



## AN EVALUATIVE STUDY OF MANAGEMENT OF SCHOOLS IN EAST GARO HILLS DISTRICT MEGHALAYA

DR. ZACHARIAS TIRKEY <sup>1</sup>

<sup>1</sup> ASSISTANT PROFESSOR, UNIVERSITY OF SCIENCE & TECHNOLOGY, MEGHALAYA.

### ABSTRACT

*Education is one of the most important elements for the development of individual human being for complete living. Education bringing out the ideas which are universally present in the mind of an individual. It plays an important role in eradication of the poverty. Education can change the scenario of the life of the common people. Education is the process of facilitating learning, knowledge, skills, and values of a group of people are transferred to other people, through storytelling, discussion, teaching Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Since ancient time education has been playing an important role in our society. In present time education is in such a way that without it we cannot think our development and of course a better life in the future. In India, the government takes initiative to emphase on implementations schemes for free and compulsory education to all below 14 years to give more emphasis on education as a remedial measure for the development of individual in society. In Meghalaya various schemes, policies have been implemented like Sharva Siksha Abhiyan etc. Education in India is provided by public sector as well as the private sector, with control and funding coming from three levels: central, state and local. Under various articles of the Indian Constitution, free and compulsory education is provided as fundamental right to children between the ages of 6 -14. The ratio of public schools in India is 7.5. India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three-quarters of the population in the 7-10 age group by 2011. India's improved education system is often cited as one of the main contributors to its economic development. The present study is to evaluate the management system, teaching methods, examination system of the schools in East Garo Hills Meghalaya.*

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

### 1.1 Introduction

The free and compulsory education act was enacted in 2009 for the every child in the age group of 6-14 years. These children will be provided 8 years of elementary education in the age appropriate classroom in the nearby neighbourhood. It was a historic day for the people of India because the Right to Education was given to a child without any distinction on the basis of caste, religion and status etc. Any cost that prevents a child from accessing school will be borne by the state which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling. All schools will have to prescribe their norms and standards laid out under the act and no schools that do not fulfill these standards within 3 years will be allowed to function. No child shall be denied from the admission on the lack of any documents and no child shall be turned away even after the date of admission is over.

In a notification dated 31<sup>st</sup> March 2010, the central Government authorized the National Council of Education Research and Training (NCERT) as the academic authority under section 29 of the RTE Act that would lay down the curriculum and evaluation procedure for elementary education. This is significant development, since the previous practice of the NCERT preparing the National Curriculum Frame (NCF) was purely advisory in nature. Under the Act, state governments will also specify academic authorities that will lay curriculum and

evaluation procedures at the state level.

Meghalaya Board of School was formed in the year 1973 as per the Meghalaya Board of School of Education Act so as to regulate, control and supervise the matters related to any schools established under state of Meghalaya. Its headquarter is at Tura (West Garo hills) and it has regional office located in Shillong. Initially the MBOSE was set up mainly for controlling SSLC exams until the pre-university was discontinued by the North Eastern Hills University (NEHU) in 1996. Now it is responsible for conducting Secondary School Leaving Certificate and Higher Secondary School Certificate exams in the state.

### 1.2 Justification

The present study is to evaluate the management of private and government schools established under in East Garo Hills. Education really means to discover new things we don't know about and increase our knowledge. It is the foremost responsibility of a society to educate its citizens. Education plays a great role in the life of everyone all through the life. Getting proper education is very necessary to get success and happy life just like food is necessary for healthy body. It is very important to live luxurious and better life. Management is a process of planning, organizing, leading and controlling the efforts of organizational members by using all organization the resources to achieve stated organizational goals. Management in businesses and organizations is the

function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively.

### 1.3 Review of Related Literature

Akangtemba (1986), found that the major problems of Primary Education were related with the irrelevant text books, lack of physical facilities, absence of school libraries, confusion in introduction of pre - primary Education, absence of cumulative records, absence of reformatory centres, failures of the follow up programme, lack of support among the teachers, parents and students.

Lyndem (1985), made a study on the development plans and progress in Primary Education in the state of Meghalaya since independence and found that: Baring the establishment of Government High School in 1894, the Government did not do anything directly in educating the Khasis till the early part of the 20th century. It is only in the General Report of Public Instruction in East Bengal and Assam (1970-1908) that we find the beginning of the Governmental efforts in educating the Khasis and the Jaintia. There were 4 middle schools for boys with 545 pupils, one Middle school for girls with 161 pupils, 336 Primary schools for boys with 6559 pupils and 33 Primary schools for girls with 746 pupils. There was an increase of 50 schools during the year and the total enrolment rose by 3054. There was a Training class for Khasi teacher learning English in Shillong High School and a training school for Khasi Primary teacher at Jowai in Jaintia Hills. The Gazetteers of North Bengal and North- East India reported that in 1901 the proportion of literate person in the Khasi and Jaintia Hills was 5.7% higher than in other districts of Assam 28.

Dkhar (1985), stated that the Growth and Development of Dkhar (1985), stated that the Growth and Development of Education in the state of Meghalaya is attributed to the hard work given by the missionaries as they were able to instil in the people the needs and importance of being educated. The literacy rate had gradually risen since the creation of the state in 1972, yet majority of the people still remain illiterate. So far, only two acts namely:- (a) The Meghalaya Board of School Education Act 1974 and (b) The Meghalaya school Education Act 1981 has been pass on education.

Jala (1986), in his research found out that there is no formal school of education in the state till about the end of the 19th century. The Christian Missionaries were the first to start school in 1847. In 1876, the American Baptist opened school at Tura. The expansion on Secondary Education in Meghalaya during 1972-1984 is an encouraging trend. Lack of fund, high enrolment, over-crowded classes, appointment of unqualified teachers, existing unsatisfactory service conditions are the main problems of Secondary Education in the state

Haseen (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 specialization and teaching experience of the head did not seems to produce any differences in the administrative behaviour of Secondary School heads.

Appalwar (1995), in his study on the evaluation of Administration of Secondary School of Adalabad found that, (i) Government Secondary School differed from ZillaParishad Secondary School in respect of Organisational Climate

### 1.4 Objective of the Study

The objectives are as follow:

- a) To study the system of administration.
- b) To find out the financial resources of the schools.
- c) To study the system of teachings.
- d) To study the examination system of the school.

### 1.5 Methodology

- a) **Design study-** Survey design has been employed to investigate and evaluate the implementation of policies and schemes for the proper school management.
- b) **Population-** There are 12 schools in Williamnagar under East Garo Hills District.

**Table 1: Universe of the Study**

SL NO.	NAME OF THE SCHOOLS	NO. OF THE STUDENTS
1	Rongrenggiri Govt.Higher Secondary,	450
2	Edecure higher secondary school	200
3	Chidekgre Higher Secondary School	350
4	Williamnagar Girls Secondary School	560
5	Penuel Secondary School Mount Penuel	670
6	Sunbeam Secondary School	350
7	Sacared Heart Secondary School	978
8	Green Hill Secondary School	568
9	Greenyard Secondary School	1078

10	Williamnagar Vidhya Mandir school	200
11	Loyola Higher Secondary School	400
12	Ferrando Higher Secondary School	300
<b>TOTAL</b>		<b>6,104</b>

c) **Sample size-** 8 schools with 110 teachers and 51 student are the sample of the study.

**Table 3.3: Sample of the study**

RESPONDENT	NUMBER
Teachers	110
Student	51
<b>TOTAL</b>	<b>161</b>

d) **Tools-** The researcher used two tools to study which are given below

(i) **Questionnaire-** A questionnaire is prepared by researcher to collect the data to evaluate the system of management of the schools.

(ii) **Interview schedule-** An interview schedule is developed by the researcher to interview.

e) **Data Collection-** The investigator went to the selected schools of Williamnagar and distribute questionnaire to the teaching staff, non-teachings, administrator, student and after the questionnaire was filled the researcher went to collect the data personally.

f) **Statistical Technique-** The collected data are being analyzed by using simple averages means.

**1.6 Findings**

The following findings are subjected to the investigator’s point of view and also from the information collected, observed from the field.

a) It was found that 43.64% of teachers responded that funds and grants are managed by the headmaster/headmistress out of 100% and they are satisfied with the grants given by the government.

b) The study shows that 52.72% teachers responded that there are no different management departments and students responded that there are no libraries in their schools.

c) From the study, it was found that both teachers and students responded that there are no financial support from the government and respondent has mention some of the educational schemes like science grant, workshop training and SSA.

d) The finding shows that maximum teachers

(89.99%) and student (99%) responded that their school used English as the language in teaching and maximum no. of teachers used lecture method.

e) Minimum respondents like 22.73% teachers out of 100% and 19.6% student responded that there are smart-class facilities in school.

f) From the studies, it was found that maximum teachers (63.64%) and 37.26% student responded that teachers used the lecture method whereas others had different responses.

g) The analysis information shows that 100% respondent agreed with the restriction on mobile in the examination hall.

h) It was found that 100% respondent agreed that duration of exams is given for 3 hours.

i) The findings show that maximum respondent from both teachers and student responded that their schools conducted weekly test and maximum teachers and student responded that their school did not declare result in grade system.

**1.7 Suggestions**

The following steps can be taken to make the management of educational institutions more effective and improve quality of education.

i. Improvement of financial and performance of the management body and use of technology can help to improve school management system.

ii. Teachers should be given appropriate training to improve the quality of education.

iii. There should be proper infrastructures and all kinds of necessity facilities should be allotted to the students.

iv. Every school should have proper library rooms with available varieties of books and there is a need of smart-class in every school.

v. The management can conduct parents meeting and their participation in management is very important in order to discuss the needs of the students.

vi. There is a need for arrangement of playground and arrangement for securing the school building by a boundary wall or fencing.

vii. There is a need for encouraging the government to establish more schools in the remote areas.

viii. The delivery of education must be characterized by innovation where the routes to progression can be flexible.

**1.8 Conclusion**

School education, which lays the foundation for skill development in the future, has been provided as the right to all children. In addition to the Government’s schools, the private sector has also play an important role in improvement the education in the state. Education is that

which transform a person to live a better life and even in social well-being. A person who gets good education will become good citizen, more dependable worker. The whole education has been divided into three divisions such as primary education, secondary education and higher education and all the division of education have their own importance and benefits. Knowledge gained throughout the education period enables each and every individual confident about their life. At present only the educated leaders who build the nation and lead to the height of success. Modern education system is fully capable to remove the social issues of illiteracy and inequality among the people of different race, religion and caste. Lastly, education is essential tool for bright future for all of us.

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