

**ANNUAL WORK PLAN
AND BUDGET 2014-15**

**RASHTRIYA
MADHYAMIK SHIKSHA
ABHIYAN**

MEGHALAYA

**OFFICE OF THE STATE EDUCATION MISSION
AUTHORITY OF MEGHALAYA:::SHILLONG.**

No. SEMAM/RMSA/AP/56/2014-15/10

Dated Shillong, the 27th February, 2014

From: *Shri. F.R. Kharkongor, IAS,
State Project Director, RMSA,
& Secretary Education,
Meghalaya, Shillong.*

To: *Smt. Caralyn Khongwar Deshmukh,
Director, Sch.1 (RMSA),
Ministry of Human Resource Development,
Department of School Education & Literacy,
Shastri Bhavan, New Delhi- 110115.*

Sub: *Submission of AWP&B 2014-15.*

Madam,

With reference to the above, I am enclosing herewith the AWP&B 2014-15 of RMSA for Meghalaya, for favour of your information and necessary action.

Yours faithfully,

[Signature]
**State Project Director, RMSA,
& Secretary Education,
Meghalaya, Shillong.**

Memo No. SEMAM/RMSA/AP/56/2014-15/10-A

Dated Shillong, the 27th February, 2014

Copy to:

✓ Ms. Recna Sharma, RMSA-TSG, Coordinator- Meghalaya, New Delhi.

[Signature]
**State Project Director, RMSA,
& Secretary Education,
Meghalaya, Shillong.**

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CHAPTER – I

STATE PROFILE

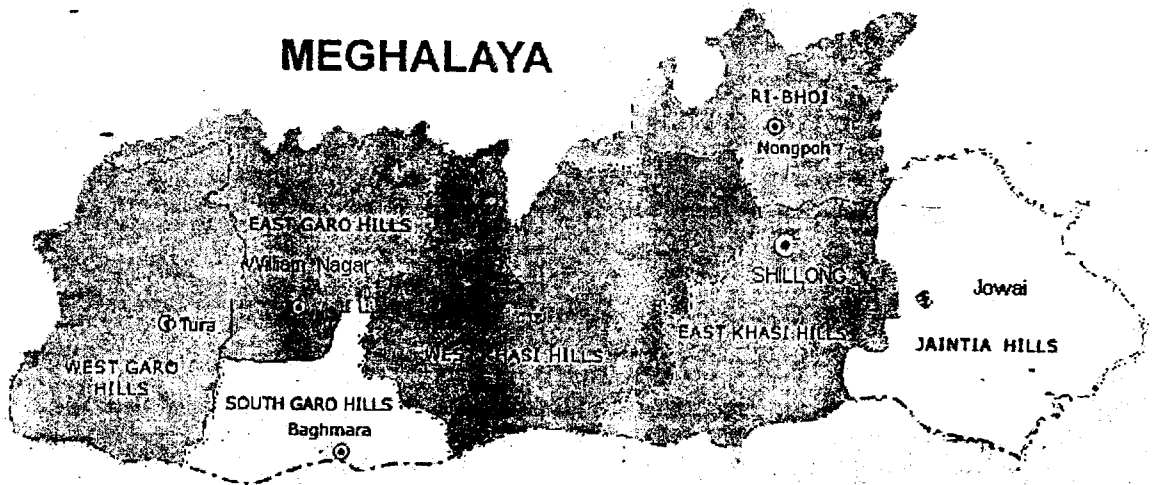
Meghalaya or megh- cloud; alay- home; is a picturesque but tiny state in the northeastern region of India. As the state remained cut off from mainstream India for a long time due to some ethnic problems, it has been able to survive the onslaught of crass commercialization that has taken over other famous tourist centers of India. As is the name, the state receives heavy rainfall and two of the world's wettest places are located in Meghalaya. Full of vibrant culture, tradition, great scenic beauty, and tranquility are some of the attractions of the state that can pull any tourist in.

Meghalaya is a hilly strip in the eastern part of the country about 300 km long (east-west) and 100 km wide, with a total area of about 22,720 Km². The population numbered 21,75,000 as per the census 2001 and 29,64,007 as per the provisional figures of census 2011. The state is bounded on the north and east by Assam and by Bangladesh on the south and west. The capital is Shillong also known as the Scotland of the East, which has a population of 260,000.

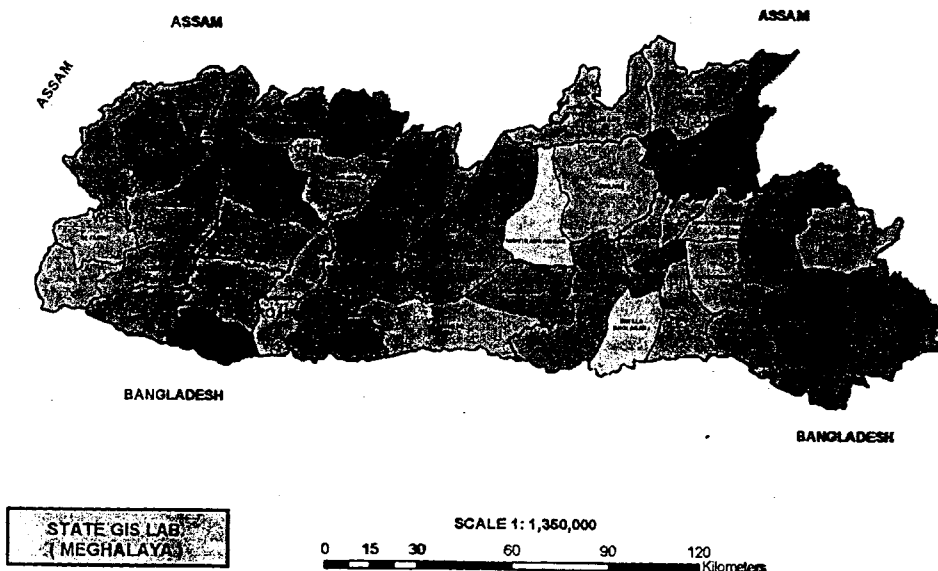
About one third of the state is forested. The Meghalaya subtropical forests ecoregion encompasses the state; its mountain forests are distinct from the lowland tropical forests to the north and south. The forests of Meghalaya are notable for their biodiversity of mammals, birds, and plants.

Meghalaya is predominantly an agrarian economy. The important crops of the state are potato, rice, maize, pineapple, banana etc.


MAP OF MEGHALAYA SHOWING LOCATION AND BOUNDARIES OF DISTRICTS



Map of Meghalaya showing R.D Block



Location of Meghalaya in India

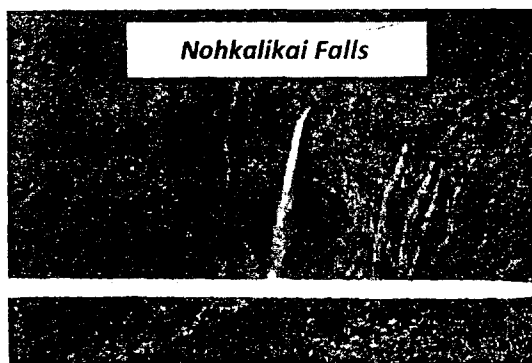
Coordinates	25.57°N 91.88°E / 25.57°N 91.88°E / 25.57; 91.88 Coordinates; 25.57°N 91.88°E / 25.57°N 91.88°E / 25.57°N 91.88°E / 25.57; 91.
Country	 India
District(s)	7 (+ 4 – Newly created)
Established	1972-01-21
Capital	Shillong
Largest City	Shillong
Governor	K. K. Paul
Chief Minister	Mukul Sangma
Legislature (seats)	Unicameral (60)
Population	2966889 as per 2011 Census
Density	103/km ² (267/sq mi)
HDI (2005)	0.585 (medium) (19 th)
Literacy	75.48% (2011 Census)
Official Language	Khasi, Jnar, Garo, Hindi, English
Time Zone	IST (UTC +5:30)
Area	22720 km ² (8772 sq mi)
ISO	3166-2 IN-ML
Website	meghalaya.nic.in

Location and Geo- Physical Features

Meghalaya is located in the northeast region of India, and extends latitude $20^{\circ}1'N-26^{\circ}5'N$ and longitude $85^{\circ}49'E-92^{\circ}52'E$. It extends for about 300 km in length and about 100 km in width. It is bounded on the north and east by the Indian state of Assam and on the south and west by Bangladesh. A compact and isolated state in the northeastern region of India, Meghalaya extends to 22,429 sq km of land. The landscape of Meghalaya is mostly rolling plateau with south-facing slopes being extremely steep. With the hill rising to 2,000 m, the state is cool despite its proximity to tropics. The state abounds in lakes and waterfalls. Meghalaya lies in a severe earthquake belt and it has already faced some of them in the centuries gone by.



Around 30% of total land in Meghalaya is under forest cover. Depending on the varied scales of rainfall at different parts of the year and at different altitudes and places, both tropical and temperate vegetation occur in Meghalaya. Different parts of many plants growing in Meghalaya have been put to medicinal use.



Brief History

There is not much information on the history of Meghalaya apart from accounts of the more important Khasi kingdoms in the chronicles of the neighboring Ahoms and Kacharis.

The first written history of the state came into existence only after the British tried to construct a rail line through this area to connect Bengal and Assam that ultimately led to a treaty with the Khasi principality of Nongkhlaw. However, with the treaty came opposition, which forced the ruler to repudiate the treaty in 1829. This led to direct confrontation between Khasis and the British and by 1830s, the local rulers had submitted to

the latter. The tribes continued their practices in seclusion until rulers of the region acceded to the newly independent country of India.

The Khasi, Garo, and Jaintia tribes each had their own kingdoms until they came under the British administration in the 19th century. Later, the British incorporated Meghalaya into Assam in 1835. The region enjoyed semi-independent status by virtue of a treaty relationship with the British Crown.

When Bengal was partitioned on 16th October 1905 by Lord Curzon, Meghalaya became a part of the new province of "Eastern Bengal and Assam." However, when the partition was reversed in 1912, Meghalaya became a part of the province of Assam.

On 3rd January 1921 in pursuance of Section 52A of the Government of India Act of 1919, the Governor-General-in-Council declared the areas now in Meghalaya, other than the Khasi States, as "backward tracts." Subsequently however, the Government of India Act of 1935 regrouped the backward tracts into two categories, namely, "excluded" and "partially excluded" areas in place of backward tracts. At the time of Independence of the country in 1947, the present day Meghalaya constituted two districts of Assam and enjoyed limited autonomy within the state of Assam.

The Assam Reorganization (Meghalaya) Act, 1969 accorded an autonomous status to the state of Meghalaya. The Act came into effect on 2nd April 1970, and an Autonomous State of Meghalaya was created within the State of Assam. The Autonomous state had a Legislature in accordance with the Sixth schedule to the Constitution. The Legislature had 37 members.

In 1971, the Parliament passed the North-Eastern Areas (Reorganization) Act, 1971, which conferred full statehood on the Autonomous State of Meghalaya. Meghalaya attained statehood on 21st January 1972, with a Legislative Assembly of its own.

Climate

The climate of Meghalaya varies with the altitude. The climate of Khasi Hills and Jaintia Hills is uniquely pleasant and caressing. It is neither too warm in summer nor too cold in winter, but over the plains of Garo Hills, the climate is hot and humid, except in winter. The Meghalaya sky is always covered by clouds, truly giving it the name of Meghalaya (Megh -



clouds; Alaya - abode of).

With average annual rainfall as high as 1200 cm in some areas, Meghalaya is the wettest place on earth. The western part of the plateau, comprising the Garo Hills Region with lower elevations, experiences high temperatures for most of the year. The Shillong area, with the highest elevations, experiences generally low temperatures. The maximum temperature in this region rarely goes beyond 28 degrees, whereas winters temperatures of sub-zero degrees are common.

The town of Cherrapunji in the Khasi Hills south of capital Shillong holds the world record for most rain in a calendar month, while the village of Mawsynram, near the town of Cherrapunji, holds the distinction of seeing the heaviest yearly rains. The best time to visit Meghalaya is during the months of March to July.

Administrative System

Meghalaya has seven districts. These are the Ri-Bhoi District, East Khasi Hills District, West Khasi Hills District, Jaintia Hills District, East Garo Hills District, the West Garo Hills District and South Garo Hills District.

Ri Bhoi District was constituted on 4th June 1992; South Garo Hills District was constituted on 18th June 1992; the East Khasi Hills District and the West Khasi Hills District were formed on 28th October 1976; the Jaintia Hills District on 22nd February 1972; while the East Garo Hills District and the West Garo Hills Districts were constituted on 22nd October 1976.

As per 2001 Census there are 7 Districts, 8 Sub Divisions, 39 Rural Development Block and 5590 Villages in Meghalaya as shown in the following table (recently four of the sub-divisions have been upgraded to Districts):-

Table: No. of District, Blocks & Villages of Meghalaya

Source: Census 2011.

Sl.No.	- Name of District	Sub.Div.	CD/RD Block	Villages
1	East Garo Hills	1	5	1110
2	East Khasi Hills	1	8	975
3	Jaintia Hills	2	3	537
4	Ri Bhoi	0	6	635
5	South Garo Hills	0	5	804
6	West Garo Hills	2	8	1663
7	West Khasi Hills	2	4	1115
	Total	8	39	6839

Languages

The principal languages in Meghalaya are Khasi, Jaintia and Garo with English as the official language of the State.

Khasi is one of the chief languages of Meghalaya. Khasi, which is also spelled Khasia, Khassee, Cossyah and Kyi, is a branch of the Mon-Khmer family of the Austroasiatic stock; and is spoken by about 900,000 people residing in Meghalaya. Many words in the Khasi language are supposed to have been borrowed from Indo-Aryan languages such as Bengali and Assamese. Moreover, the Khasi language had no script of its own in its onset. The Khasi language is believed to be one of the very few surviving dialects of the Mon-khmer family of languages in India today. Garo language has a close affinity with the Koch and Bodo language. Garo, spoken by the majority of the population, is spoken in many dialects such as Abeng or Ambeng, Atong, Akawe (or Awe), Matchi Dual, Chibok, Chisak Megam or Lynggam, Ruga, Gara-Ganching and Matabeng. Another language of Meghalaya is the language spoken by the people of the Jaintia hills. This language, as matter of fact, is a variation of the standard Khasi language. The Jaintia language is spoken, along with the Khasi language, by the tribal groups, viz. Khyntiam, Bhoi, Pnar and War.

SOCIO-ECONOMIC PROFILE

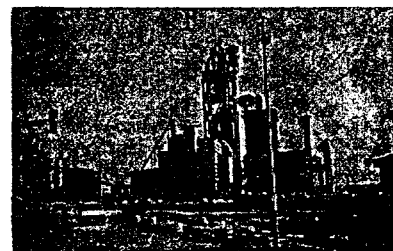
The main tribes in are the Jaintias, the Khasis and the Garos. One of the unique features of the State is that a majority of the tribal population in Meghalaya follows matrilineal system where lineage and inheritance are traced through women. The Khasi and Jaintia tribesmen follows the traditional matrilineal norm, wherein "Khadduh" (or the youngest daughter) inherits all the property and acts as the caretaker of aged parents and any unmarried siblings. However, the male line, particularly the mother's brother, may indirectly control the ancestral property since he may be involved in important decisions relating to property including its sale and disposal.

In the Garo lineage system, the youngest daughter inherits the family property by default; unless another daughter is so named by the parents. She then becomes designated as 'nokna' meaning 'for the house or home'. In case there are no daughters, then a chosen daughter-in-law (bohari) or an adopted child (deragata) comes to stay in the house as well as inherits the property. The tribal people of Meghalaya are therefore a part of what may be the world's largest surviving matrilineal culture. *According to India's National Family Health Survey,*

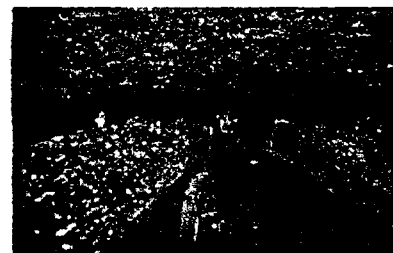
Meghalaya is the state where parents have shown the least interest to have a male child—73% less than the national average.

Meghalaya is predominantly an agrarian economy. The important crops of the state are potato, rice, maize, pineapple, banana etc. The service sector is made up of real estate and insurance companies. Meghalaya's gross state domestic product for 2004 is estimated at \$1.6 billion in current prices.

Meghalaya is considered to have a rich base of natural resources. These include minerals such as coal, limestone sillimanite Kaolin granite among others. Meghalaya also has a large forest cover, rich biodiversity and numerous water bodies. The low level of industrialization and the relatively poor infrastructure base in the state acts as an impediment to the exploitation of these natural resources in the interest of the state's economy. However, in recent years two large cement manufacturing plants with production capacity more than 900 MTD have come up in Jaintia Hills district and several more are in pipeline to utilise the rich deposit of very high quality limestone available in this district. Meghalaya also has much natural beauty and the State government has been trying to exploit this for promoting tourism in the State. However, infrastructural constraints and security concerns have hampered the growth of tourism in the state.



*View of MCL Cement plant,
Thanaskai, Meahalava*



*Workers in a Coalmine in the
Jaintia Hills*

Transportation

The partition of the country has created severe infrastructure constraints for the Northeastern region, with merely 2% of the perimeter of the region adjoining the rest of the country. A narrow strip of land, often called the Siliguri Corridor, or the Chicken's Neck connects the region with the State of West Bengal.



Meghalaya is a land locked state with a large number of small settlements in remote areas. Road is the only means of transport within the state. While the capital Shillong is relatively well connected, road connectivity in most other parts of the state is relatively poor. A significant portion of the roads in the state are still un-metalled. Most of the arrivals into the Meghalaya take place through Guwahati in neighboring Assam, which is nearly 103 km away. Assam has a major railhead as well as an airport with regular train and air services to the rest of the country. The State still has a large number of old timber bridges.

Meghalaya does not have any railhead. It has a small airport at, about 40 km from Shillong on the Guwahati-Shillong highway. The small size of the airport does not allow the operations of large aircraft and only small aircraft operate from Kolkata and Agartala, the capital of the neighboring state of Tripura

DEMOGRAPHIC STRUCTURE

Tribal people make up the majority of Meghalaya's population. The Khasis are the largest group, followed by the Jaintias. These were among those known to the British "hill tribes". Other groups include the Koch, Koch-rajbansi and the Dimasas, Hmar, Kuki, Lakhar, Mikir, Rabha and the Nepali.

Meghalaya is one of three states in India to have a Christian majority with 70.3% of the population practicing Christianity. Hinduism is the next sizeable faith in the region with 13.3% of the population practicing it. A sizeable minority, 11.5% of the population, follow traditional animist religions (classified as other on the census). Muslims make up 4.3% of the population. In 1991 when Christians made up 65% of the population of Meghalaya the 1.1 million (11 lakhs) Christians made it the state in North-east India with the most Christians. At that point more Christians lived in Meghalaya than there were people in Mizoram.

As per the census of India 2011, the sex ratio in the state was 986 females per thousand males which was far higher than the national average of 940. It has grown steadily from a 1981 level of 954. Traditionally the sex ratio in the rural areas has been higher than that in the urban areas. However, as per the census figures for 2011, the urban sex ratio of 997 was higher than the rural sex ratio of 982. This has often been attributed to the belief that, unlike most other parts of India, there is no special preference for male children in Meghalaya.

Table: Population of Meghalaya

District	Total Population		
	Males	Females	Total
West Garo Hills	324159	319132	643291
East Garo Hills	161223	156694	317917
South Garo Hills	73170	69164	142334
West Khasi Hills	193715	189746	383461
Ri Bhoi	132531	126309	258840
East Khasi Hills	410749	415173	825922
Jaintia Hills	196285	198839	395124
Total	14,91,832	14,75,057	29,66,889

Source: Census 2011

The distribution of population by rural and urban areas in district wise and sex ratio are shown in the following table:-

Table: Distribution of Population –Rural & Urban with Sex Ratio

Sl.No.	Name of District	Total Population	Rural	Urban	Sex Ratio
1	West Garo Hills	643291	568433	74858	968/1000
2	East Garo Hills	317917	273725	44192	1008/1000
3	South Garo Hills	142334	129203	13131	1000/1000
4	West Khasi Hills	383461	340356	43105	951/1000
5	Ri Bhoi	258840	233587	25253	944/1000
6	East Khasi Hills	825922	459441	366481	979/1000
7	Jaintia Hills	395124	366694	28430	981/1000
	Total	29,66,889	2371439	595450	986/1000

Source: Census 2011.

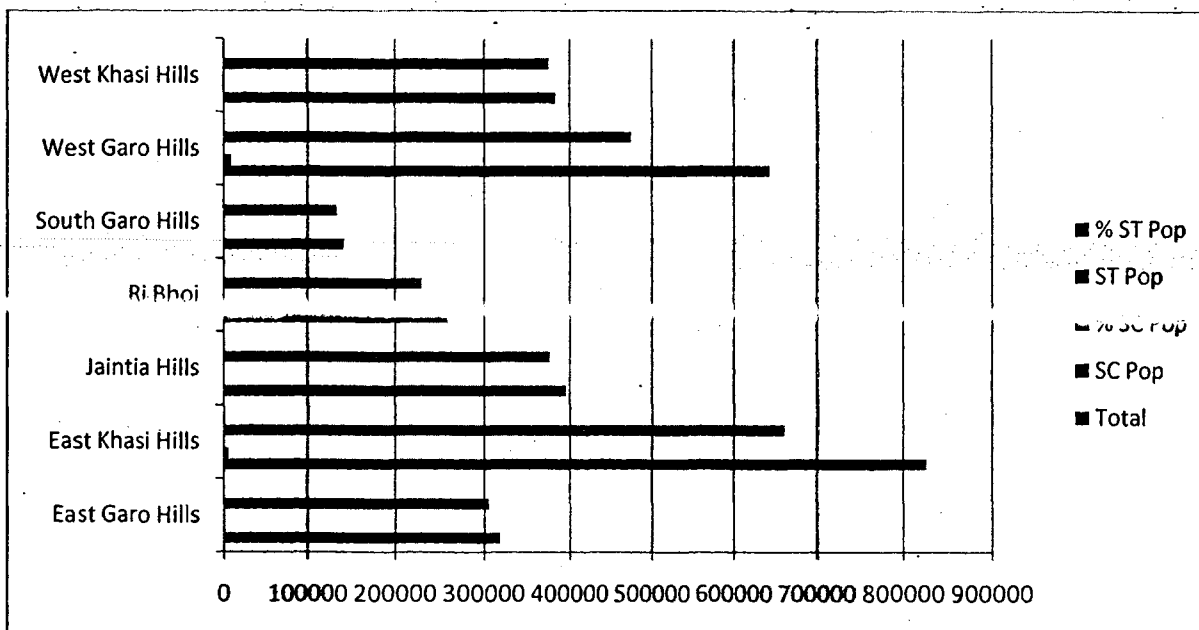
Like other north eastern states, Meghalaya is also a home of Schedule Caste-0.35% and Schedule Tribes-89.62% in 2001 Census as shown in the following table and figure:

Table: Distribution of Schedule Tribe/Caste Population

Sl.No.	Name of District	Total	SC Pop	% SC Pop	ST Pop	% ST Pop
1	East Garo Hills	317917	509	0.16	305180	95.99
2	East Khasi Hills	825922	5642	0.68	661158	80.05
3	Jaintia Hills	395124	1317	0.33	376099	95.19
4	Ri Bhoi	258840	590	0.23	230081	88.89
5	South Garo Hills	142334	319	0.22	134237	94.31
6	West Garo Hills	643291	8810	1.37	474009	73.69
7	West Khasi Hills	383461	168	0.04	375097	97.82
Total		2966889	17355	0.58	2555861	86.15

Source: Census, GOI, 2011.

Chart : SC & ST Population



Source: Census, GOI, 2011.

There is a rapid growth of population in Meghalaya as shown in the following table:-

Table: Population trend in Meghalaya from 1991-2011.

Year	Male	Female	Total	% of Decadal Variation
1901	167256	173268	340524	-
1911	195706	198299	394005	(+) 15.71
1921	211216	211187	422403	(+) 07.21

1931	243993	236844	480837	(+) 13.83
1941	28266	273154	555820	(+) 15.59
1951	310706	294968	605674	(+) 08.97
1961	397288	372092	769380	(+) 27.03
1971	520976	490732	1011699	(+) 31.50
1981	683710	652109	1335819	(+) 32.04
1991	907687	8677091	1774778	(+) 32.86
2001	1176087	1142735	2318822	(+) 30.65
2011	1491832	1475057	2966889	(+) 27.82

Source: Census 2011.

HEALTH INDICATORS OF MEGHALAYA

The Total Fertility Rate of the State is NA. The Infant Mortality Rate is 58 and Maternal Mortality Ratio is NA (SRS 2004 - 2006). The Sex Ratio in the State is 972 (as compared to 933 for the country). Comparative figures of major health and demographic indicators are as follows:

Table: Demographic, Socio-economic and Health profile State as Compared to India figures:

Sl. No.	Item	Meghalaya	India
1	Total population (Census 2011) (in million)	2966889	1,210,193,422
2	Decadal Growth (Census 2011) (%)	27.87	17.64%
3	Crude Birth Rate (SRS 2011)	24.1	22.1
4	Crude Death Rate (SRS 2011)	7.8	7.2
5	Total fertility rate (SRS 2011)	5.1	2.4
6	Infant Mortality Rate (SRS 2011)	40.42	42
7	Maternal Mortality Ratio (SRS 2004 - 2011)	239.37	17.8
8	Sex Ratio (Census 2011)	989	933
9	Population below Poverty line (%)	31.98	21.92
10	Schedule Caste population	17355	1666357000
11	Schedule Tribe population	2555861	84326240
12	Female Literacy Rate (Census 2011) (%)	73.78	65.46

Table: Health Infrastructure of Meghalaya

Item	Required	In Position	Shortfall
Sub-centre	597	401	196
Primary Health Centre	90	103	-
Community Health Centre	22	26	-
Multipurpose Worker (Female)/ANM	504	608	-
Health Worker (Male)/MPW(M)	401	273	128
Health Assistants(Female)/LHV	103	75	28

Health Assistants(Male)	103	87	16
Doctor at PHCs	103	106	-
Surgeons	26	1	25
Obstetricians & Gynaecologists	26	0	26
Physicians	26	1	25
Paediatricians	26	0	26
Total specialists at CHCs	104	2	102
Radiographers	26	25	1
Pharmacist	129	113	16
Laboratory Technicians	129	130	-
Nurse Midwife	285	174	111

Source: RHS Bulletin, March 2008, M/O Health & F.W., GOI

Table: The other Health Institution in the State are detailed as under:

Health Institution	Number
Medical College	1
District Hospitals	5
Primary Health Centres	104
Community Health Centres	28
Rural Dispensaries	65
Health Sub Centres	404
Ayurvedic Hospitals	1
Ayurvedic Dispensaries	12
Homeopathic Hospitals	7
Homeopathic Dispensary	10

Structure and Administration of Secondary Education

History:

The history of formal education in Meghalaya has been a recent one commencing with the formulation of a Khasi Alphabet in 1842 by Mr. Thomas Jones, a Welsh missionary. Similarly for the Garo Hills areas, a Garo Alphabet was evolved in 1902 by American missionaries using the Roman script. With requirements for a literate society not being high in colonial times, only a few elementary schools were functioning in what is now known as Meghalaya.

The first college in fact was established in Shillong only in 1924 by the Christian Brothers of Ireland. Being a hill station blessed with bracing weather and having a strong colonial influence, several quality colleges and Public schools have been established over the

years. The alumni of these schools are spread all over the country and their footprints are also found all over the world. Some of them hold very distinguished positions and occupy high offices in foreign countries, as well.

Shillong has also been a favourite retreat of well known intellectuals and luminaries and in particular, Nobel Laureates Rabindranath Tagore and Dr. C.V. Raman. This historical legacy coupled with an enabling environment has been instrumental in the state being able to host several National Institutes of repute like the North Eastern Hill University (NEHU) which is a Central University, The North Eastern Indira Gandhi Regional Institute of Health & Medical Science (NEIGRIMS), the Indian Institute of Management (IIM), National Institute of Fashion Design (NIFT), Indian Institute of Hotel Management, Central Institute of English & Foreign Languages (CIEFL) and various other Prominent Institutes of Higher Learning. A new National Institute of Technology is also being set up in the world famous Sohra (Cherrapunji) town. Six private universities have also been permitted to open their campuses in the state. One little known feature in the State's education scenario is the large number of out of state students who contribute significantly not only to the vibrancy and cosmopolitan nature of the student community but also to the State's Domestic Product figures.

Meghalaya is perhaps the first state in the region to adopt a 'communitisation' model of education at the elementary levels. All the school managing committees, whether government or government aided include heads of traditional institutions and prominent citizens. Despite the slow start in the education front, literacy rates of the state has seen an exponential rise in the literacy rate from 26.02% in 1961 to 63.21% in 2001. With the implementation of flagship programmes like SSA and RMSA, the educational profile of the state is expected to improve further. The Education Department is also presently gearing up to meet the challenges of Human Resource Development in the light of the Right to Free & Compulsory Education(RTE), 2009 to foster a conducive climate for the development of the much required critical mass, which is expected to contribute significantly to the state and the nation's growth and development. Efforts are also on to develop the existing institutions as cradles of potential excellence. Apart from resources drawn from Central and State Budgets, the Department of Education is also drawing up strategies to generate resources from other areas as well.

Structure:

The Structure of education in the state, is based on the national level pattern with 12 years of schooling (10+2+3), consisting of seven years of elementary education, that is, four

years of primary and three years of Upper Primary for the age groups of 6-11 and 11-14 years, respectively, followed by secondary and higher secondary education of two years each. The Department of Education is further divided into three directorates i.e. Directorate of Higher and Technical Education (DHTE), Directorate of School Education and Literacy (DSEL), Directorate of Education Research Training (DERT).

The School Education Department of Meghalaya comprises of Class – I to Class – XII under one Directorate. At the district level, there are District Education Officers (DEO), who are mainly responsible for inspection, supervision and monitoring of Secondary Education i.e. High Schools and Higher Secondary Schools whereas Deputy Inspector of Schools (DIS) are looking after the elementary stage at Sub-Division/Block level.

Under Meghalaya Education Mission Society, there are Governing Body and Executive Committee chaired by the Chief Minister and the Chief Secretary respectively at the state level while the state mission authority office headed by State Mission Director implements the decision of the above committees. At the district level, District Education Committees chaired by the Dy. Commissioner concerned implements SSA & RMSA. The DEO of the district is ex-officio Member Secretary while representatives from all development departments as well as education department within the district were members to the committee.

In Meghalaya, education is a continuous process in the real sense of the term, in the pursuit of excellence in every field, that the people become not only self-reliant but the state becomes a giving state. -The people of Meghalaya look forward for higher knowledge keeping in mind the value of knowledge in nation building.

The literacy rate of Meghalaya figures 63.31% according to 2001 census report. The Government has taken special care for the development of elementary education in the state. Primary and Secondary education in the state is managed well by the state government. Attempts have been made to make education “free and compulsory in the state for children below the age of 14 years in conformity with RTE Act, 2009.

There is Central University- North Eastern Hill University (NEHU) located at Mawlai, Shillong, is the highest seat of learning for the students, teachers and researchers.

Table: Total No. of Secondary School by Funding

S. No	District	Total No. of Secondary Schools	Deptt. Of Education	Pvt. Aided	Pvt. Unaided	Other Schools	Central Govt.	Un Recognised
1	WEST GARO HILLS	260	8	187	63	0	2	0
2	EAST GARO HILLS	97	9	56	31	0	1	0
3	SOUTH GARO HILLS	47	1	30	14	0	1	1
4	WEST KHASI HILLS	183	6	84	90	0	1	2
5	RI BHOI	111	2	29	75	3	2	0
6	EAST KHASI HILLS	401	7	173	199	3	6	13
7	JAINTIA HILLS	133	10	77	35	0	1	10
		1232	43	636	507	6	14	26

Source: UDISE 2013-14

Secondary School Age Population (14-17)

The Secondary Age population (14-17) in Meghalaya as per 2001 Census is 2,12,714.

The following table shows the age wise breakup population in district wise:

Table: Age wise Population 14-17.

Sl.No.	Name of District	14+	15+	16+	17+	Total
1	East Garo Hills	8505	7571	7783	7697	31556
2	East Khasi Hills	19719	18966	19221	18857	76763
3	Jaintia Hills	10978	10169	9931	9615	40693
4	Ri Bhoi	7263	6676	6378	6238	26555
5	South Garo Hills	3922	3436	3476	3418	14252
6	West Garo Hills	16671	15344	15246	15702	62963
7	West Khasi Hills	10536	9923	9812	9164	39435
TOTAL		77594	72085	71847	70691	

Source: Census 2011

Class Structure:

- **Pre-Primary stage:** The state government introduced one year of Pre-Primary Class attached to Primary Schools in the state. This stage is primarily meant for students

below 6 years and the objective is to prepare them for formal schooling from class-I.

- **Primary and Middle Stages:** This stage is termed as Elementary Stage. It consists of Class I-VII. The courses in these two stages are prescribed by the SCERT in consultation with MBOSE. On the other hand, most private schools use textbooks published by private publishers. The Deputy Inspector of School is particularly entrusted to look after the elementary stage and the post is re-designated as Sub-Divisional School Education Officer. Recently, to conform to National Pattern, Class VIII is included in elementary stage.
- **Secondary Stage:** Secondary school consists of Class IX- X only. The courses and textbooks are prescribed by Meghalaya Board of School Education (MBOSE). For Class IX, evaluation is done by the school internally and the results are also declared by the school with intimation to the MBOSE whereas MBOSE conducts Class X (SSLC) Board Examination as per the national pattern. The District School Education Officer is entrusted to look after the secondary stage.
- **Higher Secondary Stage:** It consists of Class XI & XII. The MBOSE prescribed the courses and textbooks. Non-Govt. institutions also follow the courses prescribed by MBOSE. For Class XI promotion examination the MBOSE sets the question papers and the evaluation is done by the school themselves. Class XII (HSSLC) Examination is conducted by MBOSE. The DSEO looks after the Higher Secondary stage in administration and inspection.

Enrolment & Teachers: There are 5917 teachers for 80197 Secondary School students in Meghalaya. Following are detail information of enrolment and teachers in Meghalaya:

Table : Information only for Secondary Level

School, Enrolment & Teachers by Management													
Sl. No.	Name of District	No. of School			Enrolment			No. of Teachers			PTR		
		State Govt. School	Govt. Aided School	Total	State Govt. School	Govt. Aided School	Total	State Govt. School	Govt. Aided School	Total	State Govt. School	Govt. Aided School	Total
1	East Garo Hills	9	56	65	674	18,501	19,175	51	382	433	13.22	48.43	61.65
2	East Khasi Hills	7	173	180	688	6,685	7,373	84	1319	1403	8.19	5.07	13.26
3	Jaintia Hills	10	77	87	1,105	2,853	3,958	57	428	485	19.39	6.67	26.05
4	Ri bhoi	2	29	31	186	6,627	6,813	18	141	159	10.33	47.00	57.33

5	South garo Hills	1	30	31	192	2,918	3,110	18	231	249	10.67	12.63	23.30
6	West garo Hills	8	187	195	967	17,943	18,910	86	1317	1403	11.24	13.62	24.87
7	West khasi Hills	6	84	90	569	7,048	7,617	41	476	517	13.88	14.81	28.68
TOTAL		43	636	679	4,381	62,575	66,956	355	4294	4649	86.91	148.23	235.14

Source: UDISE 2013-14

CHAPTER – 2

• Overview

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme is for universalization of access to and improvement of quality at the secondary and higher secondary stage. Since education is a state subject by Constitution in the Indian federal system and thereby the state governments are the policy/decision makers on this subject, the RMSA is to motivate the state government and prepare them to take up the goal of Universalization of Secondary and Higher Secondary Education in their respective states. Universalization of Secondary and Higher Secondary Education is not mandatory by Constitution but by morale and by need.

Under the RMSA, the central government through the Ministry of Human Resource Development (MHRD) helps the states in mapping the secondary education system at present, approach and strategy for universalizing the secondary and higher secondary education, setting the goals and targets, plan of actions, programmes design and implementation and mobilizing resources for all these activities. In this context, this document is to present the status and perspective framework plan for the secondary education in Meghalaya.

Vision

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-17 years. With this vision in mind, the following is to be achieved:

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 Kms for secondary schools and 7-10 Kms for higher secondary schools.
- Ensure universal access of secondary education by 2017 (GER of 100%), and Universal retention by 2020; and
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

Goals

The prime goal of RMSA is universalization of secondary education. In order to meet the challenge of universalization of secondary education (USE), there is a need for a

paradigm shift in the **conceptual design** of secondary education. The guiding principles in this regard are: universal access, equality and social justice, relevance and development and structural and curricular aspects. Universalization of secondary education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools including unaided private schools will also contribute towards universalization of secondary education by ensuring adequate enrolments for the children from under privileged society and the children of below poverty line (BPL) families.

Objectives

The goals translate into the following main objectives.

- i) To ensure that all secondary schools have physical facilities, staff and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools;
- ii) To improve access to secondary schooling to all young person according to norms – through proximate location (say, Secondary Schools within 3 kms, and Higher Secondary Schools within 7-10 kms), efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However, in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas;
- iii) To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers;
- iv) To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning;
- v) To ensure that all students pursuing secondary education receive education of good quality; and
- vi) Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

Approach and Strategy for Secondary Stage

In the context of Universalization of Secondary Education (USE), large-scale inputs in terms of additional schools, additional classrooms, teachers and other facilities need to be provided to meet the challenge of numbers, credibility and quality. It inter-alia requires

assessment/ provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The scheme will initially cover up to class X. Subsequently, the higher secondary stage will also be taken up, preferably within two years of the implementation. The strategy for universalizing access to secondary education and improving its quality are as under:

Access

For providing universal access to quality secondary education it is imperative that especially designed broad norms are developed at the national level and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality.

Increased access will be achieved by:

- Expansion of existing Secondary Schools & Higher Secondary Schools;
- Upgradation of Upper Primary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be given preference while upgrading upper primary schools;
- Upgradation of Secondary Schools in Higher Secondary Schools based upon the requirements;
- Opening of new Secondary Schools/ Higher Secondary Schools in so far unserved areas based on the school mapping exercise. All these buildings will have mandatory water harvesting system and will be disabled friendly;
- Rain harvesting systems will be installed in existing school buildings;
- Existing school buildings will also be made disabled friendly; and
- New schools will also be set up in PPP mode where ever feasible.

Quality

This will be achieved by:

- Providing required infrastructure like, Black Board, furniture, Libraries, Science & Mathematics laboratories, computer labs, toilet cluster;
- Appointment of additional teachers and in-service training of teachers and Headmasters;
- Bridge courses for enhancing learning ability for students passing out of class VIII;
- Reviewing curriculum to meet the NCF, 2005 norms;

- Residential accommodation for teachers in rural and difficult hilly areas; and
- Preference will be given to accommodation for female teachers.
- Involvement and exposure of students in acquiring more knowledge and interest through activities like Science Exhibition, Book Fair, Excursion Trip etc.

Equity

This will be improved by:

- Free lodging/ boarding facilities for students belonging to SC,ST,OBC and minority communities;
- Hostels/ residential schools, cash incentive, uniform, books, separate toilets for girls.
- Providing scholarships to meritorious/ needy students at secondary level;
- Inclusive education will be the hallmark of all the activities. Efforts will be made to provide all necessary facilities for the differently abled children in all the schools; and
- Expansion of Open and Distance Learning needs to be undertaken, especially for those who cannot pursue full time secondary education, and for supplementation / enrichment of face-to-face instruction. This system will also play a crucial role for education of out of school children.

Institutional arrangement for implementation

Necessary administrative reforms in State will be a precondition for Central assistance. These Institutional reforms include:

- Reforms in school governance- Improve schools' performance by decentralizing their management and accountability;
- Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- Undertaking reforms in educational administration including modernization/e-governance and delegation/de-centralization;
- Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards; and streamlining financial procedures for speedy flow of funds and their optimal utilization.
- Necessary strengthening of resource institutions at various levels, e.g., NCERT (including RIEs), NUEPA and NIOS, at the national level; SCERTs, State Open Schools, SIEMATs, etc., at the State level; and University Departments of Education, Reputed Institutions of Science/Social Science/Humanities Education, and Colleges of

Teacher Education (CTEs)/ Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education.

- Involvement of Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent – Teacher Associations will be ensured in planning process, implementation, monitoring and evaluation.

In this regard, Meghalaya has specific strategies in place. In terms of decentralizing, the state government has appointed District School Education Officers as District Project Coordinators in 7 districts and is appointing another 4 in the remaining 4 new districts to supervise and monitor RMSA activities, indicators of progress and record needs and improvements in quality components. SMDCs has been formed in all the Govt Schools under RMSA in the State as part of communization and these will play a active role in monitoring attendance of staff and students as well, besides involving in academic, civil and financial matters. The state will enhance the capacity of SCERT/DIET academic faculty in order that they can in turn enhance the training capacity of teacher educators at Block Centre in cascade mode. DIETs will be enhanced for the training of secondary education teachers and it will be the nodal agency for training at the district level while also involving the faculty of CTEs wherever available in the district.

- **Proposal for 2014-15**

Sl.No	Suggestive Activities	Proposal for 2014-15		
		Base Cost	FD	Sub total
1		28	29	30 (28+29)
A	RMSA			
	Non-recurring			
1	New Schools			
1.01	1 section school			
1.02	2 section school	105.49	32	3375.7
	Sub total	105.5	32	3375.7
2	Strengthening of existing Govt schools			
2.01	Additional Classroom			

2.02	Integrated Science Lab			
2.02	Lab equipments	1	14	14
2.04	Computer Room			
2.05	Library			
2.06	Art and Craft room			
2.07	Toilet block			
2.08	Water facility			
2.09	Others			
	Sub total	1	14	14
4	Other Civil works			
4.01	Teacher quarters			
	Sub total			
5	Major repair			
5.01	Major repair for Govt school			
	Subtotal			
6	Other Non recurring			
6.01	ROT/ SIT/ HUB			
6.02	Other activity 1			
6.03	Other activity 2			
	TOTAL Non recurring			3389.7
	Recurring			
6	Staff for new school (2014-15)			
6.01	Head Master			
6.02	Subject teacher			
6.03	Lab Attendant			
6.04	Multi Task Support Staff/office Clerk			
	Sub total			
7	Staff for new schools sanctioned in previous years (2009-2014)			
7.01	Head Master	1.8	25	45
7.02	Subject teacher	1.8	150	270
7.03	Lab Attendant	1.2	25	30
7.04	Multi Task Support Staff	0.96	25	24
	Sub total	5.76	225	369
8	Additional staff for existing schools (2014-15)			
8.01	Subject teacher	1.8	3	5.4
8.02	Lab Attendant			
8.03	Multi Task Support Staff			

	Sub total		3	5.4
9	Additional staff for existing schools sanctioned till 2013-14			
9.01	Subject teacher			
9.02	Lab Attendant	1.2	28	33.6
9.03	Multi Task Support Staff (Office Assistant)	0.96	28	26.88
	Sub total	2.16	56	60.48
10	School Grant			
10.01	School Grant (Gov. Schools)	0.5	53	26.5
10.02	School Grant (Gov. Aided Schools)*			
	Sub total	0.5	53	26.5
11	Minor Repair			
11.01	Minor Repair (Gov. Schools)	0.25	28	7
11.02	Minor Repair (Gov. Aided Schools)*			
	Sub total	0.25	28	7
12	Teacher Training			
12.01	Inservice training for head masters	0.015	502	7.53
12.02	In-service training for existing teachers	0.015	3619	54.285
12.03	Training for new teachers	0.03	130	3.9
12.04	Training of KRPs	0.015	70	1.05
12.05	Training of Master Resource Persons	0.015	175	2.625
12.06	Professional Development Program of Head Master			
12.07	School Leadership Programme	0.3	30	9
12.08	Teacher Training Module	1.5	3	4.5
	Sub total	0.89	4529	82.89
13	Quality Interventions			
13.01	Excursion trip for students within the State	0.002	2000	4
13.02	Study tours for teachers within the State	0.002	200	0.4
13.03	Science exhibition at district level	1	7	7

13.04	Book fair at district level	1	7	7
13.05	Special teaching for learning enhancement of Class IX (rural)	0.005	5000	25
	Special teaching for learning enhancement of Class X	0.05	290	14.5
13.06	Science & Maths Kit (Gov & Gov Aided)	0.1	241	24.1
13.07	Mapping of Cultural Heritage Programme			0
13.08	Art & Craft Mela District level	1.7	7	11.9
	Art & Craft Mela School level			
	Sub total	3.859	7752	910
14	Guidance and Counselling			
14.01	Salary for Coordinators	1.8	5	9
14.02	Salary for RAs	0.96	7	6.72
14.03	Literature & display material	0.5	1	0.5
14.04	Sensitisation of Principals			
14.05	Other 2			
	Sub total	3.26	13	16.22
15	Equity Interventions			
15.1	Girls oriented activities			
15.01.01	Self Defence Training	0.01	2000	20
15.01.02	Incentives	0.01	20000	200
15.01.03	Camps	0.005	600	3
	Sub total	0.025	22600	223
15	SC/ ST oriented activities			
15.02.01	Yuva Mela at District Level	1	7	7
15.02.02	School Level	0.2	28	5.6
15.02.03	Activity 3			
	Sub total	1.2	35	12.6
15	Educational Backward Minorities oriented activities			

15.03.01	Career Guidance Activity	0.3	60	18
15.03.02	Activity 2			
15.03.03	Activity 3			
	Sub total	0.3	60	18
15	Left Wings Affected areas oriented activities			
15.04.01	Activity 1			
15.04.02	Activity 2			
15.04.03	Activity 3			
	Sub total			
16	Interventions for Out of school children			
16	Open School System			
16.01.01	Activity 1			
16.01.02	Activity 2			
16.01.03	Activity 3			
	Sub total			
16	Additional inputs			
16.02.01	Lab equipments for Govt Aided Schools	1	180	180
16.02.02	Sports Material	0.2	200	40
16.02.03	Activity 3			
	Sub total	1.2	380	220
17	Community training			
17.01	Training of SMDC members	0.006	450	2.7
	Sub total	0.006	450	2.7
	TOTAL Recurring			1137.7
	RMSA Total (Non recurring + recurring)		36184	1527.37
B	IEDSS			
	Non recurring			
21	Resource Room	2	39	78
22	Equipment for resource room	0.7	39	27.3

23	Removal of architectural barriers	0.125	101	12.63
24	Infrastructural Development for the Administrative cell	3	1	3
25	Strengthening of training institution	1	7	7
	Support to NGO			
	ICT Resources like JAWS, SAFA, etc	0.5	39	19.5
	Subtotal Non-recurring	5.125	226	11
	Recurring			
26	Salary of New Special education teachers			
27	Estimated salary for RPs (@Rs.20,000 *12*45)	2.4	45	108
28	Special pay for general teachers trained in special education		50	2.4
29	Student oriented Activities including assistance and equipments			
30	In-service training for existing teachers			
31	Training to special education teachers 5 days @300 per day	0.015	700	10.5
32	Orientation of Principals, Educational administrators, parents / guardians etc @Rs.300 per head for 101 schools	0.003	303	0.91
33	Establishment of Administrative cell			15.25
34	Assistive devices and their cost for students		48	0.84
35	Expenditure on assessment of children	0.001	150	0.15
36	Expenditure on books & Stationeries	0.0025	279	0.7
	Stipends for girls	0.015	147	2.21
	Actual Expenses on uniforms			

Hostel Allowances	0.05	39	1.95
Transport Allowances	0.01	190	1.9
Escort allowances for students	0.01	50	0.5
Research & Development/Survey Programs			2
Reader allowances for disabled	0.005	36	0.18
Scholarships	0.006	279	1.67
Sub total	2.518	2316	149.16
Sub total Recurring	2.518	2316	149.16
IEDSS Total (Non recurring + recurring)	9.843	2542	296.59
Total Non-Recurring (RMSA+IEDSS+ICT+CH+VD)	113.82	272	1687
Total Recurring (RMSA+IEDSS+ICT+CH+VD)	24.728	38500	286.85
MIMER (RMSA+IEDSS+ICT+CH+VD)			
MIMER-District level (DPO)			
Monitoring Activities			
Research and Evaluation			
Salaries	1.92		1.92
Honorarium			
D.A./D.A.	0.5		0.5
Community Mobilisation	0.5	7	3.5
Media oriented activities	0.5	7	3.5
Office expenses/contingencies for new school	0.5	7	3.5
Audit Expenses	0.5	7	3.5
Sub total	4.42	42	30.4
MIMER-State level (SPO)			
Monitoring Activities			
Research and Evaluation			
Salaries			
Honorarium			
D.A./D.A.			5

	Printing of charts			
	Audio Expenses			
	Contingencies /contingencies for new school			
	Workshop for teachers	0.1	168	168
	Sub total			37.76
	Total MMER(DPO+SPO)	4.82	211	68.7
	Grand Total (RMSA+IEDSS+ICT+GH+VE)		38726	482396

- Annual work plan of preceding year

Annual Plan 2012-13

The Annual Work Plan and Budget for 2012-13 which was approved by PAB under the Chairmanship of the Secretary School Education & Literacy, Govt. of India in its meeting held on 26th of July, 2011.

- Salary for 3 months for 7 teachers including Head Master for 25 new secondary schools at Rs. 15,000/- per month ie 78.75 L.
- Salary for 3 months for lab attendant for 25 new Secondary schools at Rs.10,000/- per month ie 7.50 L
- Salary for 3 months for office assistant for 25 new secondary schools at Rs.8,000/- per month ie 6.00 L
- Salary for 3 month for lab attendant for 28 existing Govt. Secondary schools at Rs.10,000/- per month ie 8.40 L
- Salary for 3 month for office assistant for 28 existing Govt. Secondary Schools at Rs.8,000/- per month ie 6.72 L.
- School grant for 53 Govt. Sec. Schools at Rs. 0.50 lakh per school ie 26.50 L.
- Minor repair for 26 Govt. Sec. Schools at Rs. 0.25 lakh per school ie 6.50 L.
- Training of 533 Headmasters for 5 days at Rs. 1,500/- each ie 8.00 L.
- In-Service training of 5000 existing teachers for 5 days at Rs. 1,500/- each ie 75 L.

- Induction training of 175 new teachers for 10 days at Rs.3,000/- each ie 5.25 L.
- Training of 70 Master trainers for 5 days at Rs.1,500/- each ie 1.05 L.
- Excursion trip of 3000 class IX students inside the state at Rs. 200/- each ie 6.00 L.
- Study tour of 500 students of Govt. schools outside the state at Rs. 2,000/- each ie 10.00 L.
- Study tour of 300 teachers outside the state at Rs.20,000/- each ie 60.00 L
- Study tour of 300 teachers inside the state at Rs.200/- each ie 0.60 L
- Science exhibition at District level for 7 districts at Rs.1.00 lakh each ie 7.00 L
- Book Fair at District level for 7 districts at Rs.1.00 lakh each ie 7.00 L
- SIT for 15 schools at Rs. 3.50 lakhs each ie 52.50 L.
- Special Teaching for 1000 students at Rs.500/- each ie 5.00 L.
- Salary for 2 Guidance & counseling coordinator at Rs.15,000/- each for 1 month ie 0.30 L.
- Tools, Literature, Display Material for Rs.0.50 lakh.
- Salary for 7 Research Assistant at Rs. 8,000/- each for 1 month ie 0.56 L
- Sensitization programme for 7 District at Rs. 0.40 lakh each ie 2.80 L.
- Training of 265 SMDC members of schools at Rs. 600/- each ie 1.59 L.
- Science Kit (Physics, Chemistry, Biology & Mathematics) for 53 Govt Schools at Rs. 1,500/- each ie 0.80 L.

Fund received and utilization thereof:

- Against the approved outlay of Rs. 522.62 Lakhs during 2012-13, an amount of Rs.159.70 lakhs on account of recurring grant on approved interventions was received as central share on February, 2013.

The corresponding state share of Rs. 17.74 L was received on July, 2013.

Utilization Pattern of the previous year grant:

2009-10: (Spill over) The Central share (1st installment) of Rs.106.00 lakhs and the State share of Rs.8.84 lakhs received (against Rs.11.78 lakhs) was utilized for strengthening of Civil components in 20 existing Govt Sec Schools at an approved outlay of Rs. 450.50 L.

The Central share (2nd installment) of Rs. 144.35 L and the State share of Rs. 14.44 L was received in respect of the above works but there is a **shortfall** of Rs 1.60 L (State Share).

2010-11: The 1st installment of Rs.917.07 lakhs for civil works (upgradation of 25 Govt UP Schools and strengthening of 8 schools) and laboratory equipment was received in April, 2012. State share of Rs. 91.71 L was also received but there is a shortfall of Rs 10.19 L.

Total amount released to Meghalaya Government Construction Corporation Ltd for execution of civil works in respect of 20 schools (completed in 18 schools, 1 being completed and 1 being shifted to 2010-11 slot) is Rs 421 L .

The civil works in respect of 25 upgraded Govt UP schools and strengthening of 8 (eight) schools could not commence due to problems of RMSA plinth norms vis-à-vis State SORs against the fixed amount of Govt of India. However, as per-EC decision, 1 unit of classroom is being tried with pre fabricated materials on pilot basis to bring the cost within the sanctioned amount.

2012-13: Against the approved outlay of 392.52 L, and out of the 1st installment of central share ie Rs. 159.70 L, state share of Rs. 17.74 L and the available balance of previous years, expenditure was incurred on the following activities.

Sl.No.	Item-wise Expenditure	2012-13 (₹)
1.	School Grant	88,290/-
2.	Minor repair	12,500/-
3.	Excursion/Study Trip of students (inside the state) for 340 students	68,000/-
4.	Excursion/Study Trip of students (outside the state) for 300 students	60,000/-
5.	Study Tours of Teachers (inside the State) for 48 teachers	9,600/-
6.	Study Tours of Teachers (outside the State)) for 46 teachers	9,20,000/-
7.	Science Exhibition for 5 districts	5,00,000/-
8.	Book Fair for 6 districts	6,00,000/-
9.	Salary of Lab Attendant (14) & Office Assistant (17)	2,51,398/-
10.	SMDC training for 182 members	75,600/-
11.	Guidance & Counseling for 65 members in 2 districts	72,733/-
12.	Orientation Programme of Master Trainers for 30 members	81,500/-
13.	Sports Materials for 9 schools	1,80,000/-
14.	Special teaching for 226 students	1,13,000/-
15.	Management cost	38,66,463/-
	Total	68,99,084/-

2013-14:

SL.NO	ACTIVITIES	PROPOSAL FOR 2013-14			CONSIDERATION FOR 2013-14		
		UNIT COST	PHY	FIN	UNIT COST	PHY	FIN
	non recurring						
1	New Schools						
1.01	1 section school		0				0
1.02	2 section school		9		9		0
	Sub total		9		9		0
2	Civil Works of new school						
2.02	2 section school	144.36	9	1299.24	105.49	9	949.37
	Sub total	144.36	9	1299.24		9	949.37
3	Strengthening of existing Govt schools						
3.01	Lab equipments	1.00	14	14.00	1	0	0
	Sub total	1.00	14	14.00			
	TOTAL Non recurring			1313.24		9	949.37
	Recurring						
4	Staff for new school (2013-14)						
4.01	Head Master	0.15	9	52.3	0.15	9	1.35
4.02	Subject teacher	0.15	45	205.4	0.15	45	6.75
4.03	Lab Attendant	0.10	9	11.3	0.10	9	0.9
4.04	Duftary	0.08	9	25.2	0.08	9	0.72
	Sub total	0.48	168	294.3	0	0	9.72
5	Staff for new schools sanctioned in previous years (2009-2012)						
5.01	Head Master	0.15	25	45.00	0.15	25	25.2
5.02	Subject teacher	0.15	150	270.00	0.15	150	151.2
5.03	Lab Attendant	0.1	25	30.00	0.1	25	16.8
5.04	Duftary	0.08	25	24.00	0.08	25	13.44
	Sub total	0.48	225	369.00		225	206.64
6	Additional staff for existing schools sanctioned till 2012-13						

6.01	Lab Attendant	0.1	28	33.6	0.1	28	33.6
6.02	Office Assistant	0.08	28	26.88	0.08	28	26.88
6.03	subject teachers	0.15	3	5.4			0
	Subtotal	0.33	59	65.88	0.18	56	60.48
7	School Grant						
7.01	School Grant (Gov. Schools)	0.5	53	26.5	0.5	41	20.5
	Subtotal	0.5	53	26.5		41	20.5
8	Minor Repair						
8.01	Minor Repair (Gov. Schools)	0.25	28	7	0.25	26	6.5
	Subtotal	0.25	28	7		26	6.5
9	Teacher Training						
9.01	Training for head masters	0.015	644	9.66	0.015	502	7.53
9.02	In-service training for existing teachers	0.015	3619	54.285	0.015	3619	54.285
9.03	Training for new teachers	0.03	52	1.56	0.03	52	1.56
9.04	Training of KRPs	0.015	70	1.05	0.015	70	1.05
9.05	Orientation Programme for KRPs			7			
9.06	Training of Master Resource Persons	0.015	285	4.275	0.015	175	2.325
9.07	School Leadership Programme	0.5	30	15	0.3	30	9
9.08	Teacher training for Question Bank	0.015	75	1.13			
9.09	Printing of Question Bank	0.03	647	19.41			
9.10	Teacher training Module	1.5	5	7.5	1.5	3	4.5
	Subtotal	2.135	5427	120.87		4451	80.25
10	Quality Interventions						
10.01	Excursion trip for students within the State	0.002	4614	9.228	0.002	4614	9.228
10.02	Study tours for students outside the State	0.02	1040	20.8			0
10.03	Excursion trip for teachers within the State	0.002	281	0.562			0
10.04	Study tour for teachers outside the State	0.02	417	83.4			0
10.05	Science & Maths Kit (Govt & Govt	0.06	253	15.18	0.06	241	14.46

	Aided)						
10.06	Science exhibition at district level	1	7	7	1	7	7
10.07	Book fair at district level	1	7	7	1	7	7
10.08	Special teaching for learning enhancement of class X	0.05	290	14.5			0
10.09	Special teaching for learning enhancement of class IX (rural)	0.005	9080	45.4	0.005	417	2.09
10.10	Mapping of Cultural Heritage Programme	0.4	20	8	1	7	7
10.11	Art & Craft Mela- School Level	0.3	140	42			
10.12	Art & Craft Mela- District Level	1.7	7	11.9	1	7	7
10.13	Science Practical Manual	0.00025	60654	15.1635			
10.14	Hub for EduSat	3.5	20	70			
10.15	Other activities(Pis specify)	0.2	200	40	0.2		
	Sub total			390.1335			53.778
11	Additional Inputs						
11.01	Lab equipments for Govt aided schools	1	520	520	1	180	180
	Sub total			520			180
11.02	Solar Lighting at Schools	0.5	20	10			0
	Sub total			10			0
12	Guidance and Counselling						
12.01	Salary for Coordinators	0.15	7	12.6	0.15	5	0.75
12.02	Salary for RAs	0.08	7	6.72	0.083	7	0.581
12.03	Travelling Expenses	0.2	7	1.4			
12.04	Literature & display material	0.25	7	1.75	0.5	1	0.5
12.05	Sensitisation of Principals	0.4	7	2.8			
	Sub total	1.48	35	25.27			1.831
13	Equity Interventions						
13.01	Girls oriented activities						
13.01.01	Scholarship for SC/ST Girls	0.01	20000	200			
13.01.02	Self Defence training	0.01	300	3.3	0.0059	300	1.77

13.01.03	Camps	0.005	600	3			
	Sub total	0.026	20900	206.3		300	1.8
13.02	SC/ ST oriented activities						
13.02.01	Yuva Mela at district	1	1	1	1	1	1
13.02.02	Bal Mela	1	7	7			
	Sub total	2	8	8		1	1
13.03	Educational Backward Minorities oriented activities						
13.03.01	Career Guidance	0.1	60	6		0	0
	Sub total	0.1	60	6		0	0
14	Community training						
14.01	Training of SDMC members	0.006	280	1.68	0.006	120	0.72
	Sub total	0.006	280	1.68	0.006	120	0.72
15	TOTAL (Non-recurring + recurring)			3364.17			1572.86
	MMER						
	Sub total	0	0	118.28		0	78.64
	Grand Total			3482.45			1651.5

Utilization of fund:-

There was delay in the implementation of the different interventions in view that the minutes of the PAB was being awaited and it was received only in September, 2013. On receipt of the same, implementation of the interventions were initiated with the fund being met from available balance pending release of 2013-14 funds which we have not received till date.

a. - Funds on account of additional staff in existing schools and teachers in new schools was released for the period upto December, 2013.

Rs. 36.38 for 28 lab attendants & 28 office assistants, Rs. 9.97 for teachers in new upgraded schools.

b. Funds on school grant and minor repair grant was released with conditions for proper utilization in respect of existing 28 Govt Sec Schools.

Rs. 11.20 for School Grant (28 schools) & Rs. 6.50 for Minor Repair (26 Schools)

- For teachers training, instruction was already issued to the DPCs to conduct the same within September, 2014. The DERT has consented to provide the resource person as and when the dates are fixed by DPCs. Modules of NCERT for Mathematics and Science shall be used. Development of own modules in English and Social Science is proposed to be taken up through NERIE/DERT but on receipt of PAB minutes in September, the State is under law and order problem and the schedule stands deferred. In the meantime, NERIE has organized the Regional Workshop on Implementation of the modules of Science and Mathematics. The resource persons available are those 30 Master Trainers drawn from CTEs, DIETs & DERT who were oriented in Science, Mathematics, English & Social Science during November, 2012. Total expenditure is Rs. 1,74,053/- was borne from the scheme as well as from the Management Cost (2012-13).
- c. The Head Masters Training on Leadership & Management was organised for 40 Headmasters/Principals including Education Officers from 26th to 30th November, 2013 in collaboration with IIM, Shillong. Training for more Headmasters/Principals shall be undertaken at District Headquarters.
33 members attended & expenditure is Rs. 82,500/-
- d. Book Fair, Art & Craft Mela, Yuva Mela was successfully organized on 13th & 14th December, 2013 at Shillong for 2 Districts of East Khasi Hills and Ri-Bhoi. Total expenditure is Rs. 4,94,450/- The same will be organized in the other district headquarters if possible.
- e. SMDC Training, Special Teaching for weak class IX students and Local Excursion are being organized. Fund for Excursion amounting to Rs. 9.22 lakhs was already released to DPCs for implementation by schools within 2013-14. List of SMDC members is being updated for holding smdc training in March, 2014.
- f. Induction training for 15 teachers of 5 newly upgraded schools was organized through DERT on 18th to 27th November. Amount involved Rs.45,000/-

- g. Science kits for Govt schools will be procured through NCERT but approved amount is inadequate for procurement of all the 4 kits; lab equipment for 180 Govt aided schools is ready for tendering and items already worked out.

Constraints:

- Shortage of manpower at the State and District level which hinder the progress and is expected to be addressed to some extent with increase in MMER.
- Shortage of Resource persons for training on different subjects since the state has only 4 CTEs, 1 DERT & 7 DIETS which are already in their own busy schedule including SSA programme. In some districts there is only 1 DIET, it will be imperative to draw some resource persons from colleges and university and even some from senior secondary schools.
- Non availability of accommodation for venue and lodging derails the implementation schedule in many districts.
- Due to late receipt of funds, it may curtail implementation of all interventions within the financial year ending.
- There is lack of smooth coordination between SPO and the resource/training institutions.
- The programme of ICT@schools which comprises of varied activities beyond IT literacy is hampered due to no specific computer teacher being sanctioned.
- Access in respect of unserved habitations could not be addressed since Aided Schools and BSA UP Schools are not considered for upgradation while the state has only 28 Govt Sec Schools, and 56 Govt UP Schools out of which 25 were upgraded in 2010-11 (13 are reported functioning) and 9 schools upgraded in 2013-14.

Chapter 3

Sector Diagnosis:

Demands for Secondary Education

Success in Sarva Shiksha Abhiyan has created more demand for secondary education. Now with RTE coming into effect, the demand for secondary education is surely going to rise further in the State. To understand the demand for secondary education, it is first necessary to look at the present education scenario in the State. After examining all the relevant data from elementary and secondary level, it is found that the state of Meghalaya has very low participation and access in secondary schooling level.

Table below showing the number of Primary and Upper Primary Schools in the State:

Sl No.	District	No. Of Primary/Sections School	No. Of Upper Primary/Sections School
1	East Khasi Hills	2019	733
2	West Khasi Hills	1122	373
3	Ri Bhoi	710	296
4	Jaintia Hills	1872	711
5	East Garo Hills	814	297
6	West Garo Hills	1656	742
7	South Garo Hills	1311	388
	State	9504	3540

Enrolment in Primary and Upper Primary Schools in the State:

Sl.No	District	Primary/Sections	Upper Primary/Sections
	East Khasi Hills	113078	51801
	West Khasi Hills	58110	21987
	Ri Bhoi	30860	12227
	Jaintia Hills	87883	28324
	East Garo Hills	51905	17733
	West Garo Hills	115786	54868
	South Garo Hills	70572	22990
	State	528194	209930

Number of teachers in Primary and Upper Primary Schools

Sl.No	District	Primary	Upper Primary
	WEST GARO HILLS	5023	3468
	EAST GARO HILLS	2589	1702
	SOUTH GARO HILLS	1553	1183
	WEST KHASI HILLS	4294	2799

RI BHOI	1995	1272
EAST KHASI HILLS	5283	3533
JAINTIA HILLS	3425	1743
State	24162	15700

Current Status of Secondary Education

Table -Schools by Funding Pattern

SI No	Schools by Status	Secondary
1	State Government	43
2	Local Body	0
3	Central Govt.	14
4	Recog. Aided	636
5	Pvt. Unaided	507
6	Unrecognised	26
7	Other	6
	Total	1232

Source: UDISE 2013-14

Table above depicts that out of total 1232 secondary schools, only 3.4% schools are funded by State Government, 1.13% by Central Government, 51.62% schools are Govt. Aided management and another 41.15% are private unaided schools.

Enrolment in Secondary Schools in the State:

Sl. No.	District	No. of Secondary Schools	Enrolment
1	West Garo Hills	260	23314
2	East Garo Hills	91	9100
3	South Garo Hills	47	4057
4	West Khasi Hills	183	10408
5	Ri Bhoi	111	6262
6	East Khasi Hills	401	28587
7	Jaintia Hills	133	9852
	All Districts	1232	92186

The Steps taken by the government on implementation of SSA/RMSA have contributed a lot towards the growth of Enrolment in Elementary education under SSA and Secondary Education under RMSA. According to UDISE 2013-14 almost 50% Enrolment in Elementary education is contributed by Government schools & 30% by Govt. Aided schools. For secondary education Enrolment in all schools in the state imparting secondary education has been dominated by Aided Schools for over 48% and private schools 36%, with Government schools including schools open under RMSA contributing to only 13% enrollment.

The overall enrolment has increased over 27% from the year 2011 to 2013. Due to Low Access state has plan to increase access by identifying more unserved habitation which will cater the need of schooling within the norm laid by the Government of India or State Norm. This will facilitate the improvement on Gross Enrolment, retention & Dropouts.

Gross Enrolment Ratio

District	GER								
	All community			SC			ST		
	B	G	T	B	G	T	B	G	T
WEST GARO HILLS	70.48	75.20	72.82	89.549	111.33	100.13	78.19	82.70	80.45
EAST GARO HILLS	58.95	61.83	60.38	104.28	86.651	97.165	60.77	63.04	61.90
SOUTH GARO HILLS	54.22	56.09	55.14	31.095	131.88	72.85	57.28	57.33	57.30
WEST KHASI HILLS	44.35	57.46	50.87	40.521	24.857	33.487	45.28	58.51	51.87
RI BHOI	40.74	49.32	44.92	225.74	370.02	289.55	38.00	45.46	41.70
EAST KHASI HILLS	67.52	80.32	73.90	240.95	248.89	244.74	68.98	82.18	75.73
JAINTIA HILLS	39.11	53.97	46.59	114.4	238.37	164.57	38.09	52.79	45.53
State Total	56.91	66.33	61.59	139.23	167.04	152.35	57.80	67.27	62.56

The main objective of the RMSA programme is universalisation of Access and improvement of quality at the Secondary Education with the vision to ensure Universal access of secondary education by 2017 (GER of 100%), and Universal retention by 2020. Our state is still lagging behinds in term of Access to secondary education. Since our State is a hilly strip in the eastern part of the country about 300 km long (east-west) and 100 km wide and we have a very thin and scattered population ranging from 1- 15 Household with 10-30 children in each habitation. Effort have been initiated to identify location/habitations which are suitable to open new schools or upgrade existing upper primary schools as per the state norm. But since the norm for Upgrading to secondary School is confined only to existing Government Upper primary schools and our state have only a total of 54 Govt Upper Primary schools which for most of them are already served by Secondary/High Schools within the required Distance, unless and until Central Govt allow us to open stand alone New secondary schools or upgradation of SSA/aided UP schools, the Goal for Universalisation of Access will not be achieve.

In the current situation the GER for Secondary level have increased to approximately 62% from the previous of 52% and more efforts have to be made to reach the target of 100% by 2017. Some of the reasons which are direct contributing to increasing of GER are

1. Coverage of more Schools under UDISE.
2. Functioning of upgraded schools under RMSA.
3. Availability of Age specific group population from the CENSUS 2011.

School Mapping:

For establishment of New/upgradation of UPS to Secondary school, the concerned district has school mapping for location of establishment of these schools.

State norm for upgradation of upper primary school to secondary school and new secondary school:

Following points are State Major Norms for opening of Secondary schools:

Table: State Norms for Upgradation of UPS to Sec. School & New Sec. School

SlNo	Component	Norms
1	Establishment of HS	<ul style="list-style-type: none"> • HS at a distance of 3.5 KMs from existing HS. • 15 – 16 age group population in the catchment area should be more than 120
2	Provision in HS	<ul style="list-style-type: none"> • At least 4 sections for every HS. • 1 integrated Science Lab. Room. • 1 Library room. • 1 Computer Lab. Room. • Art and Craft lab. Room. • Headmaster room. • Girls common room. • Teachers' common room. • Toilet and Drinking facilities. • Furniture and equipment for staff and students.
3	Teachers	<ul style="list-style-type: none"> • 1 teacher for every 20 students. • At least 7 academic subject teachers. • 1 teacher each for sports and music/culture, computer education & laboratory attendant. • Additional teacher on the basis of PTR. • Graduate degree in relevant subjects with B.Ed. from recognizes university.
4	Non-teaching staff	<ul style="list-style-type: none"> • 1 UDC. • 1 LDC cum Typist. • 1 Peon. • 1 Chowkidar.
5	Learning resources	<ul style="list-style-type: none"> • At least ten computer sets for all schools. • Sufficient library books. • Equipments for music and sports. • Tools/implements for crafts and art.

Deployment and Management of Teachers and Staff

Teachers and Staff

Teachers are backbone for delivering quality education. In the State of Meghalaya, there are about 325 teachers at secondary level in Government schools and 3887 teachers in Govt. aided schools.

Table - Teachers Position In Secondary School, 2013-14

Sl. No	Name of District	No. of Teachers		
		State Govt. School	Govt. Aided School	Total
1	WEST GARO HILLS	65	1157	1222
2	EAST GARO HILLS	51	346	397
3	SOUTH GARO HILLS	18	208	226
4	WEST KHASI HILLS	40	435	475
5	RI BHOI	18	140	158
6	EAST KHASI HILLS	84	1210	1294
7	JAINTIA HILLS	49	391	440
Total		325	3887	4212

Source: UDISE 2013-14

Pupil Teacher Ratio:

As per UDISE data, the pupil teacher ratio (PTR) in Govt. and Aided schools is 13.48 and 16.10 respectively.

Table: Enrolment, Teacher and PTR

Distcd	Name of District	Enrolment		No. of Teachers		PTR	
		Govt	Aided	Govt	Aided	Govt	Aided
1701	WEST GARO HILLS	967	18501	65	1157	14.88	15.99
1702	EAST GARO HILLS	674	6685	51	346	13.22	19.32
1703	SOUTH GARO HILLS	192	2853	18	208	10.67	13.72
1704	WEST KHASI HILLS	569	6627	40	435	14.23	15.23
1705	RI BHOI	186	2918	18	140	10.33	20.84
1706	EAST KHASI HILLS	688	17943	84	1210	8.19	14.83
1707	JAINTIA HILLS	1105	7048	49	391	22.55	18.03
STATE TOTAL		4381	62575	325	3887	13.48	16.10

Source: UDISE 2013-14

• Overall PTR is quite comfortable in the State. Meghalaya being a hilly and sparsely populated State, overall PTR cannot be a factor for judging the teacher requirement in the State.

Enrolment Trends

The table given below presents the percentage of enrolment increase in the secondary classes for both boys and girls in Meghalaya. There is an overall increase of 27% from 2010-11 to 2013-14 (boys 27%, Girl 27%). Herein, it is to be noted that the enrolment figures include both over-aged and under-aged to the concerned age groups.

Table: Increase in enrolment between 2010 and 2013

Sl. No	Name of District	Enrolment in 2010-11			Enrolment in 2013-14			% of Increase		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	East Garo Hills	4077	4238	8315	4797	4909	9706	18%	16%	17%
2	East Khasi Hills	10580	12659	23239	13109	15478	28587	24%	22%	23%
3	Jaintia Hills	3040	4302	7342	4109	5743	9852	35%	33%	34%
4	Ri Bhoi	1702	2053	3755	2908	3354	6262	71%	63%	67%
5	South Garo Hills	1465	1397	2862	2036	2021	4057	39%	45%	42%
6	West Garo Hills	8918	9224	18142	11364	11950	23314	27%	30%	29%
7	West Khasi Hills	3943	4892	8835	4560	5848	10408	16%	20%	18%
Total :		33725	38765	72490	42883	49303	92186	27%	27%	27%

Source: SEMIS 2010-11 & UDISE 2013-14

The table above reveals that

- The total enrolment at secondary level increased by 27% from 2010-11 to 2013-14.
- The percentage of girls at secondary level is 53% in year 2010-11 and it marginally increased to 53.48% in 2013-14

Table: Projection of Enrolment

Name of District	Enrolment in 2010-11			Enrolment in 2013-14			AAGR	
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
East Garo Hills	4077	4238	8315	4797	4909	9706	5.57	5.02
East Khasi Hills	10580	12659	23239	13109	15478	28587	7.41	6.93
Jaintia Hills	3040	4302	7342	4109	5743	9852	10.57	10.11
Ri Bhoi	1702	2053	3755	2908	3354	6262	19.55	17.78
South Garo Hills	1465	1397	2862	2036	2021	4057	11.60	13.10
West Garo Hills	8918	9224	18142	11364	11950	23314	8.41	9.01
West Khasi Hills	3943	4892	8835	4560	5848	10408	4.97	6.13
Total :	33725	38765	72490	42883	49303	92186	8.34	8.35

According to enrolment projection, the Annual Average Growth Rate in enrolment from year 2011 to 2013 overall is 8.34% with 8.35% of girls' enrolment and 8.34% of boys' enrolment at secondary level. With this projection of AAGR, the enrolment will be 2018 is 1, 37,608 and in year 2016-17 will be 1, 17,234 with 54% of girls in year 2016-17.

Gross and Net Enrolment Ratio (GER and NER) for Secondary level

According to SEMIS data, there are about 72,490 children enrolled during 2010-11 for the secondary (IX and X) classes. Taking into account the population projection of secondary school age population made by RGI as per the census 2011, the gross enrolment ratio (GER) of secondary schooling in the state is 49.22% during 2010-11.

Table: Actual and Projected Gross Enrolment Ratio

District	Actual GER 2013-14			GER 2014-15			GER 2015-16			GER 2016-17			GER 2017-18		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
East Garo Hills	58.9 5	61.8 3	60.3 8	59.5 3	64.1 0	61.7 5	59.6 4	64.3 3	61.9 1	63.4 0	68.0 8	65.6 7	71.7 9	75.0 8	73.4 0
East Khasi Hills	67.5 2	80.3 2	73.9 0	70.4 9	85.1 9	77.7 4	73.2 6	88.7 8	80.8 8	82.1 8	98.7 1	90.3 2	92.5 3	110. 24	101. 27
Jaintia Hills	39.1 1	53.9 7	46.5 9	41.7 8	57.7 2	49.7 8	44.1 8	60.7 4	52.4 9	48.7 2	68.4 2	58.4 8	55.3 5	76.1 7	65.7 6
Ri Bhoi	40.7 4	49.3 2	44.9 2	46.6 3	56.9 3	51.5 9	53.6 3	63.1 1	58.2 5	66.1 9	75.9 3	70.9 6	83.2 6	94.7 8	88.8 9
South Garo Hills	54.2 2	56.0 9	55.1 4	58.4 4	61.9 9	60.1 7	64.1 6	68.4 3	66.2 4	75.1 1	80.7 0	77.8 5	88.2 3	95.5 7	91.8 4
West Garo Hills	70.4 8	75.2 0	72.8 2	72.2 7	79.7 6	75.9 3	75.1 5	84.0 2	79.4 7	84.9 5	93.3 6	89.0 9	100. 36	108. 96	104. 64
Hills	5 5	6 6	7 7	1 1	0 0	2 2	5 5	0 0	2 2	6 6	2 2	0 0	5 5	7 7	0 0
State Total	56.9 1	66.3 3	61.5 9	59.2 2	70.4 2	64.7 3	61.2 9	73.3 0	67.1 8	68.1 5	81.2 7	74.5 9	78.3 0	92.2 5	85.1 9

Based on Census 2011 age specific population.

The above table shows that

- GER at secondary level increased year by year from 61.91% to 85.19% from year 2013-14 to 2017-18 respectively.
- The GER of girls increased approximately from 92.25% in 2017-18 and GER of boys increased approximately to 78.30%.

Dropout out Rate in Grade/Class

Annual Average Dropout rate								
All			SC			ST		
B	G	T	B	G	T	B	G	T
30.98	31.08	31.03	34.14	42.41	38.59	33.75	30.85	32.27
36.51	38.43	37.49	93.85	93.65	93.75	34.55	36.51	35.56
41.42	39.63	40.55	66.67	50.00	57.14	41.92	40.60	41.28
25.61	27.16	26.50	100.00	100.00	100.00	23.33	25.76	24.73
19.34	15.42	17.22	0.00	0.00	0.00	20.54	18.19	19.24
17.19	14.25	15.58	0.00	0.00	0.00	21.38	15.30	17.98
35.71	28.07	31.29	0.00	0.00	0.00	36.75	29.33	32.43
27.09	24.94	25.93	31.92	25.88	28.98	29.12	25.45	27.12

Source: UDISE 2013-14

The above data reflects high percentage of Dropout in all Categories of schools in all the Districts. However, when further analysed, the actual dropout is more in Rural Areas (30.69%) as compared to Urban Areas (14.25%). The above table also indicates that boy's rate is more than that of Girls counterpart. As such there are high dropout rate of Boys than Girls especially in Rural Areas.

The following are considered to be the key factors that directly or indirectly lead to high dropout rate in the state of Meghalaya:-

1. Low Access to secondary schools. The state of Meghalaya has less nos. of secondary schools as compared to elementary schools.
2. Less number of Government schools (3%) of Total secondary schools.
3. Economic condition of rural mass.
4. Socio-economic back ground of Parents.
5. Boys at this period of age are engaged more on earning a livelihood to help the family.

Promotion Rate

PROMOTION RATE CLASS IX TO X								
All community			SC			ST		
B	G	T	B	G	T	B	G	T
58.51	58.76	58.64	58.63	48.62	53.25	54.96	58.65	56.85
52.23	51.49	51.85	6.15	6.35	6.25	53.69	53.11	53.39
54.60	51.49	55.38	33.33	50.00	42.86	54.07	55.21	54.62
63.66	63.18	63.39	0.00	0.00	0.00	65.65	64.43	64.95

67.46	70.84	69.28	100.00	145.45	121.28	64.96	67.23	66.21
75.56	77.55	76.65	116.15	164.03	136.25	71.10	76.17	73.94
58.99	63.40	61.54	80.00	113.64	94.23	58.21	62.28	60.58
63.99	65.81	64.97	62.39	67.08	64.68	61.57	65.07	63.47

Table above indicate Grade wise promotion rate from class IX to X in all categories of schools and management type. Boy's figure of promotional rate is lower as compared to that of their Girls counterpart. The same may regards with effect of the dropouts situation.

Transition Rate

U DISE COD E	District	TRANSITION RATE FROM CLASS VIII TO IX								
		All community			SC			ST		
		B	G	T	B	G	T	B	G	T
1701	WEST GARO HILLS	82.71	83.16	82.94	75.00	99.06	86.28	84.25	84.99	84.63
1702	EAST GARO HILLS	86.05	82.29	84.09	47.62	31.25	40.54	86.36	82.03	84.10
1703	SOUTH GARO HILLS	66.07	64.16	65.11	50.00	62.50	60.00	65.85	64.24	65.04
1704	WEST KHASI HILLS	71.59	77.94	75.02	50.00	33.33	42.86	71.91	78.22	75.32
1705	RI BHOI	74.65	74.12	74.36	38.78	65.00	50.56	65.71	65.70	65.70
1706	EAST KHASI HILLS	89.33	87.40	88.29	177.78	213.16	193.14	84.16	84.20	84.18
1707	JAINTIA HILLS	87.30	85.82	86.44	18.84	264.29	41.45	89.41	84.07	86.24
STATE TOTAL		82.21	83.12	82.21	74.93	129.66	95.55	80.51	80.57	80.54

UDISE 2013-14

Table above shows the district wise transition rate of all categories of schools in respect of all management type from Grade VIII to Grade IX and the percentage of children moving to the secondary level (from class VIII to IX). The transition rate (class VIII to IX) at state level is 82.21%, which has slightly decreased from 83.01% in last year. However the district of South Garo Hills having lowest Transition rate viz. 56.65% last year have drastically increased to 65.11% which shows some achievement. The high transition rate of SC in district East Khasi Hills viz. 193.41 can be possible as the District itself housed the state capitals where more population of SC, General & other caste are present as compared to others district.

Learning Outcomes of Secondary School Education:

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

Enrolled, Appeared and Passed in Class X Exam

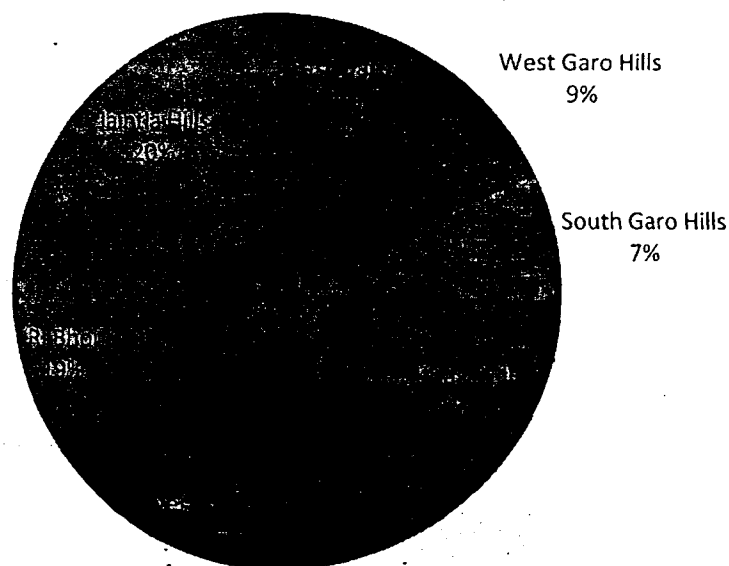
When we examine the learning outcomes of secondary education in Meghalaya in terms of children graduating from the final grade of secondary schooling i.e. Class X, it is observed from the Meghalaya Board of School Education source that there are 41,007 children who appeared in class X Board exam in the state during 2012-13 and 23093 (56.31%) children passed out which has decreased by 4% from previous Class X Board exam. This data only shows the result of the Meghalaya of Education Board Exam.

Table: Student appeared in Class – X Examination and Pass-out in 2013

District wise Percentage of Pass 2013			
District	No. of Candidates		
	Appeared	Passed	Percentage of pass
East Garo Hills	4690	1754	37.40
West Garo Hills	12061	4078	33.81
South Garo Hills	2263	654	28.90
East Khasi Hills	11732	9309	79.35
West Khasi Hills	3910	2413	63.25
Ri Bhoi	2180	1589	72.89
Jaintia Hills	4171	3236	77.58
State Total	41007	23093	56.31

Source: MBOSE Website.

Percentage of pass Class X board exam 2013



Development Issues, Priorities and Options

Development Challenges and Issues

Category	Issues	Strategy	Out come
Access	Lack of schooling facility.	Opening of Secondary schools	All age group of 14+ & 15+ will be enrolled in school
	Lack of schooling & sparsely populated regions. Opening of school in these habitations leading to unviable schools	Opening of Residential school.	Enrollment & retention of children will improve.
Infrastructure	In adequate classrooms as per student's strength.	Construction of sufficient no. of additional classrooms.	Enrollment & retention will improve
	Lack of infrastructural facilities in schools	Providing additional classrooms, Science Lab, HM Room, Office room, Computer room, library, Separate toilet for boys, girls, electrification & drinking water etc.	To make the school atmosphere convenient and suitable to the children
Quality	All post sanction under state & RMSA are not	New teacher & additional teacher	Quality of education will improve.

Activity	Issues	Strategy	Out come
	filled yet.	recruitment will be done	
	Lack of trained teachers and core subject teachers in schools	Only trained teachers to be appointed and redeployment of teachers	Teaching methodology to improve resulting in good education
	Lack of teaching equipment and facilities like science lab equipment, library, etc.	To equip the schools with teaching and learning material	Quality of teaching will improve
	Improve the learning motivation & efficiency	In-service teacher training will be imparted to teachers to enhance their capacity & motivation for quality education	Quality education will improve.
Retention	Lack of sufficient teachers.	Appointment of teachers as per CTR & PTR will be made viable good teaching learning environment.	Retention of children will increase.
	Low public participation and lack of ownership feelings	SMDC training, more Community Mobilization through involvement of PRI Members.	Community awareness will improve the enrollment & retention.
	Low student Attendance	Regular SMDC meeting & sharing of the message parents to increase attendance.	Community awareness will improve the enrollment & retention
Equity	High gender Gap	Creation of congenial learning environment , supply of free Uniform & bicycle, scholarship to Girls ,	Improve the share of girls participation in enrollment & retention.
	Lack of female teacher in each school to look after adolescent girls and take care of girl children.	Recruitment & deployment of female teacher at least one female teacher in each school where girls are studying.	Improve the share of girls' participation in enrollment & retention.
	Lack of awareness among parents and guardians.	Jati Mahasabha will be organized in places where SC, ST concentration is more.	Improve the share of SC, ST children & participation in enrollment & retention
	Lack of teachers specially trained for learning disabled.	Remedial coaching to enhance the learning of learning disabled and engaging of remedial teachers.	Increase active participation.

CHAPTER – 4

PLANNING PROCESS

1. INTRODUCTION

The district RMSA unit to oversee supervise and to monitor the implementation of RMSA project has been constituted in each district with the Deputy Commissioner being the Chairman of the team, the District Project Coordinator as the Secretary and other member.

The Planning exercise for AWP&B 2014-15 is very important as this plan all the interventions and also the integration of ICT, IEDSS and Girls Hostel are to be implemented simultaneously. The approach to the plan is to be as per the frame work and would comprehensively describe state's vision for ensuring

- a. Enhanced Access to Secondary Education
- b. To Improve Quality of Education

2. PLANNING EXERCISE

The Planning process starts with the creation of a Core group at the District Level comprising of the District Project Coordinator, Accountant-cum- data entry operator, RMSA, Planning Coordinator, the Programmer from SSA and other coordinators of SSA and i Headmaster of a Secondary School.

The planning process takes off through the same State Planning Group constituted during 2013-14. The State Group convened the first meeting with all the District Project Coordinators and some members of the District Planning Group on 13th January, 2014 in the presence of Smti. S. Reddy, Regional Head of RMSA-TCA, who provided inputs for a better District and State Plan. This was followed by the meeting with the Headmasters of all Govt schools on 14th January, 2014 who were guided on the preparation of School Improvement Plan, by Smti. S. Reddy and Dr. T. Niumei of NERIE.

The meeting held at the SPO drew up a schedule of Activities in the line up for finalization of the AWP&B 2014-15.

The Schedule of activity was as follows:-

Sl. No	Activities	No. of Days	Dates
1	1 st Planning Meeting	1	13 th January, 2014
2	Formation of core group at District Level	1	15 th January, 2014
3	Training/Orientation of the core groups	1	17 th January, 2014
4	Formulation of District Plan	4	17 th – 20 th January, 2014
5	Consultative Meetings at the State Level	1	21 th January, 2014
6	Finalization of District Plan	4	27 th – 30 th January, 2014
7	Submission of District Plan to the State	1	3 rd February, 2014
8	Appraisal of the District Plan	5	10 th – 14 th February, 2014
9	Formulation of State Plan	3	17 th – 19 th February, 2014
10	Review of the State Plan	1	20 th February, 2014
11	Submission of State Plan to GOI	1	21 st February, 2014

Some of the points discussed were:

1. To ensure that the UDISE data is cleansed and error free to the extent possible.
2. The districts to ensure that District plans are based on facts and UDISE indicators so that it can provide a reliable, practical and sustainable plan for all the districts.
3. The areas of concern and issues expressed by PAB during 2013-14 need to be addressed.
4. One day training for the district core team was conducted through a preliminary meeting at the State level and 1 (one) day at the district level.
5. Appraisal of the District Plan were undertaken at State level and finalized.

3. SOURCES OF DATA FOR PLANNING.

The principal sources of data for this year's planning are from UDISE 2013-14 and District Level Plan.

a. UDISE 2013-14:

UDISE Data is the principal source for planning and monitoring. The UDISE tool has been specifically revised to include some more variables. The required report has been generated through the software prepared by NUEPA, at various levels.

b. District Level Plan

The District Level Plan has contributed the data required for planning of IEDSS and ICT.

CHAPTER – 5

ALTERNATIVE DEVELOPMENT

Scenario and Plan Targets

Population Projection and Setting Plan Targets

This chapter deals with the projection of school-age population, i.e., children in the age-group of 14-15 and projection of enrolment in Meghalaya during 2002 to 2016.

Projection of School Age Population (Age Group 14-15) at Secondary level

Planning for educational development requires data about various aspects of educational development at different levels. Since many of the indicators of educational development are directly or indirectly related to the size and structure of the population, it is important to know the size and structure of population at different points of time particularly throughout the planning period. In fact, in order to plan for development of a particular level of education, it is very much necessary to the size and structure of population of the relevant age-group which is the target group for that level.

Though there are different methods of population projections but keeping in view scant demographic data at the block and district level it is not possible to undertake detailed population projection exercise. Therefore, the Planning team has used the methods based on growth rates and ratio methods of population projections.

Data Sources

Demographic data is generally collected by census of India once in every ten years. The Census 1991 provides only the district-wise (for 7 districts) total population by gender and location. The Census 2011 provides district-wise total population and single-age population by location, gender and social categories in Meghalaya in 2011. The Census of India has also projected the population for all India and also for all the states including Meghalaya by location and gender from 2002 to 2026.

Methodology of Projection of Secondary School Age Population (Age-group (14-15)

In view of the availability of population data in 2001 Census as well as the projection, the following broad steps has been followed in projecting the district-wise total population and population of age-group (14-15) by gender in from 2002 to 2016 in Meghalaya:

Step I: The share of district population to the state population by gender in 2001 for each district was estimated. (See Table 1A)

Step II: Applying the share of district population to total state population in 2001 to projected population of 2006, 2007 and 2008, the district-wise total population for 2012, 2013 and 2017 have been projected. (See Table 1)

Step III: The district-wise shares of population of age-group (14-15) to total district population by location, gender and social categories in 2001 may be estimated by using c-series data of 2001 census.

Step IV: By using the compound rate of growth method, the district-wise annual average growth rates of population between 2001 and projected population of 2008 (as in step III) were estimated.

Step V: Applying the growth rates (as estimated in step IV), the district-wise total population have been projected for each year from 2002 to 2016.

Step VI: The district-wise shares of population of age-group (14-15) to total district population by gender in 2001 were estimated by using 2001 census data.

Step VII: The district-wise shares of population of age-group (14-15) to total district population by gender in 2001 (as estimated in step VI) have been applied to the projected district population by gender to project the district-wise population of age-group (14-15) by gender for each year from 2002 to 2016

Table: Calculation of Annual Average Growth Rate

District	Population 2001			Population 2011			Annual growth rate	
	Male	female	Total	Male	female	Total	Male	female
East Garo Hills	127474	123108	250582	161372	156246	317618	2.39	2.41

East Khasi hills	333553	327370	660923	410360	413699	824059	2.09	2.37
Jaintia Hills	149891	149217	299108	195641	197211	392852	2.70	2.83
Ri Bhoi	99319	93471	192790	132445	125935	258380	2.92	3.03
South Garo Hills	52007	48973	100980	73322	69252	142574	3.49	3.53
West Garo Hills	263424	254966	518390	324900	318023	642923	2.12	2.23
West Khasi Hills	150419	145630	296049	194628	190973	385601	2.61	2.75
Meghalaya	1176087	1142735	2318822	1492668	1471339	2964007	2.41	2.56

Table 1: Projected Population as per AAGR

Name of District	Population 2012			Population 2013			Population 2017		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
East Garo Hills	165222	160015	325238	169165	163875	333040	185897	180270	366166
East Khasi Hills	418953	423496	842448	427725	433524	861250	464692	476071	940763
Jaintia Hills	200922	202788	403710	206346	208523	414869	229546	233130	462677
Ri Bhoi	136313	129746	266058	140293	133672	273965	157412	150601	308013
South Garo Hills	75884	71694	147578	76550	74221	150771	80103	78255	158357
West Garo Hills	331787	325129	656916	338820	332394	671214	368474	363115	731589
West Khasi Hills	199708	196220	395928	204921	201612	406533	227168	224701	451869
Total :	1528677	1509001	3037677	1565554	1547627	3113180	1722176	1712273	3434449

Table 1A: Share of District Population to the Total Population

Sl. No	Name of District	Share of District Population 2001			Share of District Population 2011		
		Male	Male	Male	Male	Female	Total
1	East Garo Hills	10.84%	10.84%	10.84%	11%	11%	11%
2	East Khasi Hills	28.36%	28.36%	28.36%	27%	28%	28%

East Khasi hills	333553	327370	660923	410360	413699	824059	2.09	2.37
Jaintia Hills	149891	149217	299108	195641	197211	392852	2.70	2.83
Ri Bhoi	99319	93471	192790	132445	125935	258380	2.92	3.03
South Garo Hills	52007	48973	100980	73322	69252	142574	3.49	3.53
West Garo Hills	263424	254966	518390	324900	318023	642923	2.12	2.23
West Khasi Hills	150419	145630	296049	194628	190973	385601	2.61	2.75
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3	Jaintia Hills	200922	202788	403710	206346	208523	414869	229546	233130	462677
4	Ri Bhoi	136313	129746	266058	140293	133672	273965	157412	150601	308013
5	South Garo Hills	75884	71694	147578	78536	74221	152757	90103	85255	175357
6	West Garo Hills	331787	325129	656916	338820	332394	671214	368474	363115	731589
7	West Khasi Hills	199708	196220	395928	204921	201612	406533	227168	224701	451869
Total:		1528677	1509001	3037677	1565554	1547627	3113180	1722176	1712273	3434449

Table 1A: Share of District Population to the Total Population

Sl. No	Name of District	Share of District Population 2001			Share of District Population 20011		
		Male	Male	Male	Male	Female	Total
1	East Garo Hills	10.84%	10.84%	10.84%	11%	11%	11%
2	East Khasi Hills	28.36%	28.36%	28.36%	27%	28%	28%

3	Jaintia Hills	10226	10531	20757	10502	10829	21331	11683	12107	23790
4	Ri Bhoi	6475	6500	12976	6664	6697	13362	7478	7545	15023
5	South Garo Hills	3662	3557	7220	3790	3683	7473	4349	4230	8579
6	West Garo Hills	16301	16111	32411	16646	16471	33117	18103	17993	36096
7	West Khasi Hills	10315	9571	19885	10584	9833	20417	11733	10960	22693
Total :		75194	75743	150936	77017	77687	154704	84678	85936	170614

ENROLMENT PROJECTION AT SECONDARY LEVEL

Development of Alternative Scenarios for Setting Plan Targets

Given the status of secondary education in a state or district, the next stage is to explore future prospects of secondary education or alternative scenarios of expansion of secondary education while keeping up with the national goal of universalization of secondary education by 2017 at the state/district level. Herein the target indicator by which the prospects to be explored is the gross enrolment ratio (GER) in secondary classes in the state/district over the years in future. Hence, the projection of enrolment is based on the GER targets during the plan period.

Depending upon the present rate of participation of children (as indicated by GER) and the past trend in the growth rate of enrolment, three alternative possibilities for projections of enrolment in secondary classes in the districts and at the state level have been considered. The first way of exploring future prospects of growth in enrolment is its past growth, based on which the projection of the future enrolment in secondary classes in the state/district during the plan period have been made. This method applies the application of past trend to future which means enrolment in secondary classes in the state/district would grow at the same rate as it has grown during the past. The second alternative is while following the national level norm of achieving the goal of universalization of secondary education by 2016-17, the state/district may have to take-up the national level RMSA targets of achieving GER = 75% by 2011-12 and GER = 100% by 2016-17 and accordingly the enrolment for each year during the plan period have been projected. The third alternative future prospects is based on the achievement in elementary education, since the enrolment at

secondary level primarily depends on the number of elementary graduates or grade VIII pass outs.

Based on these three possibilities of participation of children (GER), three Scenarios of models for the projections of enrolment in secondary classes have been developed as given below;

Development Scenario - 1

(Past trends in the growth of enrolment/GER in classes IX-X and their extrapolation till 2016/17)

The first way of exploring future prospects of growth in enrolment is its past growth, based on which the projection of the future enrolment in secondary classes in the state/district during the plan period have been made. This method applies the application of past trend to future which means enrolment in secondary classes in the state/district would grow at the same rate as it has grown during the past. If the past trends in the participation in secondary education continue, then almost all the districts would be far below the RMSA target of GER = 70% by 2013-14 and GER = 100% by 2016-17, which is not desirable. The following table shows Projection for Scenario - I:

Table: Projected GER as per Scenario - I

Sl. No	Name of District	GER in 2010-11			GER in 2012-13			GER in 2016-17		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	East Garo Hills	50.39	53.14	51.76	52.75	56.39	54.56	57.79	63.51	60.63
2	East Khasi Hills	54.20	60.83	57.62	57.01	63.05	60.14	63.09	67.75	65.51
3	Jaintia Hills	30.53	42.01	36.35	32.31	44.79	38.65	36.20	50.93	43.70
4	Ri Bhoi	27.05	32.54	29.80	28.09	34.68	31.39	30.27	39.39	34.85
5	South Garo Hills	41.40	40.66	41.03	42.75	41.90	42.33	45.59	44.49	45.05
6	West Garo Hills	55.87	58.53	57.19	59.82	63.82	61.80	68.56	75.85	72.20
7	West Khasi Hills	39.22	52.52	45.62	40.73	55.61	47.89	43.91	62.33	52.81
Total :		45.94	52.49	49.22	48.33	55.50	51.93	53.54	62.07	57.83

Table: Projected Enrolment as per Scenario – I

Sl. No	Name of District	Enrolment in 2010-11			Enrolment in 2012-13			Enrolment in 2016-17		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	East Garo Hills	4077	4238	8315	4474	4717	9191	5386	5844	11230
2	East Khasi Hills	10580	12659	23239	11601	13751	25352	13948	16226	30174
3	Jaintia Hills	3040	4302	7342	3394	4850	8244	4230	6166	10396
4	Ri Bhoi	1702	2053	3755	1872	2323	4194	2264	2972	5236
5	South Garo Hills	1465	1397	2862	1620	1543	3163	1982	1882	3865
6	West Garo Hills	8918	9224	18142	9957	10511	20468	12412	13648	26060
7	West Khasi Hills	3943	4892	8835	4311	5468	9779	5152	6831	11983
Total :		33725	38765	72490	37220	43116	80335	45333	53337	98670

Development Scenario - 2

(Enrolment targets as envisaged under RMSA (i.e. GER = 70% by 2011/12 and GER = 100% by 2016/17)

The second development scenario is based on the national level norms of achieving the goal of universalization of secondary education by 2016-17. If the state and the districts adopt the national level RMSA targets of achieving GER = 100% by 2016-17, then the enrolment in secondary classes at the state level is likely to be 141350 and hence, the additional enrolment during 2009-10 and 2016-17 would be more than 100000. This would mean that the required growth rate of enrolment in almost all the districts would have to be much more than the past trend. This situation/GER target of RMSA is not feasible or achievable since there would not be adequate number of elementary graduates which is reflected by low GER at secondary level as well as low AAGR of enrolment in the past, i.e., during 2001-02 and 2009-10. The following table shows Projection Enrolment & GER as per Scenario – II.

Table: Projected Enrolment as per Scenario – II

Sl. No	Name of District	Enrolment in 2010-11			Enrolment in 2012-13			Enrolment in 2016-17		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	East Garo Hills	4077	4238	8315	4474	4717	9191	5386	5844	11230
2	East Khasi Hills	10580	12659	23239	11601	13751	25352	13948	16226	30174
3	Jaintia Hills	3040	4302	7342	3394	4850	8244	4230	6166	10396
4	Ri Bhoi	1702	2053	3755	1872	2323	4194	2264	2972	5236
5	South Garo Hills	1465	1397	2862	1620	1543	3163	1982	1882	3865
6	West Garo Hills	8918	9224	18142	9957	10511	20468	12412	13648	26060
7	West Khasi Hills	3943	4892	8835	4311	5468	9779	5152	6831	11983
Total :		33725	38765	72490	37220	43116	80335	45333	53337	98670

Table: Information regarding Projection as per Scenario – II

Sl. No	Name of District	Enrolment in 2010-11			Enrolment in 2016-17			Addl. Enrolment in 2016-17 from 2010-11		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	East Garo Hills	50.20	52.14	51.75	100.00	100.00	100.00	8218	9044	17237
2	East Khasi Hills	54.20	60.83	57.62	100.00	100.00	100.00	23100	32318	54835
3	Jaintia Hills	30.53	42.01	36.35	100.00	100.00	100.00	4376	7419	11535
4	Ri Bhoi	27.05	32.54	29.80	100.00	100.00	100.00	2333	3043	5349
5	South Garo Hills	41.40	40.66	41.03	100.00	100.00	100.00	2500	2354	4853
6	West Garo Hills	55.87	58.53	57.19	100.00	100.00	100.00	20208	22243	42378
7	West Khasi Hills	39.22	52.52	45.62	100.00	100.00	100.00	6487	10303	16247
Total :		45.94	52.49	49.22	100.00	100.00	100.00	62384	81593	142753

Development Scenario – 3

(Most likely development scenario)

The third alternative future prospects is based on the achievement in elementary education, since the enrolment at secondary level primarily depends on the number of elementary graduates or grade VIII passouts and the transition rate between grades VIII and IX. This development scenario is based on the feasible assumptions about growth of elementary education graduates and the expected transition rate to grade IX in the future. Accordingly, the target size of the GER (for classes IX-X) has been set for all the districts from 2011-12 to 2016-17. Based on the district-wise GER targets, the enrolment at secondary classes have been projected for all the districts and the state of Meghalaya. This scenario is based on the following assumptions;

- The GER targets of the districts have been set depending upon the average percentage point change per annum in the size of the GER between 2001-02 and 2009-10; and
- Average percentage point change per annum in the size of the GER assumed between 2009-10 and 2013-14 is less than the average percentage point change per annum in the size of the GER assumed between 2013-14 and 2016-17 in all the districts as it is assumed that the growth of enrolment at secondary classes (Classes IX-X) will be relatively lower in the initial years of implementation of RMSA. Once it is settled, the enrolment will grow at a faster rate and then the state would move towards universalization.

It may be mentioned that the state is expected to achieve a GER target of 92.52% (93.37% for boys and 91.68% for girls) in 2016-17. The following table shows projected GER and enrolment till 2016-17 :

Table : Projected GER

Sl. No	Name of District	GER in 2009-10			Projected GER in 2012-13			Projected GER in 2016-17		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	East Garo Hills	50.39	53.14	51.76	52.75	56.39	54.56	92.22	91.98	92.10
2	East Khasi Hills	54.20	60.83	57.62	57.01	63.05	60.14	100.00	99.55	99.76
3	Jaintia Hills	30.53	42.01	36.35	32.31	44.79	38.65	88.24	83.13	85.61

4	Ri Bhoi	27.05	32.54	29.80	28.09	34.68	31.39	71.83	70.31	71.08
5	South Garo Hills	41.40	40.66	41.03	42.75	41.90	42.33	95.28	94.48	94.89
6	West Garo Hills	55.87	58.53	57.19	59.82	63.82	61.80	99.63	99.38	99.51
7	West Khasi Hills	39.22	52.52	45.62	40.73	55.61	47.89	94.96	89.79	92.44
Total :		45.94	52.49	49.22	48.33	55.50	51.93	93.97	91.68	92.52

Table : Projected Enrolment

Sl. No	Name of District	Enrolment in 2010-11			Projected Enrolment in 2011-12			Projected Enrolment in 2016-17		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	East Garo Hills	4077	4238	8315	4271	4471	8742	9747	10911	20612
2	East Khasi Hills	10580	12659	23239	11079	13194	24272	23100	32694	55147
3	Jaintia Hills	3040	4302	7342	3212	4568	7780	5268	10462	14905
4	Ri Bhoi	1702	2053	3755	1785	2184	3968	3801	5436	9096
5	South Garo Hills	1465	1397	2862	1541	1468	3009	2719	2596	5314
6	West Garo Hills	8918	9224	18142	9423	9846	19270	20379	22580	42869
7	West Khasi Hills	3943	4892	8835	4123	5172	9295	7074	13126	18870
Total		33725	38705	72430	35423	40003	75426	70217	88615	157412

CHAPTER – 6

STRATEGIES AND ACTION PROGRAMME

On the basis of the UDISE data and other related information for preparation of RMSA Plan and based on the ground realities on the implementation of the RMSA programme in the state, Meghalaya has carefully formulated strategies and action programmes for 2014-15.

The following strategies and action programme for the RMSA Schemes in the state is proposed implementation during the year 2014-15.

NON – RECURRING ACTIVITY:

Upgradation of Government UP Schools:

Considering the limited number of only 28 Govt Secondary schools in the State, the PAB has approved for upgradation of 25 Govt UP schools during 2010-11. 13 out of 25 have functioned in class IX during 2013 in available spare room pending execution of civil works that could not be taken up due to problems of plinth area norms vis-à-vis State SORs. Another 9 Govt Sec schools were approved for upgradation during 2013-14 although the fund is yet to be received. To strengthen access to Secondary Education so as to achieve increase the GER, it is proposed to upgrade some more Govt UP schools as below:-

Sl. No	District	Block	Name of School	Unit Cost (Approved)
1.	East Khasi Hills	Mawphlang	Mawphlang Govt UP School	105.49
2.	West Khasi Hills	Nongstoin	Mawlieh Govt UP School	105.49

In respect of Districts where there are no suitable Govt UP schools for upgradation but rather upgradation of SSA UP schools is desirable with respect to unserved habitations, a few SSA schools are proposed for upgradation with special consideration by PAB.

	Numbers	Unit cost	Total
East Khasi Hills	11	105.49	1160.39
Ri Bhoi	4	105.49	421.96
South Garo Hills	5	105.49	527.45

East Garo Hills	2	105.49	210.98
West Khasi Hills	8	105.49	843.92
Total	30		3164.7

Lab Equipment for Government Schools:

Out of 28 Govt. Secondary Schools in the State, 14 Schools have already been provided assistance with lab equipments under AWP&B 2010-11. The construction of Science Laboratory of 2009-10 sanction was started only in 2011 and completed in 2013. The fund for Science equipment that was released and procurement is in process.

Besides there are another 14 existing Govt Sec Schools who have received science equipments under Centrally Sponsored Scheme in the year 2004 and they need replenishment.

As such, under this activity all the 14 existing Govt Sec Schools other than those 14 schools receiving Lab Room grant under AWP&B 2009-10 are proposed for assistance in providing Lab equipments for the year 2014-15.

The financial implication will be as follows:

Rs. In Lakhs

Sl.No.	District	No. of Schools	Unit Cost	Amount
1	East Khasi Hills	5	1.00	5.00
2	Ribhoi	1	1.00	1.00
3	Jaintia Hills	3	1.00	3.00
4	East Garo Hills	2	1.00	2.00
5	West Garo Hills	3	1.00	3.00
	Total	14		14.00

Lab Equipment for Government Aided Schools:

Under RMSA, Govt of India is not extending support to Govt Aided Sec Schools in terms of physical infrastructure and teachers but they are eligible for softer components. As such, in order to enhance the level of science education in the Govt. Aided Schools which do not receive any aid from the State Govt other than the Grant towards salary; it is also proposed to provide support to these schools by providing assistance in supplementing the Lab Equipments to these Govt. Aided Schools.

Approval was already accorded by PAB during 2013-14 for Laboratory Equipments to 180 Govt Aided Schools which have science lab as per UDISE but fund was not yet released by MHRD till date and State RMSA has not initiated the process of tendering which involves e-tendering.

As such, the proposal is resubmitted during 2014-15 and the financial implication District wise is given below:

Sl.No.	District	No. of Schools	Unit Cost	Amount
1	East Khasi Hills	84	1.00	84.00
2	West Khasi Hills	11	1.00	11.00
3	Ribhoi	9	1.00	9.00
4	Jaintia Hills	33	1.00	33.00
5	East Garo Hills	12	1.00	12.00
6	West Garo Hills	31	1.00	31.00
	Total	180		180.00

Science & Mathematics Kits: Approval was already accorded by PAB during 2013-14 for Science & Mathematics Kits to 241 (41 Govt including upgraded & 200 Govt aided Schools) Schools as per UDISE but fund was not yet released by MHRD till date and State RMSA is making correspondence with NCERT on the details of procurement/supply.

Sl. No	No of Schools	Science & Mathematics Kits	Amount
1	241	2500 X 4 kits	24.10 L

RECURRING ACTIVITIES:

Salary for Non Teaching Staff of existing 28 Govt. Sec Schools:

The Non-Teaching Staff viz. Laboratory Attendant and Office Assistant in 28 Govt. Sec Schools have been appointed in the month of March '2013 and proposed to be continued for 12 months during 2014-15. The amount involved is:

28 Laboratory Attendant @ Rs.10,000/- for 12 months = Rs. 33.60 (L)

28 Office Assistant @ Rs. 8,000/- for 12 months = Rs. 26.88 (L)

Total = Rs. 60.48 (L)

Salary for Additional Staff/Teachers in 3 existing Govt. Sec Schools:

Additional Teachers in 3 existing Govt. Schools 1 each was identified in Jirang Govt. Sec School Ri-Bhoi District, Mallangkona Govt. Sec School in West Khasi Hills and United Kharkutta Govt. Sec School in East Garo Hills. This was approved by the Ministry and as advised was included in the AWP&B 2012-13 but it was not sanctioned. It was again included annual work plan AWP&B 2013-14 but it was not considered and sanctioned.

Hence it is against proposed during AWP&B 2014-15. Amount involved for 3 Additional subject teachers is Rs. 15,000*3*12= 5.40(L).

Salary for staff for new Schools sanctioned in previous years (2009-13):

The salary for approved staffs for 25 New Schools is proposed for 12 months for the year 2014-15. During 2013-14. it was reported to PAB that 13 schools are functional and teachers are being appointed and accordingly salary was approved for 4 teachers in each of the 13 schools for 12 months. Some more schools have functioned in 2014. The recruitment of teachers against the vacancies and additional sanctioned strength is being processed in all the functional schools. The candidates should have B.Ed or Graduates subject to obtaining B.Ed within 2 years.

However, Lab Attendant and Office assistant have not yet been recruited for the new schools

The financial involvement for the same is mentioned below:

Rs. In Lakhs

Sl.No.	Activity	Unit cost	Amount
1	Head Master	0.15	45.00

2	Subject Teacher	0.15	270.00
3	Lab Attendant	0.10	30.00
4	Duftary/Office Assistant	0.80	24.00
	Total		369.00

School Grant & Minor Repair Grant: To strengthen the existing 28 government secondary schools and also the 25 newly Upgraded Sec. Schools, funds is required to procure laboratory consumables, library books, conducting of SMDC meetings etc. As such it is proposed that annual School Grant @ Rs. 50,000/- be given to them.

The financial implication is as follows:

Activity	Unit Cost	No. of Schools	Amount
School Grant	0.5	53	26.50

Activity	Unit Cost	No. of Schools	Amount
Minor Repair Grant	0.25	28	7.00

Minor Repair Grant was so far extended to only 26 existing Sec. Schools. 2 schools namely Rymbai Govt Sec School and Umthlong Nongthliew Sec School were excluded on the ground that they do not have their own building. In fact, the sec section is housed in the building of the Govt UP school and not in a rented house and the schools is an amalgamated one. As such, Minor Repair Grant is also recommended to them.

Teacher Training: As per RMSA Norms, training for headmaster plays a vital role in bringing out a school improved environment. In-service training of teachers is also mandatory for their continuous professional development. During 2013-14, approval was received for training of 502 Head Masters and in-service training for 3519 existing teachers and also induction training for 175 new teachers. Besides, approval was accorded for School Leadership Programme of 30 Headmasters, Training of 70 Key Resource Persons and training of 175 Master Resource Persons.

Teachers Training but could not be organized due to issues of relevant modules which are available only for Science and Maths in the middle of 2013 and the modules of English and Social Science are yet to be out from NCERT. The law and order situation from September onwards has dislocated the training schedule which was initiated. As such, re sanction is sought for during 2014-15.

The Head Master Training was organized only for a batch of 33 HeadMasters/Officers from all districts through IIM-Shillong. They are expected to provide us with modules by which we can use in conducting the training for remaining Headmaster in their respective districts.

Training of KRPs was taken up with North East Regional of Education, Shillong and is tentatively scheduled in March, 2014 and Training of Master Resource Persons has to be organized only after completion of KRPs. School Leadership Programme could not be organized since the details are to be finalized with NUEPA and the matter is being taken up. As such re-sanction of the interventions is sought for during 2014-15. Modules are also yet to be developed through NERIE. Also, fund of 2013-14 was not yet received.

The detailed proposal for the Training Programme is given below:

Sl. No.	Activity	Unit Cost	Physical	Amount
1.	Training for Head Masters	0.015	502	7.53
2.	In-service training for existing teachers	0.015	3619	54.285
3.	Training for New Teachers	0.03	130	3.9
4.	Training of KRPs	0.015	70	1.05
5.	Training for Master Resource Person	0.015	175	2.625
6.	School Leadership	0.30	30	9
7.	Teacher Training Module	1.5	3	4.5
	Total		4529	82.89 L

QUALITY RELATED INTERVENTION

To motivate and attract the enrolment of children in the schools, the state takes special consideration into Quality issues. Excursion Trips, study tours for students and teachers, Science exhibitions, Book fair, Art & Craft Mela and Special teaching are proposed for implementation during 2014-15.

The detailed proposal for Quality Interventions are mentioned below:

Sl.No.	Activity	Unit cost	Physical	Amount
1	Excursion Trip for Students within the state	0.002	2000	4.00
2	Excursion trips for teachers within state	0.002	200	0.40
3	Science Exhibitions	1.00	7	7.00
4	Book Fair	1.00	7	7.00
5	Special Teaching for learning enhancement of class IX (rural)	0.005	5,000	25.00
6	Special Teaching for learning enhancement of class X	0.05	290	14.5
7	Art & Craft Mela – District Level	1.7	7	11.9
	Total			

It is expected that the activity at serial 1,2 & 3 will enhance the knowledge and practical experience as well as make them competitive minded .

Item 5 ie Special Teaching for learning enhancement of class IX (rural) is considered very essential for all class IX students of rural areas entering Secondary School after Class VIII as they are usually very weak and this will help them to cope with class IX and will reduce

dropout. The Special Teaching will be conducted at the beginning of the school session for atleast 2 months.

Item 6. Ie Special Teaching for learning enhancement of class X. it is felt that many students are poor in pronunciation and expression which tend to hamper in giving expression to their thoughts while facing people in course of discussion or interviews. This trend is strongly prevalent in rural students and they are not able to share their opportunities equally with urban students. To make up with the deficiency and build up confidence, it is proposed to arranging training in communication and life skills through Avenues which is a reputed institute in the field.

Item 7 ie Art & Craft Mela – District Level will expose the secondary students to the art of work and skills which is expected to take them further to vocational education.

Guidance and Counseling:-

To enable the secondary students to be prevented from falling prey to AIDs and overcome various adolescence problems, as well as guide them to develop the right attitudes and competencies to cope with educational personal, social and career related issues and help promoting student retention and better scholastic performance, it is proposed to have Guidance & Counseling programmes in schools for which Counseling Coordinators and Research assistants are required to under take the programme.

Under Guidance & Counseling, approval was accorded by PAB in 2013-14 for appointment of 5 Coordinators and 7 Research Assistants. Including Literature and Display Material. On condition that release is subject to actual recruitment by the State. Since the State has not recruited the personnel, the proposal is submitted again for consideration during AWP&B 2014-15.

The detailed estimation for the setup of these cells is given below:

Sl. No.	Activity	Unit Cost	Physical	Amount
1	Salary for Coordinators	0.15	5	9
2.	Research Assistants	0.08	7	6.72
3	Literature & Display Materials	0.50	1	0.50
	Total		13	16.22

GIRLS ORIENTED ACTIVITIES:

Scholarship for SC/ST Girls: The enrolment of SC/ST girls in comparison to boys is rather low. In order to encourage more SC/ST girls to enroll themselves in Schools, an incentive in the form of scholarship @1,000/- for 20,000 girl students amounting to Rs. 200 lakhs is proposed. This is aimed at meeting the cost of uniform and books/dictionary.

Karate Training: To equip the girl student and to instill a feeling of safety while attending school, it is proposed to impart karate training of two hours before or after class during school session for a period of 3 months through a karate trainer to be arranged through Sports Department. This will also encourage them to build their interest in martial arts. The estimation is @Rs1,000/- per student for 2000 girl students to be drawn from 50 Schools across the State. Amounting involved is $2000 \times 1000 = 20.00$ Lakhs.

Camps: A camp for girl students is proposed in order to enhance the communication skills and to encourage them in enrolment in Schools. The estimation is @Rs.500.00 per head for 600 students which amount to Rs.3.00 Lakhs.

SC/ST/OBC ORIENTED ACTIVITIES:

To ensure the RMSA programme more inclusive and impacting for socially disadvantaged groups like Scheduled Tribes and Backward Tribes, the Yuva Mela Programme is proposed to be organized in the 28 Govt Sec School. Each school shall invite participants from all neighbouring schools.

Yuva Mela programme on various competitive activities is a good platform to tap the talents with the following aims and objectives:-

- To provide opportunity for children to show case their talents and to encourage them to learn from each other.
- To develop their physical, mental and social growth.
- To build their confidence.
- TO develop in them the sporting spirit and socializing with others for discipline.
- To enable them to accept the failure and success in a healthy manner.

The activities under Yuva Mela will be as under:

- Essay writing competitions, paintings, elocution.
- Quiz (General knowledge and awareness).

- Debate.
- Singing – solo and group (various forms)
- Extempore speech.
- Dancing – Folk/Modern/Classical.
- Minor games and athletics.
- Clay molding/craft work.
- Drama, Skit, Plays.
- Story writing, poetry

The proposal for financial implication under Yuva Mela is as under: -

(Rs. In Lakhs)

Level	No. of Days	Unit Cost	Physical	Financial
School Level	2 Days	0.20	28	5.60
District level	2 days	1.00	7	7.00
Total				12.60

Educational Backward Minorities oriented activities:

In order to encourage and to build confidence among the Educational Backward Minorities and also to provide guidance in the field of career, a career guidance activity is proposed to be conducted in those districts having the Educational Backward Minorities.

The proposed estimation is @Rs.0.30 lakhs per schools for 60 schools amounting to Rs. 18.00 Lakhs

Sports Materials:

To instill the feeling of ownership of RMSA Programme amongst the Govt Aided Schools where infrastructure and appointment of staff is not permitted and also to encourage sports activities, it is proposed that assistance of sports materials be extended to the Govt Aided

Schools in addition to proposed extension of provision of science equipments and involving them in training programme and excursion trip.

The proposed estimation is @Rs.0.20 lakhs per schools for 200 schools amounting to Rs. 40.00 Lakhs

Community Training:

Under community training it is proposed to conduct the training for the SMDC members at each district in order to enhance their knowledge on planning and implementation of RMSA Scheme. The budget estimation is @Rs. 600.00 per member for 450 members of 45 Schools including upgraded ones (10 members per school) amounting to Rs.2.70 Lakhs.

MMER:

Budget under Office Management and Maintenance at DPO:

Rs. in lakhs

Sl. No.	Particulars	Unit Cost	Physical	Amount
1	Salaries	0.10	7	13.44
2	TA/DA	0.5	7	3.50
3	Community Mobilisation	0.5	7	3.50
4	Media oriented activities	0.5	7	3.50
5	Office Expenses	0.5	7	3.50
6	Audit Expenses	0.5	7	3.50
	Total			30.94

Budget under Office Management and Maintenance at SPO:

Rs. In lakhs

Sl. No.	Particulars	Unit Cost	Physical	Amount
1	Salaries			6.36
	Honorarium			2.00
2	TA/ DA			5.00
3	Office Expenses			3.00
4	Audit Expenses			1.00
5	Workshop for Teachers	0.1	168	16.80
6	Hiring of Vehicle	0.3	1	3.60
	Total			37.76

CHAPTER – 7

ACTION PROGRAMME FOR FOCUS GROUP

Meghalaya is a home of different tribes and many more sub-tribes. Different languages are spoken and each language is distinctly different from each other. Another notable weakness of education in the state is low participation of girls in education system. Out of 39 RD Blocks, 9 have been identified as Educationally Backward Block (EBB) where female literacy rate is lower than the national average. As such, girls' education and education for Scheduled Tribes/Linguistic minorities and tribal groups living in remote areas and international boundaries calls for immediate intervention.

(a) Girls Education:-

The enrolment of girls to secondary schools is very low in comparison to boys. To properly address the problems of Girl's Education, various steps will be taken like community mobilization and sensitization programme through NGOs etc, adequate representation of women in the various Management setup like Governing Body, Executive Committee, District Education Committee, SMDCs, Academic Committee and Building Committee, Residential quarters for female teachers in rural areas and Girls Hostel in remote and difficult areas.

Besides this, incentives in the form of uniforms and textbooks are proposed to encourage enrolment of girls. The financial implication is shown below in respect of 20,000 girls:

Rs. In Lakh

STATE	Proposed number of girls	Unit Cost	Amount
MEGHALAYA	20,000	0.01	2.00

The Karate training and Camps for girls are also being proposed in the AWP&B 2014-15.

(b) Education of ST and Backward Tribes:

To ensure the RMSA programme more inclusive and impacting for socially disadvantaged groups like Scheduled Tribes and Backward Tribes, adequate representation of SC/ST and Minority to be ensured in the Governing Body, Executive Committee, SMDCs etc. Besides this, the Yuva Mela Programme is proposed to be organized in the 28 Govt Sec School. Each school shall invite participants from all neighbouring schools.

Yuva Mela programme on various competitive activities is a good platform to tap the talents with the following aims and objectives:-

- To provide opportunity for children to show case their talents and to encourage them to learn from each other.
- To develop their physical, mental and social growth.
- To build their confidence.
- TO develop in them the sporting spirit and socializing with others for discipline.
- To enable them to accept the failure and success in a healthy manner.

The activities under Yuva Mela will be as under:

- Essay writing competitions, paintings, elocution.
- Quiz (General knowledge and awareness).
- Debate.
- Singing – solo and group (various forms)
- Extempore speech.
- Dancing – Folk/Modern/Classical.
- Minor games and athletics.
- Clay molding/craft work.
- Drama, Skit, Plays.
- Story writing, poetry

The School Level Yuva Mela shall be followed by the District Level Yuva Mela.

The proposal for financial implication under Yuva Mela is as under: -

(Rs. In Lakhs)

Level	No. of Days	Unit Cost	Physical	Financial
School Level	2 Days	0.5	28	14.00
District level	2 days	1.00	7	7.00
Total				21.00

The Career Guidance & Counseling Programme is also proposed to be conducted in those districts having the Educational Backward minorities.

Access and Enrolment:

In view of the wide gaps in the level of participation and literacy of girls and children of backward Districts like East Garo Hills, West Garo Hills and South Garo Hills, it is found to have an “area intensive approach” by converging RMSA activities with other allied Schemes like Girls Hostel Scheme, Model School Schemes of MHRD. Furthermore, the following steps are also proposed:-

- Appointment of more women teachers, construction of quarters, etc. as Male-Female Ratio is very wide in these areas.
- Regular Enrolment drives, wide publicity about new facilities like Hostel, Incentives, etc.
- Conducting special study camps and bridge courses in convergence with the state Agencies.
- Residential Schools and Hostels may also be established to address the real needs of the backward areas.

Towards this, 9 (nine) Model Schools are being setup in 9 EBB of Meghalaya and the civil works undertaken through Meghalaya Government Construction Corporation is in progress. 9 (nine) Girls Hostel were already sanctioned for the 9 EBBs and are being processed.

Retention:

Retention rate among girls and children of socially backward groups is exorbitantly lower compared to other social groups. Efforts will be made to fulfill the following steps:-

- Monitoring and attendance of both students and teachers in pockets identified for intensive activities by involving SMDCs, VECs and Local NGOs.
- Retention drive will be undertaken in pockets where dropout rates are high.
- Community involvement in mobilizing parents for regular attendance of their children and also to watch attendance of teachers as well.
- Steps are also being taken up to mobilize local leaders and business houses, NGOs etc. to contribute and donate for “token awards and incentives” for successful students which may be distributed in the public functions.

Achievement:-

Due to poor success rate and achievement level of these groups, adequate measures need to be taken.

The following steps are proposed to be initiated for ensuring higher level of achievements:-

- Special Coaching Classes and remedial teaching will be organized for children belonging to illiterate and poor families having no home support. The SMDC in convergence with local Village Council and NGOs will make necessary arrangement. The SMDC will arrange volunteers with meager remuneration. The service of existing teachers may also be utilized for the purposes.
- The SMDC and School Teachers will be properly trained to procure/develop appropriate teaching aids with the grants received from RMSA etc. so that classroom teaching atmosphere will be completely changed from traditional system of “Teaching Centred” to “Students Centred”.
- All required facilities will be provided to children with special needs. To ensure fulfilment of their special requirements, proper convergence with related schemes like IEDSS, Social Welfare Department, etc. will be ensured.

Further, all buildings, toilets, etc. will be made barrier free for easy access for physically challenged children and required learning aids like spectacles, Braille, etc. will also be provided for the needy students.

- In special cases, free lodging and free boarding facilities for students belonging to SC/ST and minority communities will be provided in convergence with other schemes concerned ministries like Tribal Affairs, Social Justice and Empowerment, etc.
- To ensure universal coverage and achievement, Open and Distance Learning will also be started.

Chapter - 8

ESTIMATION OF ADDITIONAL INPUTS

The success of RMSA will surely depend on strict compliance to various factors involved in the implementation.

- **Advocacy and Stakeholder Participation** - This is being geared through active involvement of SMDC in each school which comprises of community leaders, teachers, parents etc.
- **Quantitative Expansion –Access and Participation** – This is being geared up depending on school mapping system. Even then, upgradation of SSA UP schools is being included in the AWP&B 2014-15 after some exercise of school aping was undertaken by the district officers.
- **Strengthening of Existing Schooling Provisions** – This was already taken up in 28 Govt. Secondary Schools and being extended to aided schools also depending on availability of fund sanctioned by MHRD under RMSA which include science equipments, library books, sports materials etc.
- **Quality Improvement** – This is being taken up and to enhanced the knowledge of students through exurcion, science exhibitions, book fair etc which covers aided schools as well. Teachers training, Headmasters training are also organized for both Govt and Govt aided schools
- **Education of Focus Groups** – This is already taken up in respect of Educationally Backward Blocks through setting up of 9 Model schools and 9 Girls Hostel was already sanctioned by MHRD. Other interventions which will empower the SC/ST and minority students have also been included in the work plan.
- **Capacity Building for Planning and Management** – State and District personnel involved in planning and management of RMSA have been deputed to various trainings organized by NUEPA and MHRD. The State Project Office has also organized a capacity building meeting for preparation of School Improvement Plan, District Plan & Annual Plan. The personnel shall be exposed to more programmes in future on planning and management. At school level, SMDC training is being organized.
- **Education Management Information System** - This is proposed to be strengthened through appointment of Training- cum- ICT Coordinator for RMSA at the State Prjject office who will assist the Programmer of SSA in the collection of UDISE Data.

considering the enhanced MMER is available to meet the budget. The district units shall also be strengthened in this aspect as per availability of MMER.

- **Internal Efficiency of the School System – Monitoring & Evaluation** - This is already spelt out and needs no further mention. It is inevitable that a mechanism of rigorous inspection and monitoring has to be put in place for achieving better results. It was proposed to appoint, it is proposed to appoint 1 (one) ICT-Coordinator at the state project office and 1 (one) programme coordinator at each District with the available MMER to strengthen implementation, monitoring and coordination with the schools on various aspects. Emphasis is given on holding SMDC training and their frequent meetings which will certainly enhance efficiency and cost effectiveness of the RMSA in Meghalaya.
- **Innovations** - Many innovative ideas are being conceived for achieving higher level of output in terms of access, quality and equity. One of them that has been conceived and would likely yield sustainable result is the innovative project to provide clean lighting and ICT services in remote schools in Meghalaya through solar energy. This project has been conceived under the following circumstances :-
 - i. During field visits it was found that many Govt. Schools have been covered under EDUSAT programme but the programme is remaining idle for lack of proper teacher and also frequent disruption of power supply.
 - ii. The ICT programme is in operation in all Govt Schools and many non Govt Schools totaling 75 nos. This programme is running unsatisfactorily due to unavailability of proper teachers and secondly due to interrupted power supply. The same problem is anticipated in another 241 schools that are going to be covered as per sanction already received.

Realizing that only Solar Power Project can overcome power disruption and accelerate the pace and ensure smooth implementation of the above programmes for the maximum benefits of students as intended and would breach the disadvantages being faced by rural students in relation to urban students, the State Project Office has made utmost efforts to materialize the project. The Energy and Resource Institute (TERI), New Delhi have been approached to extend the project to our Govt Secondary Schools through pledging of only Rs 50,000/- per school from RMSA and the balance amount whatsoever shall be arranged by them. With the full interest shown by TERI officials, they have arranged the supplementary fund from the corporate social responsibility of M/S Power Finance Corporation Ltd, an Indian financial institution who are gracious enough.

Ultimately the amount involved from the State for 20 schools identified @ Rs. 50,000/- each was also borne by M/S Power Finance Corporation Ltd, in view that there is no provision for solar lighting as one of the interventions.

The Agreement was executed on 5th February, 2013. The equipments have already been installed in 20 schools of EastKhasi, West Khasi, Ri-bhoi, Garo Hills and Jaintia Hills.

This project was of immense benefit to the rural students and the overall success of the above computer related programmes.

The second initiative has been taken to include the SSA UP schools for upgradation to secondary schools in unserved habitations. This will provide secondary education to all children especially in rural areas because many students could not continue their schooling in secondary education due to non availability of Govt Sec schools near their villages. There are only 43 Govt Sec Schools in the state including those approved for upgradation which could not cater to all the unserved habitations which therefore calls for upgradation of SSA UP schools.

Under the RMSA framework, the states are able to develop innovative ideas in their activities. This can be taken up only with detail criteria and guidelines from the MHRD and circulation of the best practices/ innovative projects already implemented through out India.

CHAPTER – 9

PLANNING FOR IMPLEMENTATION

In an attempt to ensure secondary education of good quality available; accessible and affordable to all young persons, the Government of India has decided to launch a centrally sponsored scheme called “*Rashtriya Madhyamik Shiksha Abhiyan*” (RMSA). Its main goal is to universalize access to and improve quality of education at secondary stage.

As RMSA is a flagship programme with time-bound aims and objectives, it is necessary to implement the scheme in a planned manner and mission mode. In conformity with the RMSA Norms, the planning for implementation arrangement has been formulated in the aforesaid chapter.

In the context of Meghalaya, all the hitherto educational planning has been carried out at the state level i.e. Secretariat and Directorate Levels without the participation and contribution of District, Sub-Divisional, Village Level Education Committees and the School Management Committees. Contrary to this, RMSA calls for decentralized implementation which is being carried out.

In this chapter, intervention-wise allotment of fund and a time frame for their implementation is given in detail. With a view to properly undertake procurement, it is planned to identify the items to be covered and the time frame for the same during this current year in advance which could not be carried out in the previous year due to shortage of manpower. The procurement plan as per Annual Work Plan and Budget for 2014-2015 and implementation schedule is presented in a tabular form as below:

Implementation Schedule

Abstract of Calendar of Activities for 2014 - 15

Sl. No	Interventions/Activities	Schedule for Implementation									
		2014-15									
		Jun. '14	Jul. '14	Aug. '14	Sept. '14	Oct. '14	Nov. '14	Dec. '14	Jan. '15	Feb. '15	Mar. '15
1	Construction of New/Upgraded Sec. School		☑	☑	☑	☑	☑	☑	☑	☑	☑

2	TLE for New/Upgraded Sec. School				?	?	-				
3	Minor Repair		?	?	?	?					
4	Construction of Residential Hostel		?	?	?	?	?	?	?	?	?
5	Other Civil Works		?	?	?	?	?	?			
6	Salary of Teaching & Non-Teaching Staffs	-	?	?	?	?	?	?	?	?	?
7	Teachers' Training	?	?	?	?	?					
8	Training for Newly recruit teacher	?	?								
9	School Annual Grant			?	?	?					
10	Remedial Teaching			?	?	?					
11	Incentives for Female Teachers		?	?	?	?	?	?	?	?	?
12	Teaching Learning Materials				?						
13	Community Training	?	?								
14	Innovative Activities		?	?	?						
15	Exposure Visit						?	?			
16	MMER Activities		?	?	?	?	?	?	?	?	?
17	Science Exhibition			?	?	?					
18	Book fair									?	
19	Learning enhancement			?	?						
20	Aids Awareness Campaign						?	?			
21	Remedial Teaching	?	?	?	?	?	?				
22	Procurement of Sports Materials		?	?							
23	Development of guidebook for Minority children			?	?						
24	Transportation for EBBs	?	?	?	?	?	?	?	?	?	?
25	Uniforms for Girls students								?	?	
26	Hub for EDUSAT				?	?					

Monitoring, Inspection and Supervision:

For the successful and target achievement in the process of implementation of plan, it is needed to have proper and relevant monitoring, inspection and supervision in the implementation. In the implementation of RMSA in Meghalaya, the state planning resource team accorded importance in advising all the District Project Coordinators to have proper monitoring and supervision under their jurisdiction in all the interventions. He will be assisted by at least a coordinator to be appointed out of the available MMER. Also teachers and community leaders of SMDCs will be given training to equip them with the work of monitoring.

In the state of Meghalaya, all the implementation at the school level will be looked after by SMDC and Academic committee and the works of these SMDC will be monitored and supervised by Coordinators at the district level who in turn are supervised by District Project Coordinator. Besides, the work done at the district level will again be monitored from the state level under the State Project Director.

A. Procurement Procedures

Procurement will be done as per State Norms. It is intended to undertake procurement of materials and services after careful assessment of available resources and additional requirements. Procurement will be based on:-

- Availability of funds for the purpose as per Annual Work Plan.
- Exact requirement of materials.
- Principle of fair selection through appropriate tender system.
- Transparency and timeliness.
- Quality control mechanism and need based procurement.
- Proper accounting and documentation.
- Optimization of utility of services and materials.

It is further planned that all procurements will be done as per Implementation arrangement as seen in this Chapter. The established practice of decentralization, transparent implementation and collective decision will be the guiding principle for procurement. All instruction and provisions of relevant manuals will be followed in selection and procurement of materials at all levels.

B. Levels of Procurement

In Meghalaya, procurement of materials will be done at SMDC level, district level and State level as provided under RMSA Framework/Guidelines issued by MHRD, Govt. of India.

SMDC Level:

The following items will be procured by School Management & Development Committee in a transparent manner out of the School Grant and the Minor Repair Grant:-

- Materials for school repair
- Teaching Learning Equipments
- Items for Civil Works
- Equipments purchase
- Stationeries for schools, TLM
- Furniture, equipments for library, Laboratory etc.
- Teachers training and workshops.
- Community training, construction of all civil works

District level:

At the district level, the following items will be procured:

- Office equipment, Furniture, Text books/other books/ supplementary materials, Computer and accessories, TLE
- Hiring of vehicles, Printing works.
- Maintenance and workshop for district level.
- Training and workshop for district level.

State level:

At the state level, the following items and services will be procured:-

- Office equipment for SPO.
- Furniture for SPO.
- Text books.
- Modules for teachers training.
- Service contracts with 3rd party evaluation team, private companies and experts.

- Supervision of Civil Works and service contract with outside agencies.

To conclude, it may be reiterated that great care would be taken while selecting various items and services for procurement. At the same time the schedule of works and calendar of activities will be fulfilled for timely utilization and completion of various works. It is further intended to ensure fulfillment of achievement of physical targets against the amount of fund sanctioned for the purpose.

A proper and regular system of audit of accounts and inspection and monitoring of the programmes will be put in place for achieving better results. It is expected that strict vigilance on the activities and performance of the various implementing units would enhance efficiency and cost effectiveness of the RMSA in Meghalaya.

IMPLEMENTATION ARRANGEMENT:

In view of the divergent components of RMSA, it is planned to make distribution of duties and powers amongst the various implementing agencies like MEMS, Directorate, MBOSE, SCERT etc. as summarized below. The agencies will work in close coordination with the State Mission society.

<u>Sl. No.</u>	<u>Agencies</u>	<u>Main responsibilities & Duties</u>
1	Meghalaya Education Mission Society	<ol style="list-style-type: none"> 1. Appointment & transfer of Headmasters & Teachers under RMSA. 2. Appointment & transfer of Project Staff for the components under RMSA. 3. Selection & up-gradation of schools. 4. Deployment of existing staff for the project. 5. Planning and monitoring. 6. Improvement of physical and infrastructural facilities of schools. 7. Construction and management of Hostels. 8. Incentives like textbooks, stipends etc 9. Sports, Life skill & Innovative education. 10. Any other assignment given by the Society. 11. Open School System.

2 MBOSE

1. Production and printing of text books.
2. Syllabus & Curriculum renewal.
3. Improvement of Evaluation and Examination system.
4. Any other assignment given by the Society.

3. SCERT

1. Training of officers and teachers.
2. Mathematics & Science Education.
3. Vocational Education.
4. Research activities.
5. Any other assignment given by the Mission.

Each and every implementing unit will be responsible and accountable to the State Executive Committee and the Governing Body in the discharge of their duties as assigned to them.

Proposal for Financial Assistance under the Centrally sponsored Scheme on Inclusive Education for Disabled at Secondary stage for the Financial Year 2014-

15

Inclusive Education means all learners young people – with or without disabilities being able to learn together in ordinary preschool provision, schools and community educational settings with appropriate network of support services (MHRD, 2003).

Over the years the policy of Inclusive education has become an important part of all the initiatives taken by the Govt. of India for the education of Children with Special Needs and has gradually replace the earlier movement of integrated education. Many people working in the field, however, consider these two terms to mean the same thing. They understand Inclusive Education as nothing but a change of terminology. In their words “Inclusive Education means including children with disabilities in regular classrooms that has been designed for children without disabilities”.

In fact, Inclusive Education challenges all exclusionary policies and practices in education. It is based on the growing international consensus of the rights of all children to a common education in their locality regardless of their background, attainment or disability etc. It aims at providing good quality education for learners and a community based education for all.

National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing on correcting the existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the general system. The NPE, 1986 envisaged some measures for integrating of children with physical and mental handicap with the general community as equal partners, preparing them for their normal growth and development and enabling them to face life with courage and confidence.

For the purpose of providing quality education to all learners, the National Curriculum Framework for School Education (NCFSE, 2005) prepared by NCERT also recommended inclusive schools without referring to any particular disability or special educational needs it also recommends making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non-cognitive areas. *“Inclusion is not confined to the disabled – it also means non exclusion. NCF 2005”*

Under this year plan, the State has identified 275 numbers of Students with Educational Needs (SEN) which is 0.23 % out of the total number of 120775 enrolled students.

District-wise Students with Educational Needs (SEN) 2014-15:

SI No.	District	Total Student Enrollment - Class IX-XII	No. of enrolled SEN	% SEN against Student enrollment
1	East Khasi Hills	43087	90	0.21
2	West Khasi Hills	12754	24	0.19
3	Ri Bhoi	8470	49	0.58
4	Jaintia Hills	12798	22	0.17
5	East Garo Hills	11136	7	0.06
6	West Garo Hills	28051	68	0.24
7	South Garo Hills	4479	15	0.33
	Total	120775	275	0.23

Category-wise and Class-wise breakup of SEN under IEDSS:

SI	Category	Class IX		Class X		Class XI		Class XII		Total		
		B	G	B	G	B	G	B	G	B	G	Total
1	Autism	0	0	0	0	0	0	0	0	0	0	0
2	Cerebral Palsy	0	0	0	0	0	0	0	0	0	0	0
3	Hearing Impairment	13	14	7	11	1	6	9	4	30	35	65
4	Learning Disability	2	1	3	1	0	0	0	0	5	2	7
5	Locomotor Impairment	21	11	13	14	1	2	2	2	37	29	66
6	Mental Retardation	6	5	2	3	0	0	1	0	9	8	17
7	Multiple Disability	1	2	1	0	0	0	0	0	2	2	4
8	Speech Impairment	5	3	0	2	0	1	0	0	5	6	11
9	Visual Impairment (Blindness)	11	8	4	6	1	1	3	2	19	17	36

10	Visual Impairment (Low-vision)	18	26	6	16	0	1	0	2	24	45	69
	Total	77	70	36	53	3	11	15	10	131	144	275

Source: UDISE 2013-14

Transition rate

Sl	Category	Class VIII 2012-13			Class IX 2013-14			Transition Rate		
		B	G	T	B	G	T	B	G	T
1	Autism	0	1	1	0	0	0	0	0	0
2	Cerebral Palsy	0	1	1	0	0	0	0	0	0
3	Hearing Impairment	30	31	61	13	14	27	43.33	45.16	44.26
4	Learning Disability	18	18	36	2	1	3	11.11	5.56	8.33
5	Locomotor Impairment	24	24	48	21	11	32	87.50	45.83	66.67
6	Mental Retardation	18	16	34	6	5	11	33.33	31.25	32.35
7	Multiple Disability	1	3	4	1	2	3	100.0 0	66.67	75.00
8	Speech Impairment	4	4	8	5	3	8	125.0 0	75.00	100.0 0
9	Visual Impairment (Blindness)	16	10	26	11	8	19	68.75	80.00	73.08
10	Visual Impairment (Low-vision)	23	25	48	18	26	44	78.26	104.0 0	91.67
	Total	134	133	267	77	70	147	57.46	52.63	55.06

Source: UDISE 2012-13 & 2013-14

The District-wise total number of Schools: covered under IEDSS:

Sl No.	District	No. of Schools
1	East Khasi Hills	28
2	West Khasi Hills	9
3	Ri Bhoi	19
4	Jaintia Hills	14

5	East Garo Hills	4
6	West Garo Hills	19
7	South Garo Hills	8
	Total	101

Proposal for IEDSS 2014-15

The following are the activities on Inclusive Education which shall be taken up during this year plan.

- (i) Setting up of Administrative Cell under IEDSS.
- (ii) Identification and assessment of children with disabilities
- (iii) Books and Stationeries
- (iv) Stipend for Girls.
- (v) Hostel allowance.
- (vi) Provision of aids and appliances
- (vii) Access to learning material
- (viii) Provision of facilities such as uniform grant.
- (ix) Scholarships for Enrolled CWSN
- (x) The use of ICT and CAL
- (xi) Development of teaching learning material
- (xii) External support from an interdisciplinary team of experts
- (xiii) Removal of architectural barriers
- (xiv) Training of special/ general school teachers
- (xv) Orientation of principals, educational administrators
- (xvi) Strengthening of training institutions and assistance to existing organization.
- (xvii) Construction of new resource rooms on IEDSS at Block level and equipment for the resource rooms in each BRCs.
- (xviii) Appointment of Special Educators/Resource Teachers at Block level to start with.
- (xix) Engagement of Physiotherapist and Speech Therapist-cum-Audiologist to give therapeutically services and resource support for severe CWSN.

Part – I: Administrative Cell established under IEDSS

Sl No.	Name of Post	Pay Scale		Gross Pay	Total
1	Deputy Director	23300-39270	23300	42241x12	506892
2	Coordinator	18300-35100	18300	33391x12	400692
3	Data Entry Operator	10600-20720	10600	19762x12	237144
4	LDC	9900-19370	9900	18523x12	222276
5	Peon	6500-12700	6500	12505x12	150060
	Total				1517064
	Winter Allowance for 4 months w.e.f November to February @ 400 per month per person for 5 persons				8000
	Grand Total				1525064

Sub Total (A) = Rs. 15,25,064.00

(Rupees fifteen lakhs twenty-five thousand sixty-four) only

As per the Abstract if the Proposal for Recurring Central Assistance for the year 2011-12, in respect of CSS on Inclusive Education for Disabled at Secondary stage (IEDSS), under point No. 2 of the Notes, it had been intimated that "if the 2nd installment is to be released, the amount (Rs. 33,74,002.00) will be the proposal for the remaining salary component and for the administrative cell only and not for the other components".

As directed, by MHRD that reimbursement for establishment of Administrative Cell under IEDSS may be proposed under this year Plan.

Part - III : Proposal under IEDSS – Student Oriented Programme

A) Detailed of School, Children, Equipment and Expenditure

Annexure-I

Sl No.	Name of District/Block	No. of Schools covered	Disability	No. of Children covered												No. of assistive devices required and cost (Rate as per ALIMCO)	Total expenditure
				Boys						Girls							
				Gen	SC	ST	OBC	Minority	Total	Gen	SC	ST	OBC	Minority	Total		
1	East Khasi Hills	28	Autism			0			0			0			0		
			CP			0			0			0			0		
			HI			11			11			10			10	Hearing Aids x 2 nos x 2500	5000

			LD	2	2	1	1		
			OI	10	10	3	3		
			MR	1	1	0	0		
			MD	2	2	0	0	Therapeutic Services	
			SI	1	1	1	1	Speech therapy	
			TB	8	8	12	12	Walking stick x 7 nos x 400	2800
			LV	11	11	17	17	Spectacle x 7 nos x 1500	10500
			Total	46	46	44	44		18300

Sl No.	Name of District/ Block	No. of Schools covered	Disability	No. of Children covered	No. of assistive devices required and cost <small>(Date of report)</small>	Total expenditure
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Note: The CWSN of Class X (As per UDISE 2013-14) were assessed and procurement for aids and appliances is under process from ALIMCO whereas Spectacles from Bansara Eye Care, Shillong (Nodal Agency for sight savers)

				Boys					Girls								
				Gen	SC	ST	OBC	Minority	Total	Gen	SC	ST	OBC			Minority	Total
2	West Khasi Hills	9	Autism			0			0			0			0		
			CP			0			0			0			0		
			HI			1			1			3			3	Hearing Aids x 2 nos x 2500	5000
			LD			2			2			1			1		
			OI			2			2			3			3		
			MR			0			0			0			0		
			MD			0			0			1			1	Therapeutical Services	
			SI			0			0			1			1	Speech therapy	
			TB			0			0			0			0		
			LV			3			3			7			7	Spectacle x 8 nos x 1500	12000
			Total			8			8			16			16		17000

Note: The CWSN of Class IX (As per UDISE 2013-14) were assessed and procurement for aids and appliances is under process from ALIMCO whereas Spectacles from Bansara Eye Care, Shillong (Nodal Agency for sight savers)

Sl No.	Name of District/Block	No. of Schools covered	Disability	No. of Children covered												No. of assistive devices required and cost (Rate as per ALIMCO)	Total expenditure
				Boys						Girls							
				Gen	SC	ST	OBC	Minority	Total	Gen	SC	ST	OBC	Minority	Total		
3	Ri Bhoi	19	Autism			0			0			0			0		
			CP			0			0			0			0		
			HI			14			14			14			14	Hearing Aids x 3 nos x 2500	7500
			LD			0			0			0			0		
			OI			8			8			4			4		
			MR			1			1			0			0		
			MD			0			0			0			0		
			SI			1			1			2			2	Speech Therapy	
			TB			1			1			0			0		
			LV			1			1			3			3	Spectacle x 2 nos x 1500	3000
			Total					26			26			23		23	

Note: The CWSN of Class IX (As per UDISE 2013-14) were assessed and procurement for aids and appliances is under process from ALIMCO whereas Spectacles from Bansara Eye Care, Shillong (Nodal Agency for sight savers)

Sl No.	Name of District/Block	No. of Schools covered	Disability	No. of Children covered												No. of assistive devices required and cost (Rate as per ALIMCO)	Total expenditure	
				Boys						Girls								
				Gen	SC	ST	OBC	Minority	Total	Gen	SC	ST	OBC	Minority	Total			
4	Jaintia Hills	14	Autism			0				0			0			0		
			CP			0				0			0			0		
			HI			0				0			1			1	Hearing Aids x 1 nos x 2500	2500
			LD			1				1			0			0		
			OI			5				5			9			9	Crutch x 1 nos. x Rs.900 = 900	900
			MR			1				1			0			0		
			MD			0				0			0			0		
			SI			2				2			0			0	Speech therapy	
			TB			0				0			0			0		
			LV			1				1			2			2	Spectacle x 2 nos x 1500	3000
			Total			10				10			12			12		6400

Note: The CWSN of Class IX (As per UDISE 2013-14) were assessed and procurement for aids and appliances is under process from ALIMCO whereas Spectacles from Bansara Eye Care, Shillong (Nodal Agency for sight savers)

Sl No.	Name of District/Block	No. of Schools covered	Disability	No. of Children covered												No. of assistive devices required and cost (Rate as per ALIMCO)	Total expenditure
				Boy						Girls							
				Gen	SC	ST	OBC	Minority	Total	Gen	SC	ST	OBC	Minority	Total		
5	East Garo Hills	4	Autism			0			0			0			0		
			CP			0			0			0			0		
			HI			0			0			0			0		
			LD			0			0			0			0		
			OI			3			3			3			3	Knee-ankle foot orthosis: Rs. 4000 x 1 = 4000 Ankle foot orthosis @ Rs. 2100 x 1 nos. = 2100	6100
			MR			0			0			0			0		
			MD			0			0			0			0		
			SI			1			1			0			0	Speech therapy	
			TB			0			0			0			0		
			LV			0			0			0			0		
			Total			4			3			3			3		6100

Note: The CWSN of Class IX (As per UDISE 2013-14) were assessed and procurement for aids and appliances is under process from ALIMCO whereas Spectacles from Bansara Eye Care, Shillong (Nodal Agency for sight savers)

Sl No.	Name of District/Block	No. of Schools covered	Disability	No. of Children covered												No. of assistive devices required and cost (Rate as per ALIMCO)	Total expenditure	
				Boys						Girls								
				Gen	SC	ST	OBC	Minority	Total	Gen	SC	ST	OBC	Minority	Total			
6	West Garo Hills	19	Autism			0				0			0			0		
			CP			0				0			0			0		
			HI			3				3			7			7	Hearing Aids x 3 nos x 2500	7500
			LD			0				0			0			0		
			OI			5				5			3			3		
			MR			5				5			8			8		
			MD			0				0			1			1	Therapeutic Services	
			SI			0				0			2			2	Speech therapy	
			TB			10				10			5			5	Walking stick x 8 nos x 400	3600
			LV			7				7			12			12	Spectacle x 5 nos x 1500	7500
Total			30				30			38			38		18600			

Note: The CWSN of Class IX (As per UDISE 2013-14) were assessed and procurement for aids and appliances is under process from ALIMCO whereas Spectacles from Bansara Eye Care, Shillong (Nodal Agency for sight savers)

Sl No.	Name of District/Block	No. of Schools covered	Disability	No. of Children covered												No. of assistive devices required and cost (Rate as per ALIMCO)	Total expenditure
				Boys						Girls							
				Gen	SC	ST	OBC	Minority	Total	Gen	SC	ST	OBC	Minority	Total		
7	South Garo Hills	8	Autism			0			0			0			0		
			CP			0			0			0			0		
			HI			1			1			0			0		
			LD			0			0			0			0		
			OI			4			4			4			4		
			MR			1			1			0			0		
			MD			0			0			0			0		
			SI			0			0			0			0		
			TB			0			0			0			0		
			LV			1			1			4			4	Spectacle x 5 nos x 1500	7500
			Total			7			7			8			8		7500

Note: The CWSN of Class IX (As per UDISE 2013-14) were assessed and procurement for aids and appliances is under process from ALIMCO whereas Spectacles from Bansara Eye Care, Shillong (Nodal Agency for sight savers)

Part III: Proposal under IEDSS: Student Oriented Programm

a) Details of school, children, equipments and expenditure:

SI No.	Items	No. of beneficiaries	Amount in Rs.
Student Component			
	Assistive devices and their cost	48	84400
	Expenditure on assessment of children @ Rs. 100 per SEN	150	15000
	Expenditure on books and stationary @ Rs. 250 per SEN	279	69750
	Stipends for girls @ Rs.150 for 10 months	147	220500
	Actual expenses on uniform @ Rs. 400 per SEN	0	0
	Hostel Allowances @ 500 per month for 10 months	39	195000
	Transport allowances @ Rs. 100 per SEN for 10 months	190	190000
	Escort allowances @ Rs. 100 per SEN for 10 months	50	50000
	Reader allowances @ Rs.50 per Blind SEN for 10 months	36	18000
	Sub Total		842650
State Share			
	Scholarship @ Rs. 600	279	167400
	Grand Total		1010050

Sub Total of expenditure (B) = Rs. 10,10,050.00 (Rupees ten lakhs ten thousand fifty) only

Part IV: Teacher Oriented Programs:

a) Number of special teachers in position and proposed to be appointed (Subject-wise) and estimated expenditure on salaries

		Amount in Rupees
Special Teachers in position	100	
Number of special teachers appointed in secondary schools	45	
Number of proposed to be appointed	20	
Estimated salary @ Rs.20,000.00 for 12 months x 45		1,08,00,000.00

b) Number of general teachers and special teachers proposed to be trained (Subject-wise)

		Amount in rupees
Number of general and special teachers proposed to be trained	700 teachers for 5 days @ 300 per day	10,50,000.00

c) Number of teachers qualified as per scheme guidelines/pass short training courses recognized by the Rehabilitation Council of India(RCI) – 40

d) Special pay for special teachers and general teachers trained in special education.

No. of teachers trained in special education	Estimated expenditure on salaries	Amount in Rupees
50	400 per month x 50 teachers x 12 months	2,40,000.00

Sub Total of Expenditure (C) = Rs. 1,20,90,000.00 (Rupees one crore twenty lakhs ninety thousand) only

Part V: Other Items of Expenditure

Sl No.	Items	No. of beneficiaries	Amount in Rs.
1	Orientation of parents/ principals/ teachers etc. @ Rs. 300/- per head for 101 schools	303	90900
2	Constructions of new Resource Rooms (block wise) @ Rs. 2,00,000.00	39	7800000
3	Equipment/or Resource rooms @ Rs. 70,000.00	39	2730000
4	Removal of architectural barriers @ Rs. 12,500.00 per school	101	1262500
5	Research & Development/Survey Programs		200000
6	ICT resources like JAWS, SAFA, etc @ Rs. 50,000 per block	39	1950000
7	Strengthen training institutions @ Rs. 1,00,000 per District	7	700000
8	Infrastructural development for the Administrative cell @ Rs. 3,00,000.00		300000
	Total		15033400

Sub Total Expenditure (D) = Rs. 1,84,06,500.00 (Rupees one crore eighty-four lakhs six thousand five hundred) only

Grand Total of Expenditure (A + B + C + D) = Rs. (15,25,064.00+8,42,650.00+1,20,90,000.00+1,50,33,400.00)

= Rs. 2,94,91,114.00

(Rupees two crores ninety-six lakhs fifty-eight thousand five hundred fourteen) only

Gross Financial Estimate for IEDSS 2014-15

Sl No.	Particulars	Phy	Financial
1	Assistive devices and their cost	48	84400
2	Expenditure on assessment of children @ Rs. 100 per SEN	150	15000
3	Expenditure on books and stationary @ Rs. 250 per SEN	279	69750
4	Stipends for girls @ Rs.150 for 10 months	147	220500
5	Actual expenses on uniform @ Rs. 400 per SEN	0	0
6	Hostel Allowances @ 500 per month for 10 months	39	195000
7	Transport allowances @ Rs. 100 per SEN for 10 months	190	190000
8	Escort allowances @ Rs. 100 per SEN for 10 months	50	50000
9	Reader allowances @ Rs.50 per Blind SEN for 10 months	36	18000
10	Estimated salary @ Rs.20,000.00 for 12 months x 45	45	10800000
11	Special pay for special teachers and general teachers trained in special education	50	240000
12	700 general and special teachers proposed to be trained for 5 days @ 300 per day	700	1050000
13	Orientation of parents/ principals/ teachers etc. @ Rs. 300/- per head for 101 schools	303	90900
14	Constructions of new Resource Rooms (block wise) @ Rs.2,00,000.00	39	7800000
15	Equipment/or Resource rooms @ Rs. 70,000.00	39	2730000
16	Removal of architectural barriers @ Rs. 12,500.00 per school	101	1262500
17	Research & Development/Survey Programs		200000
18	ICT resources like JAWS, SAFA, etc @ Rs. 50,000 per block	39	1950000
19	Strengthen training institutions @ Rs. 1,00,000 per District	7	700000
20	Infrastructural development for the Administrative cell @ Rs. 3,00,000.00		300000
21	Establishment of Administrative Cell		1525064

	Total		29491114
State Share			
	Scholarship @ Rs. 600	279	167400
	Grand Total		29658514

(Rupees two crores ninety-six lakhs fifty-eight thousand five hundred fourteen) only

Part VII

**Details of Budget Head made in the State Budget for providing finances under IEDSS integrated under
RMSA 2014-15**

State Project Director, SEMAM(RMSA)

Meghalaya, Shillong

PROFORMA FOR RELEASE OF FUNDS UNDER IEDSS, MEGHALAYA

I. State Component

Year 2013-14

A. Administrative Cell

SI No.	Items	Total Expenditure incurred on salary of the cell (Rs.)
1	Administrative Cell	15,25,064

Note:

B. Student Oriented Component

SI No.	Items	No. of beneficiaries	Amount in Rs.
Student Component			
	Assistive devices and their cost	48	84400
	Expenditure on assessment of children @ Rs. 100 per SEN	150	15000
	Expenditure on books and stationary @ Rs. 250 per SEN	272	68000
	Stipends for girls @ Rs.150 for 10 months	147	220500
	Actual expenses on uniform @ Rs. 400 per SEN	0	0
	Hostel Allowances @ 500 per month for 10 months	39	195000
	Transport allowances @ Rs. 100 per SEN for 10 months	190	190000
	Escort allowances @ Rs. 100 per SEN for 10 months	50	50000
	Reader allowances @ Rs.50 per Blind SEN for 10 months	36	18000
	Sub Total		842650

C. Teacher Oriented Component

Sl No.	Items	Expenditure incurred (Rs.)
1	Estimated salary for Special Education teacher @ Rs.20,000.00 for 12 months x 45	1,08,00,000
2	Estimated Special Pay for General teacher trained in Special Education @ Rs. 400 for 12 months x 50 teachers	2,40,000
3	Training of 700 general teachers for 5 days @ Rs. 300 per day	10,50,000
	Total	1,20,90,000

Other components

Sl No.	Items	No. of beneficiaries	Amount in Rs.
1	Orientation of parents/ principals/ teachers etc. @ Rs. 300/- per head for 101 schools	303	90900
2	Constructions of new Resource Rooms (block wise) @ Rs.2,00,000.00	39	7800000
3	Equipment/or Resource rooms @ Rs. 70,000.00	39	2730000
4	Removal of architectural barriers @ Rs. 12,500.00 per school	101	1262500
5	Research & Development/Survey Programs		200000
6	ICT resources like JAWS, SAFA, etc @ Rs. 50,000 per block	39	1950000
7	Strengthen training institutions @ Rs. 1,00,000 per District	7	700000
8	Infrastructural development for the Administrative cell @ Rs. 3,00,000.00		300000
	Total		15033400

II. Scholarship (State Share)

Sl o.	Item	No. of beneficiaries	Amount in Rs.
	Scholarship @ Rs. 600	279	167400

Grand Total of I (A+B+C+D) + II = Rs. 2,96,58,514.00

Rupees three crores fifty-one lakhs seventy-two thousand seven hundred sixty-four) only

Grand Total + Reimbursement for 2nd Installment during 2011-12

= Rs. 2,96,58,514.00+ Rs. 33,74,002.00

= Rs. 3,30,32,516.00

(Rupees three crores thirty lakhs thirty-two thousand five hundred sixteen) only

ICT (Information Communication Technologies)

Computer Education was introduced in the state in the year 2004 under the 11th Finance Commission Award. 36 schools were covered under 11th FCA. This was followed by revised CLASS, covering 29 schools. During 2008-09, 75 schools were brought under ICT@schools through the BOOT model. The Scheme of ICT@ Schools was a revised format of Project Class. The growth of ICT has been phenomenal. It has brought in revolutionary transformation in the teaching learning process as well as the classroom environment. It has accelerated the changes by providing both students and teachers with more opportunities in adapting learning and teaching to individual needs.

Based on the experience gained from scheme of Educational Technology and other IT related initiatives a revised school @school. The scheme has been revised and covers the following:

1. Expansion with emphasis on quality and equity and to expand the scheme to cover all Government and Government aided secondary and higher secondary schools.
2. To set up smart schools at the district level to serve as demonstration models for neighboring schools.
3. Teacher engagement and better in-service and pre-service training: Since ICT education will be imparted to all secondary and higher secondary students, an exclusive ICT teacher is required for each school.
4. Development of e-content: and use appropriate e-content to enhance the comprehension levels of children in various subjects
5. A strong mechanism for monitoring and management to be set in at all levels for ensuring optimal delivery of set targets.

Under this Scheme schools are provided with Computer Hardware, Software and Multimedia Contents are also provided under the Scheme. Meghalaya started implementing the ICT @ Schools from the year 2008-09 and 75 schools were selected. The State had chosen to outright purchase of Hardware and Software. The scheme also provided training for the instructor in two phases every

year. The instructors were appointed for one (1) year only. At the end of one year many schools did not have the resources to continue the services of the instructor. The Third Party Evaluation of the 75 schools under ICT has been done by IIM. In the year 2009-10, the state proposes 100 schools for the implementation of ICT. But this could not be implemented as sanctioned was not received from Government of India. In 2010-11, the state proposes 241 schools to be covered under ICT. The scheme was approved and sanction received. The 1st installment of `386.59 lakhs from Central Share and `42.42 lakhs from State Share was received by the State. Following the sanction the bidding process was initiated and it is under the process of finalization.

Following activities are proposed:

- Supply of Hardware
- Installation
- Appointment of Teacher
- Training of Teachers in two phases
- Monitoring and evaluation.

The letter of intent has been issued from the Directorate to the successful firm for the implementation of 241 Schools.

In 2011-12, the State proposes for coverage of 164 schools and was approved. No sanction was received since the implementation of 241 schools is not yet completed.

In 2012-13, the State again proposes for coverage of 54 Schools and was not approved.

Table: Number of Schools Covered with Financial Achievement:

Sl. No.	Financial year	School Covered	Approved outlay	Financial achievement
1.	2008-09	75	502.5	502.5
2.	2009-10	100	NIL	NIL
3.	2010-11	241	429.01	NIL
4	2011-12	164	NIL	NIL
5.	2012-13	NIL	NIL	NIL
6	2013-14	NIL	NIL	NIL

Table: Number of Students Covered for ICT @ 75 Schools

Sl. No.	Year	No. of Secondary Schools	No. of Secondary Students covered	No. of Higher secondary Schools	No. of Higher Secondary Students covered
1	2008-09	62	15288	13	4487

Table: Number of Govt. & Govt. Aided Schools covered under ICT

S. No.	Type of School	Nature and number of school			Schools covered under ICT				Balance		
		Govt.	Govt. aided	Total	Govt.	Govt. aided	Unaided	Total	Govt.	Govt. aided	Total
1	2	3	4	5	6	7		8	9	10	11
1	Secondary school	43	636	679	0	57	5	62	43	574	617
2	Higher Secondary school	19	94	113	1	12	-	13	18	82	100
	Total	62	730	792	1	69	5	75	61	656	717

SOURCE: UDISE 2013-14

The State so far has implemented only 75 schools in 2008-09 i.e. 9.47% of the total number of government and government aided schools.

Proposals:

The state this year is not proposing any school for ICT Scheme since the implementation of the previous approved schools (during 2010-11 & 2011-12) has not been completed.