CHAPTER - V

FINDINGS, DISCUSSION, IMPLICATIONS AND CONCLUSION

5.0 Introduction

In this Chapter the discussion of findings and their implications are presented. The findings are based on the analysis of historical data of the present status and trends of Non-Government lower primary schools. The findings have already presented in the previous chapter. This Chapter attempts to highlight a brief outline on the objective, methodologies and procedures, followed at the different parts of the study and the finding drawn in the light of the observed fact at the time of data collection and analysis of data. Attempt have also been made to offer conclusion, Suggestion for improving primary Education, Educational implication and suggestion which could be useful for conducting further research in the same area.

Different aspects of the study are briefly summarized as follows:-

5.1 Statement of the Problem

The problem under investigation read as CONTRIBUTION OF NON-GOVERNMENT PRIMARY SCHOOLS TOWARDS THE DEVELOPMENT OF PRIMARY EDUCATION IN KHASI HILLS DISTRICTS OF MEGHALAYA : AN APPRAISAL.

5.2 Operational Definition of the Term

In the present study the following definitions of the terms have been accepted.

(a) Contribution: The term contribution in this study refers to the services rendered by the Non-Government Lower Primary schools
towards the development of Education for Children in Khasi Hills Districts.

(b) **Non-Government Lower Primary Schools:**

Non-Government Lower Primary schools mean the schools run by the different organisation like NGOs, Mission, and Private Parties, village council etc. without any Governmental support at the initial stages. Non-Government Primary schools are classified into two categories (a) Aided primary Schools and (b) un-aided Primary schools. Aided Primary schools are schools which received grant – in – aid from the government or any authority designated by the state Government for maintenance of the schools. While un-Aided Primary Schools means the schools which is not run by the Central, State Government, District Councils or any authority designated or sponsored by the State Government, but these schools are self supported by respective Managing Committee of the schools. Un-Aided Primary school do not received any grant-in-aid from the government. The Government granted only permission for establishing new schools in different areas for the development of education in Khasi Hills Districts.

(c) **Primary Education:** Primary Education means education which is imparted in a primary or junior basic school or its equivalent (According to Meghalaya Board of school Education Act, 1973).

(d) **Khasi Hills Districts:** Khasi Hills Districts located in the State of Meghalaya. It comprised two districts namely: - East Khasi Hills District with it headquarters at Shillong and West Khasi Hills District with it headquarter at Nongstoin.
5.3 **Objective of the Present Study**

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

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

5.4 **Delimitation of the Study**

The delimitation was done on the following grounds:-

1. The study is delimited only in two districts of Meghalaya i.e. East Khasi Hills Districts and West Khasi Hills District.
2. The study is delimited strictly on the non-government lower primary Schools covering from Classes I to IV.

5.5 **Methodology**

Descriptive Method of the present study is given below:-

(a) **Population**: The population of the present study is strictly covered only the Non-Government Primary schools in Khasi Hills Districts, where data is extracted for the headmaster, teachers, parents and students of both aided and un-aided Primary schools.

(b) **Sample**: A representative sample of the study includes 100 Non-Government Lower Primary schools, of which 50 are aided and 50 un-aided Lower Primary schools of both East Khasi Hills and West Khasi Hills Districts of Meghalaya formed the sample.
5.6 Tools and Techniques Used

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

(a) Questionnaire

The investigator constructed two sets of Questionnaire one for headmaster or headmistress and the other for the teachers in order to collect information regarding the contribution of Non-Government Primary schools towards the development of primary education in Khasi Hills districts of Meghalaya.

(b) Interview scheduled

The investigator developed an interview schedules for collecting information regarding the problems of parents who send their children to Non-Government Lower primary schools and also to interview students to know their problem as well.

5.7 Procedure of Data Collection

The data was collected by distributing the questionnaire to the headmaster or headmistress and teachers of Non-Government Lower Primary schools to get information regarding the development of primary schools from both Aided and Un-Aided schools in Khasi Hill Districts. Again the investigator conducted interview for parents and students. The investigator before taking interview seeks permission from the headmaster or headmistress to meet the students and parents personally.

5.8 Source of Data

The data were collected from the sample using above tools developed by the investigator. The time taken for collecting data was four months. The data for the study was collected from Primary sources and conscious testimony.
5.9 Analysis of Data

The data was collected from both primary and secondary sources and finally tabulated and analyzed in terms of percentage.

5.10 Major Findings of the Study

In the context of educational development in recent time, the contribution of Non-Government primary schools towards the developments of primary education in Khasi Hills districts of Meghalaya is of great importance. Therefore, the Non-Government lower primary schools in Khasi hills districts have shoulder responsibility in the expansion and improvement of primary education.

On the basis of the analysis and interpretation done in the previous chapter, the major observation and discussion was drawn from the findings. Hence the discussion of the findings and their implications are presented below.

5.11.0. Historical Background

5.11.1. Establishment and Recognition of the school

(i) The study revealed that out of 50 Non-Government aided Lower primary schools, 16 of them were established during the years 1987-1996, while other 33 schools were established on different years prior to 1987. Further, out of 50 Un-aided schools, 26 were established during the years 2002-2003 and 21 schools were established in different year prior to 2002. It appeared that the general attitude of the government toward primary education in Meghalaya is lacking of loyalty to the cause of education as everything was done unsystematically. NCERT (1991) found that there were progresses in respect of establishment of new schools in various primary educations.
Again, 18 aided and 20 un-aided primary schools stated that the schools received official recognition from the government during the years 1997-2003. The finding revealed that the government granted recognition to the schools mostly in 1997-2003, while the rest of the schools were receiving recognition in different years and perhaps other schools are still waiting for the recognition from the government. It was obviously that the government steadily opened up the files to grant recognition to schools though the schools were already functioning for years. Hannah Daphisha Talang (1992) in her study attempted to discover the problem of studying the contribution of Seng Khasi School towards development of education in Meghalaya and she found out that the school was a recognized institution since 1964 (thought founded in the years 1921). Her study showed that the government of Meghalaya is slow in taking decisions to implement various developmental projects for improvement of primary educations in Khasi Hills districts

5.11.2. Founder or donor of the schools

The finding revealed that 27 aided and 21 un-aided primary schools were founded by the Christian missions or churches, further, 15 and 10 aided and un-aided primary schools were founded by village Dorbar. Hence it appeared from the result that the non-government lower primary schools were up taking the cause in promoting primary educations in these districts. Hannah Daphisha Talang (1992) in her study on contribution of Seng Khasi School to development of education in Meghalaya found that, Seng Khasi School was founded on certain aims and objectives. These aims and objectives are to propagate education and to preserve the culture and traditional of the Khasis.
5.11.3. Objective for opening new school

The result showed that 77 % of the respondents from both aided and un-aided non-government lower primary schools stated that the main objective for opening new school was (i) to impart education to all children i.e. eradication of illiteracy and to open new schools in villages to solve the walking distance of little children. Opening new schools is generally considered as a social service. B. Lyndem [1985] had highlighted the role of the private voluntary organisation in venturing to start new primary schools in remote areas where there were no educational facilities for children in Meghalaya.

5.11.4. Type of School

100% of the non-government lower primary schools of both aided and un-aided are Co-education schools and there were no separate schools for boys and girls.

5.11.5. Enrolment

The finding revealed that the total enrolment of Class I, II, III and IV in aided primary schools increased every year, while in un-aided primary schools the enrolment increased in the years 1999-2002 but decreased in 2003 in class I, where as class II and III showed subsequent increase every year. Thus, it appeared that the enrolment of Class I, II and III students was higher in aided schools than that in un-aided schools. Further, the enrolment in class IV was found to be equally increased each year.

The total number of male students in aided schools increased every year and in un-aided schools the total numbers of male students was slightly increased each year. The finding showed that the total number of males was slightly higher in un-aided primary schools, than
that of the aided primary school. In the other hand, the total number of female students was higher in aided than in un-aided primary schools.

In accordance of NCERT [2000], the enrolment and retention trend in Primary Education in a Rural Community in Harayana was found that enrolment did not increase in a linear manner each year, but the general trend tended to increase during each decade and appeared to become more stable at the later stage.

The total number of students sent for M.B.O.S.E Examination was found to be higher from aided lower primary schools than the un-aided primary schools. The number of students appeared for Scholarship Examination conducted by M.B.O.S.E in 1999 - 2000 was found to be satisfactory and the pass percentage was about 98.15. In subsequent years the result was slightly declined and the number of pass percentage was found to be more in female than male students.

Again, in un-aided primary schools the pass percentage of the students in the years 1999 - 2000 was satisfactory but on subsequent years the result fluctuated.

5.11.6. 97.76 % and 95.74 % of the respondents from both aided and un - aided primary schools stated that M.B.O.S.E allowed students from non - government lower primary schools to appeared in the Scholarship Examination which was conducted by M.B.O.S.E for Class - IV students only. The present study by NCERT (2000) found that the number of children who passed class - V examination each year ranged from 3% to 5% during the 1950s and 3% to 9% during 1980s. After 1980s onwards the pass percentage was found to be stabilised.

5.11.7 Number of Teachers

(i) Sex: The result revealed that 51.26 % and 70.69 % of the teachers were females in both aided and un - aided lower primary schools.
(ii) **Qualification:** 63.87% from aided and 56.03% from un-aided primary schools showed that the teachers qualification was Secondary Schools Leaving Certificate (S.S.L.C) or Higher Secondary School Leaving Certificate (H.S.S.L.C).

(iii) **Years of Teaching Experience:** It was found that 48.74% and 88.79% of teachers from aided and un-aided primary schools have teaching experience less than 10 years. The result clearly revealed that due to meager salary, teachers may leave teaching job whenever they got a better and more secure job elsewhere.

(iv) **Trained and un-trained Teachers:** The study revealed that 59.66% and 90.52% of teachers from both aided and un-aided primary schools were un-trained. Thus the finding showed that majority of teachers from un-aided schools were mostly un-trained and even teachers from aided primary schools did need training courses.

The present study was slightly similar with NCERT (1997) studies about the personality of the Primary School Teachers of Cuddalore District in Tamil Nadu. It was found that (i) Age, Sex, experience did not effect the attitude of teachers toward teaching, (ii) Government school teachers differed from aided-school teachers with regard to the attitude towards teaching.

**Grant after Recognition**

5.11.8 38.78% of aided primary schools showed that they received lumpsum grant from the government after recognition. While, in un-aided primary schools 85.10% revealed that they never received any grant from the government even after recognition. The findings indicated that most of the un-aided schools were surviving even
without financial assistance from the government. M.B. Buch (1985) studied on the contribution of the Church Mission Society to the progress and development of education in Kerela, found out that the government was cooperated with the educational activities of the missionaries and helped them with gifts of land and money. In due course of time, the government entered the field of education and the missionaries cooperated with the Government in promoting education in the State.

5.11.2.0 Physical Infrastructure Facilities

5.11.2.1 The study was found that 63.27% of the aided and 55.33% of un-aided lower primary schools' buildings were tin roofed and wooden walled structure.

5.11.2.2. The investigator found that 53.06% and 44.68% of the school buildings in non-government lower primary schools of Khasi Hills Districts were owned and managed by Christian Missions or Churches where as 36.61% and 21.27% were owned by the village Durbar or Councils. These two organizations played a significant role in setting up of school buildings in different parts of Khasi Hills.

NCERT (2000) study was found that (1) in 1971 - 1972, 30% of the primary schools were housed in their own buildings as against 46% in rent-free buildings. The rented school buildings were found to be about 16%. (2) In 1971 - 1972 only 40% of the Schools were housed in pucca buildings whereas nearly half of the primary schools were run in thatched temporary sheds. Again, NCERT (2000) conducted their studies on community participation in primary education; it was found that in certain schools the Committee Members were also involved in the planning and organisation of school activities. They were also involved in purchasing, construction and maintenance of the school buildings.
Techniques of School Mapping

5.11.2.3. 71.43% and 85.11% of the respondents in aided and unaided primary schools expressed that they never used the techniques of school mapping before setting up the school building. Instead, they entrusted on elderly people to choose the land and site of the school building. In some cases the land was donated free of cost by individuals or Village Dorbar.

5.11.2.4. Area of School and School building
(a) The investigator found that 71.43% of the aided and 68.09% of the un-aided primary schools have a total surface area of about 2,600 sq ft for the school building. But it was found that this total surface area of the school building was still too small for a standard school building.
(b) 81.63% and 68.08% of the aided and un-aided schools have the school building plinth area of about 300 - 500 sq ft. or 100-167 sq metre which was too narrow to accommodate four Classes.
(c) 81.63% aided and 78.72% un-aided primary schools were generally having a total length of each room in between 10 - 29 ft. Again, 81.71% aided and 76.60% un- aided primary schools were found that the breath of each room was in between 10-14 ft. The investigation was found that the government did not have guidelines or specifications for sizes of classrooms.

5.11.2.5. Classroom
(a) 67.35% and 59.57% in both aided and un-aided primary schools were found that they did not have separate Class rooms.
(b) The investigator found out that 67.34% in aided and 59.57% in un-aided schools showed to have classrooms less than four.
(c) 75.71% and 65.96% of the respondents from both aided and un-aided primary schools expressed that they did not have separate teachers’ rooms. In fact, most of the schools were having less than 4
rooms. As a result, there was no provision for separate headmaster and teachers' common room.

(d) The study revealed that about 57.14 % in aided 80.85 % in un-aided primary schools have temporary partitions inside for classrooms.

In non-government lower primary schools, there should be a minimum of five rooms but in the present study, it was found that majority of the schools have less than five class rooms. Thus, it was clear that class rooms are inadequate; this finding may conclude that due to this reason many pedagogic problems arose in the process of imparting education to the children in the schools. The investigator also found that the findings were related to that of NCERT (2000), where NCERT found out that most of the schools under all types had accommodation less than five rooms. Again, another study conducted by NCERT (2000) on the problem of the children of the Tea Garden Labour Community, it was found that the major conclusion about physical facilities was that the over all condition was far from satisfactory, as about 80 % of the schools have a single hall with no partition between the classes.

5.11.2.6. School materials

The finding revealed that cent percent of the schools in both aided and un-aided lower primary schools possessed school materials like chairs, tables, black boards, chalks, dusters, desks and benches. 69.39% and 74.47% of the schools from aided and un-aided expressed that they did not possess wall clocks, almirah, globes, maps and pictorial charts etc. Only negligible numbers of schools were having wall clocks, almirah, globes, maps and pictorial charts. The present study was found to be similar with that of NCERT (2000) in which it was concluded that few schools have an adequate number of desks and benches and also found that physical facilities in the schools, particularly in rural areas were inadequate.
5.11.2.7. It was found that 57.14% and 87.24% of aided and un-aided primary schools were not receiving grant from the government for school materials. Few aided schools expressed that they received grant for school materials like Book Grant, games and sport materials, charts, maps, globes, furniture and science apparatus. The investigation showed that if any of the members of the school management has political connection, undoubtedly, some benefits could be brought to the schools. The finding was found to have similar result with that of Lyndem [1985] wrote that the poor condition of Schools such as accommodation facilities and other amenities provided in Schools had not attracted Children to attend School. Another study conducted by NCERT (2000) concluded that lack of physical facilities at School was a major problem.

Village Covered by the School

5.11.2.8. The investigator found that about 53.06% of the aided and 51.06% of un-aided primary schools expressed that more than one village had only one school.

5.11.2.9. 63.27% and 51.06% of aided and un-aided primary schools stated that the total population covered by the school was below 900. From the finding it was evident that physical facilities in most schools were not sufficient. Headmaster or Headmistress had mentioned their difficulties in management of the schools due to inadequate financial assistance from the government; even though the schools were running smoothly to carry on their mission of spreading education to villages.

5.11.3.0 Human Resources

Working distance.

5.11.3.1. About 61.22% and 70.21% of the Headmaster or Headmistress responded from both aided and un-aided primary
schools expressed that there were no complaining about walking
distance from either students or parents.

5.11.3.2. The study further revealed that 83.67 % and 80.85 % of the
Headmaster or headmistress from aided and un-aided primary schools
expressed that there was no difference between students coming from
distant villages and students who locally stayed near the schools. The
present investigation was found to be related to that of The Fifth All
India Educational Survey (NCERT) (1992) which highlighted in its
report that about 94.60 % of the rural population was served by
primary section located either within the habitation or up to walking
distance of one Km as against the 92.82 % population served in 1978.

Admission

5.11.3.3. 87.76 % and 87.23 % students were generally admitted in
aided and un-aided schools respectively with an average age of 3 - 5
years old.

5.11.3.4. 63.35 % aided and 59.57 % un - aided primary schools
pointed out that the norms of admitting students in schools was simply
by furnishing the application or admission form and was on the first
come first serve basis.

Teacher Training

5.11.3.5. The finding revealed that 97.96 % of the Headmaster or
Headmistress in aided and 61.70 % of them in un- aided schools
expressed that the Government Training Institutions allowed teachers
from non - government lower primary schools to join the training
courses.

5.11.3.6. 71.42 % of the Headmaster or Headmistress from aided
and 63.88 % from un - aided lower primary schools stated that the
teachers needed to attend training courses to acquaint themselves with the new techniques and skills of teaching.

5.11.3.7. The finding showed that 61.22% of the respondents from aided lower primary schools stated that the government sponsored the expenditure of teachers for each training course. On the other hand, 38.30% of teachers in un-aided schools stated that the management of the schools financed their expenditure for such training courses. The result revealed that majority of teachers from aided schools was deputed by the government while teachers from un-aided schools were private candidates with no financial assistance from the government.

5.11.3.8 53.06% of the Headmasters or Headmistress from aided schools expressed that the schools were regularly sent teachers for training courses while 89.36% of the respondents from un-aided schools expressed that they were not in a position to send teachers for training courses due to paucity of funds and the government also was neither willing to encourage them nor finance them in this field.

The study was found that the finding was similar to the report of NCERT (2000), who studied the problem of teachers in single teacher or two teachers’ primary schools and found that about 80% of the primary teachers that they needed a short training in handling operation blackboards materials in their classroom.

Management

5.11.3.9. About 85.71% and 76.60% of the headmasters or headmistress from both aided and un-aided lower primary schools stated that the schools did not have a peon or chowkidar to look after the schools. Thus senior students, teachers or even the members of managing committee have to take the responsible to look after the schools.
5.11.3.10. 97.76% and 96.62% of both aided and un-aided lower primary schools were regularly managed and supervised by the headmaster or headmistress in both district of Khasi Hills.

5.11.3.11. The findings revealed that 46.20% from aided and 56.16% from un-aided schools stated that most of the members of the managing committee were under matriculation or secondary school leaving certificate.

Hannah Daphisha Talang, in her finding revealed that the administration of the school was carried out by the headmasters or headmistress. It was also assisted by teacher in-charge and even the managing committee also did help to supervise the schools.

**Qualification for Appointing Teachers**

5.11.3.12 The results showed that 69.39% and 70.21% of the respondents from both aided and un-aided lower primary schools indicated that the qualifications of teachers appointed in their respective schools were HSSLC passed (Higher Secondary Schools Leaving Certificate). In accordance with Vennessa Kharmawphlang (1984) in her study she found that the appointment of teacher and staff in the Ramkrishna mission was done by the managing committee of the school with the approval of the inspectors of schools.

5.11.4.0. **Financial Resources**

**Source of fund.**

5.11.4.1 (i). The findings revealed that 53.06% of the aided primary schools and 44.68% un-aided primary schools stated the Christian Missions are responsible for the construction of most of the school buildings.
(ii) 40.82% of the aided primary school stated that the managing committee purchased land for school building through donations or contributions and subscriptions, funds etc while 42.55% of the un-aided primary schools stated that the land for school was bought by the individual person or a group of people or by the managing committee of the school.

5.11.4.2. 48.98% of the aided primary schools received lumpsum grant from the government and 100% of the unaided primary schools did not receive lumpsum grant of Rs. 3000/- per month from the government. Thus, the managing committee of the schools has to pay the salaries for teachers from their own schools’ funds.

5.11.4.3. A study showed that 51.02% of the aided schools paid the teachers’ salaries according to the qualifications as per the government rules. In regard to un-aided schools 100% of the schools were not in a position to pay the salaries as per to the government rules. But, the payment of salaries for teachers would be according to the decision of the managing committee of the school. Hence, the overall conditions of these non-government lower primary schools were left out without government nurturance and assistance.

Building Grant

5.11.4.4 (i) The study was found that 42.86% from aided schools received building grant from the Block Development Officers and 21.28% from the un-aided schools received building grant from Block Development Officer. The finding indicated that 42.86% from aided schools and 76.59% un-aided schools were not received any building grant from any office.

(ii) (a) The study again showed that out of 49 aided schools only 28 schools received the amount for building grant or in other word, 48.98% received building grants of Rs. 30,000/- while in un-aided
schools out of 47 schools only 11 schools received the amount for building grant below Rs. 25,000/-.

(b) Again, out of 28 aided schools 36.73% schools spent the amount of Rs. 30,000/- in maintenance of the school building. Similarly, out of 11 un-aided schools 19.15% spent around Rs. 25,000/- for maintenance of school building.

The finding revealed that aided primary schools received more amount for building grant rather than the un-aided primary schools. Thus the total amount for spending to the school buildings was found to be more in the aided primary schools than the un-aided primary schools.

5.11.4.5. 51.02% aided and 68.09% un-aided schools did not receive any financial help from MP/MLA/MDC or more till date. While 48.98% of aided and 31.91% un-aided primary expressed that they received some financial help from MP/MLA/MDC like building grants, fencing, playground and furniture. It was found that political links played an important role in getting more grants and schemes from such sources.

5.11.4.6. 100% from both aided and un-aided primary schools expressed that they did not receive any financial help for students study tours.

Grant – in- Aid

5.11.4.7. The study found that 100% aided primary schools received grant-in-aid from the government and out of this 48.98% received the lumpsum grant of Rs 3000/- only and the rest of these schools received grant-in-aids like Furniture, Book Grants, Games and Sport materials, latrine and Building Grant etc. While un-aided primary schools did not receive any grant-in-aid from the government. Thus, Education as a Social Service was neglected entirely by the government and at times, it
helped if some political links were established by any member of the management committee.

5.11.4.8 The study revealed that 53.06% and 42.55% of both aided and un-aided primary schools stated that the main sources of income for the schools was from the Church financial contributions whereas the government remained a cynic spectator towards the development of this non-government lower primary schools.

5.11.4.9 36.73% of the respondents from aided and 55.32% from un-aided primary schools indicated that they were facing financial limitation for the construction of school building and less number of teaching Staff, this is because of no financial assistance from the government.

5.11.4.10 100% of the respondents from both aided and un-aided schools indicated that the government never provides TA/DA to teacher representatives in attending Official Meeting at the Districts Head Quarters. Therefore, it showed that the Government Officers were not responsive to solve the hardship faced by these schools. In fact, the schools experienced only step motherly treatment from the Education Department.

5.11.4.11 The finding revealed that 100% of the respondents from government aided and un-aided primary schools expressed their willingness to attend government meetings and to express their opinions pertaining to the problems of the schools, but their views and voices were only heard in the four walls of the rectangular room of the meeting hall and no outcomes.

5.11.4.12 96% of the aided primary schools stated that students used to get mid-day-meal 2 - 3 Kg per students per month. While 100% in un-aided primary schools stated that students were not entitled
for this programme. It showed that students of un-aided lower primary schools were like children of lesser God as the government created two equal faces even at their early childhood stage.

In accordance with Hannah Daphisha Talang (1992) in her studies found that maintenance grants of Seng Khasi Institution were borne by the State Government. Vennessa Kharmawphlang (1984) on her studies found out that the main sources of income of the Ramkrishna Mission and Seng Khasi Organisation were borne by the Government, their own mission and their management. It also received financial assistance in the form of donations and gifts. M.B.Buch (1999) studied the control and administration of Primary Education by local authorities found that irregularities in payment, transfer and posting, problems diversion of funds, arbitrary appointment etc was reduced to a greater extend. NCERT (1991) studied the Educational finance for Primary Education in India after Independence. The main finding of the study was that, the main sources of finance for Primary Education are grants from the State, Grant from Local Bodies, fees and endowment etc. Again NCERT (2000) revealed that in certain schools, the Committee Members were also involved in the planning and organizing of school activities. They were also involved in purchase, construct and maintenance of school building. In Meghalaya, the Shillong Times [29-2005] indicated that the state Government in its reports to Supreme Court in September 2004 had stated that 91% of the schools were covered by the scheme. So, that financial assistant was extended to the schools for mid day meal programme, but few schools did not receive the benefit of the programme.

5.11.5.0. Problems of Teachers

Classroom

5.11.5.1. 34.69% of the teachers from aided schools were facing problems in class rooms where the students were attending their schools without pencils, rubbers and exercise books and also did not
complete their home works. 29.78% of teachers from un-aided schools were facing problems in classrooms due to the noisy atmosphere and without partition inside the schools. Hence it showed that teachers from both aided and un-aided primary schools were facing different problems with the students in the classrooms. As indicated before, most of the teachers from the un-aided primary schools were untrained and this perhaps, made the teachers unable to attract the attention from the students.

5.11.5.2. The study revealed that 34.69% of teachers from aided schools and 42.55% of students from un-aided schools stated that the main problems in teaching were lack of teaching aids like maps, globes, pictorial charts, and other teaching materials. It seemed that due to shortage of teaching materials supplied by the government, teachers were not able to raise the standard of education in these schools.

5.11.5.3. 69.39% from aided and 70.21% from un-aided schools opined that most of classrooms were not comfortably big enough, no proper ventilations and besides the classrooms were not partitioned. This was perhaps resulted to congestions, noise pollution and thus it became inconvenient for the students to learn.

**Interpersonal Relationship**

5.11.5.4. 59.18% aided and 65.96% un-aided primary schools teachers revealed that there was a good relationship between teachers and the taught which was a healthy indication.

5.11.5.5. About 91.84% and 89.36% of teachers from aided and un-aided schools revealed that the relationship between teachers and headmasters or headmistress in schools was very warm. Therefore, it
indicated that the school climate was healthy and open scope for cooperation.

5.11.5.6. Majority of the teachers from aided and un-aided primary schools (i.e. 69.39% and 68.09%) stated that the relationship among teachers was very interesting, dependable and cooperative. Hence it showed that there was a good interpersonal relationship among the teachers, students and headmasters or headmistress.

Private Tuition

5.11.5.7. The finding showed that 79.59% of teachers from aided and 72.34% from un-aided teachers did not take any private tuition at home. Only few teachers took private tuition as indicated in the finding.

5.11.5.8. The study also revealed that 20.41% and 27.66% of the teachers from both aided and un-aided primary schools who were taking private tuitions stated that the students paid tuition fees regularly.

5.11.5.9. 93.88% of the teachers from both aided and 89.36% from un-aided schools stated that they were not taking private tuitions from students. It seemed that the above finding showed that teachers were not able to take private tuition at home and only few teachers took private tuitions at home for students without taking any tuition fees.

Service Condition

5.11.5.10. The teachers from both aided and un-aided primary schools stated that there were no service conditions and other benefits provided by the school management like medical allowance, pension, TA/DA, house rent, promotion etc. The finding showed that only 26.53% and 25.53% from aided and un-aided schools indicated that
the school management increased only the salary of teachers. It was strongly felt that the government should come out with some policies to provide financial support to those non-government lower primary schools.

**Duration of Work**

5.11.5.11. 77.55% in aided and 76.60% of teachers from un-aided schools stated that the working hour per day was 4 – 5 hours.

5.11.5.12. 63.27% and 61.70% of teachers from both aided and un-aided primary schools stated that the schools were run in a day shift.

5.11.5.13. The study revealed that 51.02% of teachers from aided schools stated that the duration for one period was 30 minutes while 57.45% of teachers from un-aided schools stated that the duration for one period was 40 minutes.

M.B.Buch (1991) studied on optimum teacher- pupil ratio in Schools. His finding revealed –

(1) A large percentage of teachers did not have even taught the minimum prescribed period per week.

(2) More than half of the schools worked for less than 220 days a year.

In accordance with NCERT (2000) He reported that a large percentage of ST schools did not have the required physical facilities. The problems faced by the ST Schools were

(i) Heavy works load

(ii) Lack of expertise

(iii) Inadequacy of equipment funds

(iv) Inadequate number of books

(v) Paucity of funds
Again NCERT (2000) study was found that teachers in Government Primary Schools utilised the teachers’ materials to a great extent than teachers in private primary schools.

Suggestions

5.11.5.14. 71.43 and 61.70% of teachers from both aided and un-aided primary schools suggested that the purpose for solving major problems faced by them were to send teachers for training courses provide teaching materials, supply free textbooks and to have one teacher for each class. The findings showed that due to the lack of the above facilities creating difficulties to teachers to raise the standard of teaching in schools. It seemed that most of these schools have one or two teachers at the most, since the managing committee of the schools did not have enough financial resources to appoint more teachers. Even the lumpsum grant of Rs. 3,000/- as received by some schools from the Government was meant only for the appointment of two teachers. Therefore, it was well understood the position and agony of these schools who did not receive such lumpsum grant of Rs. 3000.

5.11.6.0. Problems of Parents

5.11.6.1. Occupation of Parents

Majority of parents who sent children in both aided and un-aided primary schools indicated that their main occupation was basically agriculture, farmers or cultivators. It was clearly stated that 71% and 59% of the parents were cultivators. Regarding to the finding on parents’ statement it was shown that there were certain imbalances in education of the children from urban and rural backgrounds. Parents in the urban areas were well placed and most of them having government jobs. But parents in the rural areas were generally uneducated and their occupation was to toil the land for agricultural products. Therefore, the finding revealed that most parents were
illiterate and semi-literate but well aware of the importance of education for their children.

5.11.6.2. 62% and 63.54% of the parents who sent children in both aided and unaided lower primary schools expressed that it was necessary to provide education for children. Hence, it was clearly shown that most parents tried to provide education for all children as a first priority.

5.11.6.3. The finding revealed that 53% and 59% of parents who sent their children in both aided and un-aided schools can endeavour to provide education for their children.

5.11.6.4. 60% and 61.98% who sent children in both aided and un-aided primary schools stated that their works were not affected even though children went to schools.

5.11.6.5 95% in aided and 92.19 % of parents of un-aided lower primary schools indicated that they did not want their children to drop out of their studies to assist them in their field works.

5.11.6. A majority of parents who sent their children to both aided and un-aided lower primary schools (i.e. 89% and 96%) stated that the schools hours are very convenient for their children.

5.11.6.7. The study revealed that 90% and 94.79% of parents from both aided and unaided lower primary school indicated that there was a meeting between parents and teachers in schools once or twice a year.

5.11.6.8. 61% and 66.67% of parents who sent children in both aided and unaided lower primary schools expressed that they used to meet the teachers in schools once a week/once a month to know their
performances. Here it showed that parents were very much concerned with their children in schools.

5.11.6.9. The finding indicated that (a) 95.5% and 94.79% of the parents who sent children in both aided and unaided lower primary schools stated that cooperation with teachers in schools was very necessary.

(b) Again, 63.5 % and 81.25 % of parent who sent children in both aided un-aided lower primary schools stated that the school authorities used to meet them frequently.

5.11.6.10. 69 % and 79.59 % of parents who sent children in both aided and unaided lower primary schools used to seek help from teachers when children complaint about their studies.

5.11.6.11. 91 % from aided schools and 82.81% from un-aided schools parents expressed that they were satisfied with the performances of their children in schools.

5.11.6.12. The findings revealed that the main problem that parents were facing was poverty. 31.5% and 20.83% from both aided and unaided lower primary schools expressed that they were trying very hard to fulfill the needs of their children in schools.

The study revealed that parents' cooperation made education more effective for their children. Parents' involvement was one of the best ways to motivate children to go to schools and to attain better results. It appeared that parents were keen to interact with teachers for the welfare of their children and they don't hesitate even if they have to meet teachers every week or once a month. The creation of social distant feeling between teachers and parents did not exist as both were cooperating hands in glove.
NCERT (2001), found out that parents' participation in children's academic activities in relation to their achievement at primary level were

(i) Parents' giving direction and guidance at appropriate time to contribute towards the performance of their children in schools.

(ii) Parent neglecting and ignoring children's academic in relation for better performance.

Again NCERT (2000) studied the teachers' role in influencing enrolment and attendance in primary schools found that –

(i) Teacher's interaction with pupils, parents and elders had positive impact on enrolment in schools.

(ii) Regular parent teachers Association (PTA) Meeting had positive effect on improvement of enrolment and attendance in school.

So that parents were of the opinion that their children like the Programme but could not grasps the meaning because of the local dialect they spoke which was slightly different from the Khasi standard language.

5.11.7.0. Problems of Students

5.11.7.1. 97.5% and 91.79% of the students from both aided and un-aided schools expressed that they went to schools walking. It was usual to all rural areas that students attending schools on walking.

5.11.7.2. The study revealed that 84% of students in aided schools and 81.03% in un-aided schools stated that parents were responsible for their education and also encouraged them to go to schools regularly. Hence it appeared that most of students were encouraged and motivated by their parents to attend schools.

5.11.7.3. 72% of aided students and 67.18% of un-aided students responded that parents bought school books at the beginning of the year.
5.11.7.4. The finding revealed that 80% aided and 83% un-aided primary school students stated that they studied by themselves at home.

5.11.7.5. The finding reveals that -
(i) 54% of aided students and 56.93% un-aided students responded that parents helped them to get their home works done.
(ii) 80% aided students and 78.97% un-aided students responded that they could do their home works by themselves.

5.11.7.6. The study again revealed that 99% of the aided students and 96.41% of un-aided students stated that schools could make them wiser. The overall findings showed that parents procured school books at the beginning of the year and more than 50% parents seemed to be literate who could extend help in their child’s efforts to study. In regard to homework, majority of students were endeavouring to solve problems by themselves because majority of them thought positively that schools would make them wiser.

5.11.7.7. The finding showed that 65% of aided students and 59.49% of un-aided students were experiencing the following problems:
(a) Punishments given by the teachers, teachers were very strict.

5.11.7.8. (a) 69% and 65.13% of the students from both aided and un-aided primary schools stated that there was no problem in walking distant.
(b) 71% of the students from aided schools stated that their school bags were not heavy. On the other hand 55.90% of the un-aided students stated that the school bags were slightly heavy.

5.11.7.9. 80% from aided and 84.10% from un-aided primary schools agreed that they had electricity at home.
5.11.7.10. 96% from aided and 97.44% from un-aided primary schools responded that they understood the teaching of their teachers in schools.

5.11.7.11. The study revealed that 65% and 61.03% of students from both aided and un-aided schools stated that the teachers were very helpful, friendly, understanding and they were good guides for them.

5.11.7.12. (a) Majority of the students from both aided and un-aided schools respectively (i.e. 74.5% and 71.28%) expressed that they were not going for tuition.
(b) 85% and 85.13% of students from both aided and un-aided primary schools stated that they never paid tuition fees because they were not going for tuition. Only few students responded that tuition was free of cost.
(c) Only 15% and 14% of the students from both aided and un-aided schools paid their tuition fees. Some students paid tuitions fees in between Rs 20–100/- and some students paid above Rs. 120. 85% of both aided and un-aided schools' students were not able to go for tuition due to financial difficulties. The finding revealed that only few parents were able to send their children for private tuition.

5.12. Educational Implication

In the present study the educational implication was discussed below:

a) The finding showed that the non-government lower primary schools had contributed a lot for the expansion of literacy in Khasi Hills District of Meghalaya for all children. The Christian missions and village durbar (council) were solely the major organizations responsible for opening up new lower primary schools in both the districts. These non-government lower primary schools had been classified into aided and unaided lower
primary schools. Aided primary school was partially maintained by the government, while the unaided lower primary school on the other hand, the government granted only permission for setting up of the school, and all the necessaries for the school were depended entirely on the managing committee.

b) The result also showed that the headmaster or headmistress of the unaided primary schools was struggling hard for the survival of the schools as these schools were not receiving any support from the government.

c) The result also showed that the non-government lower primary schools in the state were lacking trained teachers besides the number of teachers was very less. These schools were in fact, have only one or two teachers at the most and hence teaching two classes in one period was really a tough job to be carried out by the teachers in such schools.

d) Implication regarding the financial resources, it appeared that aided primary schools received few financial grants from the government for maintenance the schools. While unaided primary schools were not receiving any grant-in-aid from the government. Hence, the unaided primary schools were neglected by the government and as consequences these schools failed to uplift the standard and quality education in the districts.

e) It was therefore, suggested by teachers that more teachers ought to be appointed besides strong partition in the school's hall was required for four classes, so that the pedagogic exercise will be fruitful to the advantage of students who were learning.

f) Another finding revealed that non government lower primary schools in Khasi Hills Districts were facing several problems which may hamper the quality education in these schools. Hence, in this regard the government has to improve the quality education at the primary schools level in general and for universalisation of primary education in Khasi Hills Districts in particular.
g) The school has to organize the parents – teachers meeting frequently to know the parents – child problems and to offer suggestions to parents to improve their perceived problems on the child. Such face to face interaction with parents was helpful for quality improvement.

h) Rules and regulation were essential for the smooth management of the schools.

i) Proper maintenance of school records were necessary for the efficient functioning of the schools.

5. 13. Suggestion for Improving Non – Government Primary Schools.

1. It was also significant to make elaborate discussion regarding the role of non-government lower primary schools in Meghalaya.

2. The Non government lower primary schools aimed at the promotion of elementary education for children in villages.

3. At the initial stage, the non-government lower primary schools were opened without the government sanctioned or approvals.

4. The government at the initial stage should in fact extend financial assistance to these schools and also provide encouragement by giving more incentives, benefits and other facilities to the school as well as to teachers.

5. The government attitudes towards these schools ought to be changed, so that the non government lower primary schools especially the unaided schools be treated fairly with full support from the government to enable them to do justice to the teaching profession.

6. The government should pay the salaries of both aided and unaided lower primary schools teacher regularly.

7. To increase the number of teachers in both aided and unaided lower primary schools.
8. Teachers are to be encouraged to prepare and use the teaching aids as and when necessary. They may be sent for training to improve the teaching competencies.

9. In order to retain teachers on their jobs, the government should extend all possible assistance to all these non government lower primary schools and to evaluate their achievements in term of quality products.

5.14. Conclusion

The major contribution of non government primary schools played a significant role in the development of education in Khasi Hills District. The study had been designed to meet the following criteria such as the historical background of the schools, physical infrastructure, human resources and financial resources. The study was appropriate to know the development of aided and unaided non government lower primary schools in Khasi Hills Districts of Meghalaya.

In general it was found that majority of the non government lower primary schools i.e, aided and unaided schools were managed by the different organizations, agencies or councils like the different churches/village councils, or durbar and other missions like Ramkrishna Mission, NGOs and Private Parties. The main purpose of the opening the school was to spread literacy and education for all children in their respective villages.

The analysis of the study revealed that about 96% of headmaster and teachers from aided and unaided lower primary schools were facing certain problems in the schools due to less number of teaching staff, lack of school materials and teaching aids, besides no service condition were provided to the teachers.

The management of unaided lower primary schools was different from that of the aided lower primary schools because the unaided primary schools stated that the Managing Committee of the schools had to look after for the maintenance of the schools and grant-in-aid
from the government. In order to retain efficient teachers in the schools, their salaries ought to be enhanced on the higher side. In fact, the unaided primary schools were facing more serious problems as they depended on their resources like fees, donation, contribution etc and above all the steps motherly attitude of the government towards the schools needed an urgent attention for the improvement of these schools and for their survival. Welfare schemes for teachers must be initiated to uphold their dignity. The government therefore, should take more interest in developing and financing these non government lower primary schools and adequate grants should be allotted to all these schools irrespective of their status, whether aided or unaided primary schools. In this way, the future of these non government lower primary schools will be bright and prosperous in years to come. But it depends much on the political will and the bureaucratic interests.

5.15. Suggestion for Further Research

1. A study can be conducted to find out the contribution of the Non government upper primary schools towards the development of education.

2. Another area would be to find out the difference between academic performances of the aided and unaided lower primary schools in East and West Khasi Hills Districts.

3. To study the management and control of lower primary schools by the government.

4. A study on the problems of single or two teacher schools and the overall result of student performances.

5. A study on the role played by the government in both aided and unaided lower primary schools in Meghalaya.

6. A study on the various problems faced by the non government lower primary schools in the past and at present.