



## SCHOOL ADMINISTRATION AND MANAGEMENT: AN EVALUATIVE STUDY OF WEST GARO HILLS MEGHALAYA

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### ABSTRACT

*Education is the most important tool for social, political and economic development in the country. It is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. It strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity. It is important to provide a strong educational foundation to the young generation to ensure the development of open-minded global citizens securing the future for everyone. It is also the powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth. In order to facilitate and simplify these actions one of the major tool is to have automated school management. School management system consists of tasks such as registering students, attendance record keeping to Control absentees, producing report cards, producing official transcript, preparing timetable and producing different reports for teachers, parents and other stakeholders. This present study was an attempt to know the administration and management of schools in West Garo Hills, Meghalaya.*

**Keywords:** Evaluative Study, Administration, Management, Schools.

### 1.0 INTRODUCTION

Education in India is a matter of prime concern for the Government of India. Traditional Indian Education boasts of the Vedas, the Puranas, the Ayurveda, the Arthashastra and many more and is a marvel of the Indian intellect. In the system of Gurukula (ancient Indian system of dispersing knowledge) the adolescent boys stayed in the house of the teacher (Guru) to gain knowledge over a stipulated time period. The Brahmacharya (celibacy) state was observed till a certain age while women and lower caste people had no access to education in the Middle Ages. The reform movement spread by the Sufi, Bhakti, Jain and Buddhist religions reduced the pain of the oppressed segments of the society and educational reforms gained eminence in the nineteenth century.

After Independence, education for all was the mission of the government. The unhealthy practice of discrimination was removed by the 86<sup>th</sup> Constitutional Amendments and education has been made compulsory for the age group 6-14.

However the efforts of upgrading the standards of Indian education are not meeting with success, due to hurdles in accessibility, poverty and other factors. Due to widespread poverty the government of India is not able to achieve higher success in the implemented projects. The 11<sup>th</sup> 5-year plan alleviates the importance of development in the education sector and primary education as well as higher education is given equal importance in this plan

### 1.1 EDUCATION IN MEGHALAYA

Education in Meghalaya has been a recent one commencing with the formulation of a Khasi alphabet in 1824 by Rev. Thomas Jones, a Welsh Missionary and Garo

alphabet was evolved in 1902 by American Missionaries using the Roman Script. The Christian Missionaries were the first to start modern education in different parts of Meghalaya. No strict rules required natives of the colonies to be well educated, so only a few elementary schools were functioning in Meghalaya

The first college was established in Shillong in 1924 by the Christian Brothers of Ireland. Over the years several quality colleges and public schools were established at former hill stations. The latter were prepared for education because of their good climate and strong colonial influence. The literacy rate of the state has been rising at a good pace during the past six decades from 1951-2011. The Indian state of Meghalaya has a literacy rate of 75.48% as per census 2011 (it is 77.17% for males and 73.78% for females). The education department in Meghalaya strives hard to live up to probable challenges that may arise in the Human Resource Development Sector of the state. It is also promoting the concept of Right to Free and Compulsory Education in the state. The state government has also introduced midday meals in schools in June 2011. It has been observed that following the introduction of the mid day meal plan, the percentage of non attending students which was earlier 25% has slashed to 16% showing a marked improvement by 9%.

For instance, it has been observed (as per Annual Status of Education Report), that around 7% of children aged between 6 and 14 do not go to school. Children between 3 and 6 do not attend any pre-primary or preparatory school in the state. The area that is affected the most as far as the elementary education in the state is concerned is Jaintia Hills. Compulsory and Free Education is offered to

students until the age of 14. The state has colleges and universities that offer academic courses in Arts, Science and Commerce. A student can also seek admission into the University for higher education. Meghalaya has many professional colleges which include engineering, medical, law and management colleges. North Eastern Hill University is the affiliating body for most of the colleges in the state of Meghalaya.

## 1.2 EDUCATION IN GARO HILLS

The propagation of education in Garo Hills was therefore, the American Baptist Mission, which however, concentrated its activities only in a few areas where it had established its mission stations. Until 1911, when only 23 people per thousand were returned as literate, progress was very slow.

Between 1911 and 1951, education in this district made slight though still insufficient progress. According to the 1951 census, the percentage of this district was only 7.3% compared to the all India average of 16%. An upward trend was apparent after independence, the most remarkable progress achieved being in the field of primary education. As a result, literacy spread at a faster rate than in the plains, during the 1951-1961 decade. The increase in literacy has been due to the rapid increase in the number of educational institutions.

The high schools in the district are affiliated to Meghalaya Board of School Education except for Tura Public School and Kendriya Vidyalaya School, Tura who offer ICSE and CBSE courses respectively. Tura is the headquarters in this district and there was only one college i.e. Tura Government College up till 1981. But now there are four colleges and two P.G.T Colleges in this district and. Montfort Centre for Education also providing education to the physically handicapped children, which also provides training to the teachers to properly equip them to educate the physically handicapped students. In this district there also exists a campus of North Eastern Hill University in Tura which courses in English, Garo, Education, RDAP (Rural Development and Agricultural Production) and MBA (Masters in Business Administration), Horticulture, Agri-Business Management & Food Technology, Computer Application, History & Archaeology are being conducted. The Indira Gandhi National Open University (IGNOU) also has a study centre at Tura, operating at Tura Government College Compound which imparts education in different courses. There are two Theological Colleges-St Peters Seminary for Roman Catholics and A.chik Theological College for Baptists at Baptist Mission Compound.

## 1.3 GOVERNING BODIES OF EDUCATION

Central Board of Secondary Education (CBSE)–The Central Board of Secondary Education was founded in 3 November 1962, its headquarters is in New Delhi. This board is the main governing body of education system in India. It is a board of education for public and private schools, under the Union Government of India. It has control over the central education system. It conducts final examinations for class 10 and 12 every year in the month of March and

the results are announced by the end of May, and this board looks after the functioning of schools accredited to central education system.

Council of Indian School Certificate Examination (CISCE) –This board was established in 1958 by the University of Cambridge. It is a board for Anglo Indian studies in India. This board is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just as pluralistic society, promoting introspective living, by creating exciting learning opportunities with a commitment to excellence. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'. Indian Certificate of Secondary Education is a k-10 examination for those Indian Students who have just completed class 10<sup>th</sup> and Indian School Certificate is a k-12 public examination conducted for those studying in class 12<sup>th</sup>.

Meghalaya Board of School Education (MBOSE) – The Meghalaya Board of School Education ((MBOSE) was established in the year 1973, as to regulate control and supervise matters related to school education in the state of Meghalaya. It was initially set up to control the SSLC exam. MBOSE has also been responsible for conducting the Secondary School Leaving Certificate (SSLC) as well as the Higher Secondary School Leaving Certificate Examination (HSSLC).

## 1.4 REVIEW OF RELATED LITERATURE

Anwar (1988), found that "A comparative study of the problems experienced by Secondary School teachers under different management in Andhra Pradesh and the impact of performance of students" was undertaken. It revealed that the educational facilities available in the High Schools under different management. There were marked differences in the infrastructure facilities in the schools under different management. Private schools were in much better conditions followed by the Zilla Parishad Schools and government schools took the third position. Mode of selection for the recruitment of teachers were found to have either advantage like good financial support, good salaries, leave salaries, retirement benefits and job security. Private school teachers were answerable to the management for the performance of the students.

Khongwir (1990), study the contribution of St. Anthony's School Shillong to the development of education in Meghalaya. The study revolved that; the region (Meghalaya) was once in the shadow of darkness in respect to education during the British government who had done nothing for the education of the people in this hill area. Administration adopted by the school was democratic and management implies the decentralised authority and power. The missionaries themselves shoulder the responsibility of appointing local teachers. As the financial aid from the government was insufficient, the teachers were always on the look – out for the higher pay government jobs. The school maintained records and they are checked periodically, overall, the school had contribute

much to the all round development of its inmates through the year.

Talang (1992) conducted a study on the contribution of Seng Khasi Schools to the development of education in Meghalaya. He found that Seng Khasi School is the only sectarian secular private educational institution in the state of Meghalaya. The aim of the school is to propagate education and traditional institution to all section of the people in the society. The school was founded in the year 1921 and was recognised by the government in 1964. Administration of the school was carried out by the headmaster with the help of teachers along with the managing committee. Annual grant to the school was borne by the state government. The school provides a library for the student's where magazines, journals and reference books on different subjects are kept.

Hasen (1992), made a study and report that the administrative behaviour of Secondary school heads are generally affected by their attitude towards profession, job satisfaction personal, inter-personal and social adequacy and educational qualification as well as their administrative experiences. But the type of school management, fields of specialisation and teaching experience of the head did not seem to provide any difference in the administrative behaviour of Secondary school heads.

Mohapatra (1991), studied in comparative study of the problems of the Government Schools and the privately managed school, has found out that while both types of schools were characterised generally by crowded classes, poor human relation, disapproval of the procedure of preparation and selection of text books and that both types generally encouraged private tuition. The government school teachers were provided with better infrastructural facilities, laboratory equipment, residential accommodation, etc and consequently they showed better results in the final High School Leaving Examination. Again the government school teachers were found to be more satisfied than the teachers of privately managed secondary schools.

Henia (1988), in one of her objectives to study the improvement of Primary, Secondary and Higher Education in Manipur from the time of Independence found out that

- a) The fast development of the Hill Tribal Education was put in much by the Western Christian Missionaries.
- b) To remove illiteracy in Manipur, Adult Education or Social Education was launched by opening up centres for Adult Literacy, community- cum - information, village libraries, rural youth Services etc.

Lang (1999), in the study on Catholic Church and Secondary School curriculum in Ireland found the following:

- a) The majority of the secondary schools were Catholic schools and were managed by Catholic Bishops, diocesan authorities and religious order.

- b) The Catholic Church safeguards its own interest even in the making of the policies.
- c) The primary aim of education was religion.

Marak (1981 - 1982) conducted "A survey of Secondary Schools of West Garo Hills District with special reference to the physical infrastructure available in the institution, position of the staff, the enrolment of students and High School Leaving Certificate Examination results". The major findings are

- a) Majority of the school buildings are of Assam type. While schools in the urban areas are provided with electricity, the rural schools do not have electricity.

Quite a number of schools do not possess a separate library room separate teacher's room, drinking water facilities, ventilation latrine etc.

- b) The co - curricular activities are not organised in many schools

### 1.5 SIGNIFICANCE OF THE STUDY

Schools are established for the purposes of achieving set goals. In order to achieve these goals, teachers and principals are appointed to manage the affairs of the school. Their functions are not just limited to teaching alone, but ensuring that everything runs smoothly and that there is strict accountability.

This study is undertaken to find out the school management techniques rendered by the teachers in school and to measure its effectiveness through the behaviours of the children with special needs. This study will be very beneficial to the teachers who are still in the teaching profession. Through this research, teachers may purposefully discover how school management is conducive to learning. The research will also benefit those people who plan for the curriculum in changing through time it is examined, evaluated and revised to meet the different and changing learning styles of the student. The result of this study will help teachers to appreciate their important position in school management system.

### 1.6 OBJECTIVES OF THE STUDY

The objectives of study are as follows:-

- a) To study the administrative set up in schools.
- b) To find out the infrastructure facilities in schools.
- c) To find out the various schemes and funds provided for the school.
- d) To find out the recruitment process in schools.

### 1.7 RESEARCH QUESTIONS

- a) What is the administrative set up in the schools in West Garo Hills District?
- b) How is the administrative set up in the schools in West Garo Hills District?
- c) What are the infrastructural facilities in the

- schools in West Garo Hills District?
- d) Is there a sufficient infrastructure facility in the schools in West Garo Hills District?
  - e) What are the various schemes for the schools in West Garo Hills District?
  - f) What are the various funds provided for the schools in West Garo Hills District?
  - g) What is the recruitment process in the schools in West Garo Hills District?
  - h) Is there sound recruitment process in the schools in West Garo Hills District?

**1.8 METHODOLOGY OF THE STUDY**

**a) Design of the Study:** -The researcher had used survey method to investigate and evaluate the implementation of policies and schemes for the proper school management.

**b) Population of the Study:** - There are 28 schools in Tura under West Garo Hills District where in the universe of study from where the required sample is drawn for the collection of required data.

**Table 3.1: Population of the Study**

S. No.	Name of the Schools	No. of Teachers
1.	Kendriya Vidyalaya School	23
2.	Gorkha Secondary School, Tura	10
3.	St. Marys Higher Secondary School, Tura	41
4.	Akonggre School, Tura	8
5.	Tura Hindi Secondary School Tura	13
6.	Wilson Academy School, Tura	12
7.	Embee Rosebud Secondary School, Tura	15
8.	Sunbeam School Tura	15
9.	Mother Angeles Secondary School, Tura	16
10.	Christian Girls Higher Secondary School, Tura	37
11.	Hillcrest Secondary School, Tura	15

12.	Hawakhana Higher Secondary School, Tura	22
13.	Tura Town Higher Secondary School	16
14.	Garo Union Higher Secondary School, Tura	24
15.	P.A.S.M Police Public Secondary School Tura	17
16.	Nivedita Girls School Tura	9
17.	Government Boys Higher Secondary School, Tura	30
18.	Mothers Union School, Tura	10
19.	Shri Goudiya Vedanta Vidyapith School, Tura	17
20.	Sherwood School, Tura	23
21.	Riverdale School, Tura	18
22.	Montfort Secondary School, Tura	27
23.	Hill View Secondary School, Tura	13
24.	Government Girls Higher Secondary School, Tura	34
25.	St. Anthony's School Tura	10
26.	Public School, Tura	19
<b>Total</b>		<b>494</b>

**c) Sample Size** - The researcher has collected data from 19 schools and interacted 186 teaching staff including the Head of the institution.

**Table 3.2 Sample of the Study**

S. No.	Name of the Schools	Male	Female
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1.	<i>Kendriya Vidyalaya School</i>	19	3
2.	<i>Gorkha Secondary School, Tura</i>	3	2
3.	<i>St. Marys Higher Secondary School, Tura</i>	5	1
4.	<i>Akonggre School, Tura</i>	2	4
5.	<i>Tura Hindi Secondary School Tura</i>	4	6
6.	<i>Wilson Academy School, Tura</i>	4	8
7.	<i>Embee Rosebud Secondary School, Tura</i>	4	10
8.	<i>Sunbeam School Tura</i>	2	11
9.	<i>Mother Angeles Secondary School, Tura</i>	5	11
10.	<i>Christian Girls Higher Secondary School, Tura</i>	0	5
11.	<i>Hillcrest Secondary School, Tura</i>	1	3
12.	<i>Hawakhana Higher Secondary School, Tura</i>	0	4
13.	<i>Tura Town Higher Secondary School</i>	5	5
14.	<i>Garos Union Higher Secondary School, Tura</i>	4	15
15.	<i>P.A.S.M Police Public Secondary School Tura</i>	5	9

16.	<i>Nivedita Girls School Tura</i>	1	3
17.	<i>Government Boys Higher Secondary School, Tura</i>	0	1
18.	<i>Mothers Union School, Tura</i>	3	3
19.	<i>Shri Goudiya Vedanta Vidyapith School, Tura</i>	7	8
<b>Total</b>		<b>75</b>	<b>111</b>

**d) Tools for the study-** The researcher collected data based on questionnaire and interview scheduled for data collection. The researcher used both open and close-ended questionnaire. The interview scheduled was based on the instant interaction.

**e) Data Collection-** The researcher went to the selected schools of Tura and distribute questionnaire to the teaching staff and the head of the institution and after the questionnaire was filled the researcher went to collect the data personally

**f) Statistical Technique-** The data collected has been analysed by using simple average, mean, and presented through tables and graphical presentation.

### 1.9 MAIN FINDINGS

The various findings of the study can be illustrated in the following which are subjected to the researcher points of view and from the information collected from the Head and Assistant Teacher of Tura West Garo Hills, Meghalaya.

- Managing Committee is the head for the management of the school
- The members of the managing committee involved in decision-making.
- Above 200 days the teachers are required to attend the school in an academic year.
- The principle of hierarchy is strictly followed in the school.
- The school adopt admission test method for admission purpose of student.
- There are enough classrooms for all students in the school and there are more than 8 classrooms in each school.
- There is separate toilet for both boys and girls in the school.
- There are proper drinking water facilities in the school.

- i) The researcher found out that the total no. of the strength of classroom is 211, the staffroom is 29, 1985 desks and 1985 benches in 19 schools in the West Garo Hills District.
- j) There are sufficient computer labs in the schools.
- k) The researcher found out that the majority of the schools in West Garo Hills District are receiving funds from the government.
- l) The government provides the funds for the school in accordance to the schemes of the government.
- m) The researcher found out that from the 19 schools majority of the school receives funds for the construction purpose in West Garo Hills District.
- n) From 19 schools of West Garo Hills District, some school provide mid-day meal for the students, provide free book distribution for the students both in government and in private schools.
- o) The school adopt interview method for recruiting the teachers in West Garo Hills District.
- p) There are training facilities for teachers in the school.
- q) Managing committee is responsible for the recruitment process.
- r) There is no effect on the recruitment process of teacher.

### 1.10 Suggestions

- a) The teacher can make effort to attend regularly in the school and in their duties so that the students can get better understanding for their studies.
- b) There should be separate toilet for both boys and girls and the school should have sufficient computer lab for the students.
- c) Both the managing committee and the head of the institution must involve in decision-making process.
- d) The school should have different facilities like sufficient playground, amenity centre, hostel and other facilities for students inside the campus.
- e) The classroom should be equipped with modern technology like projectors, white board etc.
- f) The school used to do both interview and admission test for the requirement of admission before entering the school.

### 1.11 Conclusion

School education is a vital tool that is used in the contemporary world to for growth and development. Education is important as it is helps to face the challenges in life. The knowledge that is attained through education helps open doors to a lot of opportunities of better prospects in career growth. In West Garo Hills the school education is provided by both the government and the

private sector. The Study investigated the management system of schools with special reference to West Garo Hills District. The study shows that there is a lack of infrastructural facilities in many schools for the students as well as for teachers. Therefore, the concerned authorities can take initiatives to provide adequate facilities to the students as well as for teachers. In every school the teachers are vital component of education system. They stand at the most important point in the educational process and people look towards them for knowledge, wisdom, manners, morals, inspiration and enlightenment. The teachers play an important role to manage the development of schools in society. The teachers are responsible for the proper upbringing of the future generation. Therefore, it is necessary to provide adequate facilities for the teachers to perform their work effectively and efficiently.

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