have been set up in rural areas, thereby playing an important role in promoting education in rural areas.

7. **Pursuit of Excellence**: It may be pointed out that consistently good academic performance was found to be a unique feature of the schools under study.

8. **Discipline**: One of the primary reasons for the parents and guardians both from the rural and urban areas for preferring to admit their wards in a Catholic-run Educational institution is the superior discipline that is prevalent in these institutions.

6.5 **WEAKNESSES**

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

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

3. Facilities like separate room for the head teacher, office-room and teachers' common room were provided by a number of schools while a vast majority 77.96 % did not provide requisite rooms like pupils' common room, Science Laboratory, Library, Computer room and store-room.

4. In some cases, more classrooms and more teachers were needed.

5. Though the majority of schools (64.15 %) were provided with playgrounds, they needed to be adequately developed. Other infrastructure aspects that needed to be developed included sanitation and adequately spacious classrooms.

6. Provident fund, gratuity and pension benefits were not adequately provided by the schools.

7. Suitable and adequate books were not provided.

8. 75.09 per cent of the schools did not have reserve fund.

9. It was found that there were fewer incentives for teachers, like medical allowances, house-rent allowances, etc.

6.6 SUGGESTIONS

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

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

3. Another area that needs to be mentioned is the quality of teaching in some of the primary schools under the auspices of the Church throughout the State.

4. Efforts may be made by the schools to send teachers for in-service training to help them keep abreast of the latest development in the methodology of teaching. Sustained professional growth of the teachers can be ensured only through in-service trainings.

5. Steps must be taken to ensure that on the completion of elementary education, children have acquired the competencies and the skills to live a decent human life in this fast changing global world.

6. The standard of teaching needs to be improved. Arrangements may be made for getting the teachers trained.

7. Efforts should be made by the Government to reorganize the pre-service training programme as well as the system of recruiting teachers in such a way that regular appointment is given only the successful completion of the pre-service training. Only the trained teachers may be recruited from now onwards so as to reduce the backlog of untrained teachers.

8. Government also should bear responsibility in quality improvement by extending adequate financial assistance to all private-aided schools and bring the private schools under the purview of its financial plan. This would be beneficial to all, as it would enable the Church to use its resources for the uplift of the poor and underprivileged particularly in rural areas. We cannot forget that 'India lives in its villages'.

9. The Government may ensure release of the salary of teachers in Government and deficit schools while he pay of teachers in time. It is justice that should not be delayed. School managements should introduce time scale of pay for the teachers working in private-aided schools.
10. Schools with inadequate number of teachers must make arrangements for recruiting more teachers.

11. Workload of teachers should be equally distributed. The number of periods to be taken by teachers per week should be uniform in all schools. The inspectorate may prescribe the total number of periods to be taken by the teachers per week.

12. Study leave facilities should be extended liberally to teachers who wish to pursue higher studies. Teachers may also be encouraged to undertake various courses under open learning system so as to equip themselves better.

13. The inspectorate may ensure regular inspection of the schools. The inspection should include both the administrative and academic activities of the schools.

14. The school curriculum should be revised from time to time, at least once in five years. The school board may do the needful in this regard.

15. Communitization must be part and parcel of the education policy in which the community is facilitated to share responsibility for the education of its members as well as the beneficiary of the education its members received.

16. The schools should reach out to the community in the neighbourhood with beneficial activities, like literacy programmes, non-formal education, balwadis, street plays and activities leading to removal of difficulties in getting essential needs fulfilled.

17. Unaided private schools may be elevated to the status of Government deficit schools by the Stage Government on a phased basis.

18. If Education for All (EFA) and Universal Elementary Education (UEE) are to become a reality, there is need for community participation all the way.

19. If India lives in its villages, there is needed to build more schools and provide infrastructure facilities for them. There is therefore, the need for networking with other agents of education.
20. Special attention must be given to the education of the weakest, socially and economically disadvantaged, all those who are victims of new forms of poverty. 'India’s main problem of inequality is not in income but education'. (Swaminathan Anklesaria Aiyar)

21. More centers for the training of retarded children and those in need of special attention are required. It will be of great benefit to our entire population if the Government comes in with more substantial assistance to the already existing centers.

22. Steps should be taken for inclusive education to provide opportunities for children with disabilities to join the main stream of education.

6.7 SUGGESTIONS FOR FUTURE RESEARCHERS

1. The present investigator conducted the study on the elementary schools run by the Catholic Church in Meghalaya. Similar studies may be undertaken on the elementary schools run by other missionaries and non-missionary bodies.

2. Again studies maybe undertaken on the secondary schools run by the Catholic Church as well as other organizations in the State.

3. Some other topics that could be undertaken by other researchers are given below:

(a) A study of the pre-vocational/vocational courses in the elementary education programme in Meghalaya.

(b) A study on the problems of education of the girl students at the elementary level in Meghalaya.

(c) Investigation into the problems of Wastage and Stagnation at the Elementary school levels in Meghalaya.

(d) A study of the socio-economic problems of elementary school teachers in Meghalaya.