

**Department of Education
Government of Meghalaya**

MEGHALAYA STATE EDUCATION POLICY
(Approved by the Cabinet on the 21st September, 2018)

September 2018

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List of Abbreviations

BRC: Block Resource Centre

CCA: Continuous and Comprehensive Assessment

CPD: Continuous and Professional Development

CRC: Cluster Resource Centre

CTE: College of Teacher Education

DERT: Directorate of Educational Research and Training

DIET: District Institute of Education and Training

ECCE: Early Childhood Care and Education

HEI: Higher Education Institutions

ICDS: Integrated Child Development Scheme

ICT: Information and Communication Technology

IGNOU: Indira Gandhi National Open University

ITI: Industrial Training Institute

JRM: Joint Review Mission

MBOSE: Meghalaya Board of School Education

MHRD: Ministry of Human Resource Development

MPSC: Meghalaya Public Service Commission

MSCTC: Meghalaya State Council for Technical Education

MSIP: Meghalaya School Improvement Programme

MTET: Meghalaya Teacher Eligibility Test

NAAC: National Accreditation and Assessment Council

NAS: National Assessment Survey

NCERT: National Council for Educational Research and Training

NCC: National Cadet Corps

NCF: National Curriculum Framework, 2005

NCFTE: National Curriculum Framework for Teacher Education, 2009

NCTE: National Council for Teacher Education

NEP: New Education Policy, 2016

NIEPA: National Institute for Educational Planning and Administration

NIOS : National Institute of Open Schooling
NITI Aayog: National Institution for Transforming India
NMHE: National Mission on Higher Education
NPE: National Policy on Education, 1986
NROER: National Repository for Open Educational Resources
NSDC: National Skill Development Council
ODL: Open Distance Learning
PLC's: Professional Learning Community
POA: Programme of Action
PPP: Public Private Partnerships
PTR: Pupil Teacher Ratio
RPWD: Rights of Persons with Disabilities Act, 2016
RTE: Right to Education, 2009
SCF: State Curriculum Framework
SHEC: State Higher Education Council
SDG: Sustainable Development Goals
STEM: Science, Technology, Engineering and Mathematics
TEI: Teacher Education Institute
TIMS: Teacher Information Management System
TSG: Technical Support Group
TVET: Technical, Vocational Education and Training

Meghalaya State Policy on Education

This Education Policy is a statement of intent and a broad vision for the people of Meghalaya to realise their potential. To ensure quality education at all levels, the State is committed to the aims and principles of the National Policy on Education, 1986 and its Programme of Action (POA) of 1992, the Right of Children to Free and Compulsory Education Act, 2009 (the RTE Act) and the Draft Education Policy, 2016 that relate to quality education.

The purpose of adopting the Meghalaya State Education Policy, 2018 is to enable all learners to develop their individual potential and acquire all relevant knowledge, skills and dispositions for gainful employment, democratic participation, moral action and a life of personal development, growth and wellbeing. The Policy also recognizes the criticality of education toward the overall development and transformation of the State.

NOTIFICATION

Dated Shillong, the 26th September, 2018

NO.EDN.49/2015/Pt.I /391- The Governor of Meghalaya is pleased to adopt the Meghalaya State Education Policy 2018 to enable all learners to develop their individual potential and acquire all relevant knowledge, skills and dispositions for gainful employment, democratic participation, moral action and a life of personal development, growth and wellbeing.

The Policy is a statement of intent and will be a guiding document for achieving outcomes and deliverables.

This will come into force with immediate effect.

Sd-
(D.P. Wahlang, I.A.S.)
Principal Secretary to the Government of Meghalaya
Education Department

1 Vision and Mission

1.1 Vision

1.1.1 To provide stimulating and equitable education of the highest quality that will foster innovation, transformation and facilitate inclusive growth and development in the State.

1.2 Mission

1.2.1 To attain this vision, the education system will be qualitatively transformed to ensure all round development and prepare learners for the changing world by inculcating in them original and critical thinking, creativity and problem solving.

1.2.2 A key requirement for this transformation is to strengthen Early Childhood Education and elementary schooling to ensure students are able to learn without fear, trauma and anxiety and to help every child express him/herself freely.

1.2.3 The study of Science, Mathematics, and infusion of ICT will be encouraged at all levels of education with emphasis on comprehension and competencies.

1.2.4 The State will continue to follow the three-language formula.

1.2.5 The State will strive to preserve and promote indigenous knowledge.

1.2.6 Local human and physical resources will be identified to ensure the effective participation of indigenous and local communities in decision making and to preserve, maintain and promote traditional knowledge.

1.2.7 Emphasis will also be laid on character building through moral education and active participation in sports, games and other physical activities and through the practice of mental hygiene at all levels.

1.2.8 Schools will adopt measures to promote and support positive school culture to ensure happy and safe learning environments for learners.

1.2.9 Vocational Education and entrepreneurship will be strengthened to empower youth to take advantage of economic opportunities and to enhance their ability to contribute to social and commercial activity and wider society.

1.2.10 Special efforts shall be made to enable learners at all levels:

- i. To think independently and critically.
- ii. To seek, extend and apply prior knowledge to solve problems.
- iii. To cultivate persistence, confidence and to strive for excellence.
- iv. To develop a good sense of self-awareness with strong moral compass.
- v. To value their freedom with a sense of responsibility for their actions.
- vi. To be courageous, principled, compassionate and tolerant.
- vii. To be humane and concerned for the poor and disadvantaged.

- viii. To become agents of social change in their own situations.
- ix. To understand the subject rather than to learn by memorizing.
- x. To reinforce their knowledge through experiential learning.
- xi. To inculcate a sense of dignity of labour and work culture by introducing vocational, technical education and skills as an integral part of education.
- xii. To develop appropriate skills across different geographies by promoting the concept of community schools.

2 Broad Goals

- 2.1 To improve the quality and relevance of education.
- 2.2 Raise the credibility of the State's education system.
- 2.3 Improve outcomes and life chances for learners coming out of schools and the higher education system.
- 2.4 Ensure equitable access from primary to tertiary, technical and vocational education and training (TVET) and promote lifelong learning.
- 2.5 To strive to achieve Sustainable Development Goal 4 and its targets.
- 2.6 To enable students to become citizens of character with value-based knowledge.
- 2.7 The goals and aspirations of education in the State will be guided by the State Curriculum Framework which will be based on the National Curriculum Framework.

2.1 Goals for Early Childhood Education Development

- i. To create a favorable and healthy environment for early childhood learners in all pre-school centers
- ii. To strengthen the material and pedagogical aspects of early childhood education and promote its development
- iii. To prevent the downward extension of the primary stage curriculum leading to the overburdening of children
- iv. To ensure developmentally appropriate knowledge and skills are developed in young children, with flexibility for contextualization to address their diverse needs

2.2 Goals for Elementary Education Development

- i. To expand access to Elementary Education in under-served locations
- ii. To improve the retention and performance of all students by strengthening reading and numeracy skills at the Primary level

- iii. To encourage student centered learning and inculcate life skills by building a strong foundation to ensure students achieve deep understanding of principles and concepts taught.
- iv. To encourage schools to promote physical activities to ensure wellness of students
- v. To improve and provide adequate facilities in schools
- vi. To improve Grade specific learning outcomes by equipping Elementary teachers with appropriate and up-to-date skills.
- vii. To enhance Elementary students' readiness for the Secondary curriculum by strengthening basic science and mathematics at upper primary level
- viii. To support and build the capacity of schools to undertake self-evaluation to foster a continuous culture of school improvement
- ix. To institutionalize communities of learning for supporting the continuous professional development of Elementary teachers in the State
- x. To identify and incentivize meritorious students.

2.3 Goals for Secondary/Higher Secondary Education Development

- i. To build on the knowledge and skills acquired by students at Elementary level
- ii. To enhance the readiness of Secondary/Higher Secondary students for higher and technical education
- iii. To enhance the job readiness of Secondary/Higher Secondary students by strengthening their cognitive development and dispositions.
- iv. To encourage schools to promote physical activities to ensure wellness of students
- v. To ensure counseling services are available to students
- vi. To introduce career counseling and guidance.
- vii. To improve and provide adequate facilities in schools
- viii. To award scholarship to meritorious students and enhance the amount to reasonable rates to meet the needs of the students
- ix. To improve transition and completion rates at Secondary/Higher Secondary level
- x. To expand and improve the delivery of practical science and mathematics
- xi. To enhance the quality and relevance of social science and humanities courses
- xii. To encourage schools to promote innovative teaching and learning practices to ensure equity in learning outcomes
- xiii. To develop measurable indicators of learning outcomes at Secondary level to monitor and track learning progression
- xiv. To support and build the capacity of schools to undertake self-evaluation to foster a continuous culture of school improvement

- xv. To institutionalize communities of learning for supporting the continuous professional development of Secondary/Higher Secondary teachers in the State

2.4 Goals for Higher and Technical Education Development

- i. To encourage need-based development in the fields of Technical, Vocational and Professional Education to meet local, domestic as well as international requirements.
- ii. To provide Higher and Technical educational opportunities for all eligible students irrespective of their socio-economic background
- iii. To promote diversified programmes/courses and equip students with relevant skills aimed at addressing social and economic requirements.
- iv. To enhance the quality of social science and humanities course
- v. To support Higher Education Institutions in improving quality and achieving excellence.
- vi. To build research capacity and promote quality research in Higher Education Institutions right from the Degree level to promote innovation and generate new knowledge.
- vii. To develop an efficient system for targeted funding to expand access and affordability of Higher Education
- viii. To prevent the commercialization of Higher Education
- ix. To proactively engage with leading Higher Education Institutions within and outside the State for the overall development of higher education.
- x. To award scholarship to meritorious students and enhance the amount to reasonable rates to meet the needs of the students.
- xi. Targeted financial support will be given to encourage mathematics and science learning

2.5 Goals for Teacher Education Development

- i. To strengthen and promote high standards for Teacher Education Institutions
- ii. To expand access to Pre-service Teacher Education
- iii. To strengthen teacher and management systems for improved efficiency
- iv. To enhance professional support networks for the Continuous Professional Development (CPD) of teachers at all levels of education
- v. To assess, rationalize and correct the optimal number of teacher educators required across institutions.

- vi. To develop in-service programmes for school heads to improve school academic and institutional leadership
- vii. To develop in-service programmes for teachers to implement effective teaching learning practices

3 Early Childhood and School Education

3.1 Early Childhood Care and Education

- 3.1.1 In consonance with the National Policy on Education, the State recognises the holistic nature of child development which includes: nutrition, health, social, mental, physical, moral and emotional development. Efforts shall be made to improve access and quality of Early Childhood Care and Education (ECCE).
- 3.1.2 The State will put in place a framework to regulate Pre-primary schools
- 3.1.3 A mechanism will be put in place to ensure better coordination between Department of Education and Department of Social Welfare
- 3.1.4 All programmes will be based on the curriculum principles and guidelines laid down in the National ECCE Curriculum Framework

3.2 Elementary Education

- 3.2.1 In accordance with Article 45 and Right to Education Act, the State shall provide Free and Compulsory Education to all children until they complete the age of 14 years. To achieve this, the Government shall implement appropriate programmes including those funded by the Central Government.
- 3.2.2 The Department will continue to aim at achieving Sustainable Human Resource Development to bridge all social and gender category gaps at Elementary level.
- 3.2.3 Keeping in mind the Constitutional mandate of the Universalisation of Elementary Education, the State will make efforts to create infrastructural facilities to bring Elementary Education as per RTE norms.
- 3.2.4 The Department of Education will continue to support the national flagship educational programmes of the Central Government.
- 3.2.5 The State Education Department will also take steps to improve the existing educational infrastructure to make it attractive and child friendly.
- 3.2.6 The Department will ensure the institutionalization of school improvement plans
- 3.2.7 The No Detention Policy will be examined by the government in line with the RTE Act and appropriate notifications will be issued.
- 3.2.8 A zero tolerance approach will be adopted to ensure that no learner is subjected to physical punishment, bullying, mental harassment, gender discrimination and violence in schools.

3.3 Secondary and Higher Secondary Education

- 3.3.1 The State will endeavour to create infrastructural facilities to bring Secondary education as per State norms.
- 3.3.2 The Department of Education will continue to support national flagship programmes at the Secondary and Higher Secondary level.
- 3.3.3 The Department of Education will also take steps to improve the existing educational infrastructure to make it attractive and student friendly.
- 3.3.4 Schools will be supported to develop framework to assess readiness of grade 8 pass-outs for secondary education
- 3.3.5 The Department will ensure the institutionalization of school improvement plans
- 3.3.6 There should be clear and measurable learning outcomes at Secondary and Higher Secondary education in alignment with Higher/Technical education and labour market readiness.

3.4 Open Schooling

- 3.4.1 To widen access to school education and enhance the participation of learners in the educational process, Open and Distance Learning System will be encouraged.

3.5 Governance and Management of School Institutions

- 3.5.1 The State will ensure monitoring of quality of education in all government and government aided schools through self and external monitoring.
- 3.5.2 The Government will regulate private schools so that the procedure for recognition is made transparent and norm based.
- 3.5.3 The Government shall allow the establishment of new Elementary schools on the condition that they comply with RTE norms and for existing elementary schools to ensure RTE compliance.
- 3.5.4 The setting-up of new Secondary schools at will follow the norms and standards prescribed the Government duly notified from time to time.
- 3.5.5 To improve the schooling system, the Government will take appropriate steps for the capacity building of heads of the institutions, streamlining of recruitment and professional development of teachers.
- 3.5.6 The government will streamline the existing categories of schools and classify them into Government, Government Aided, Partially Aided and Private Schools only.
- 3.5.7 The rationalisation of schools through the merging of small schools and creation of composite schools will continue.

- 3.5.8 Geographic Information Systems (GIS) will be used to provide detailed insights into current patterns of school location in relation to habitations.
- 3.5.9 All government run public schools (including special schools) will be brought within the jurisdiction of Directorate of School Education and Literacy
- 3.5.10 Government aided and partially aided schools will be run and managed by School Managing Committees. Further, they will also take responsibility for the welfare and post-retirement benefits of the teachers.
- 3.5.11 The State will put in place a framework to regulate and monitor private schools.
- 3.5.12 A transparent system of quality assurance will be put in place.
- 3.5.13 To increase transparency, the State will introduce a suitable school social audit mechanism. Village Education Committees will be strengthened/revived.
- 3.5.14 Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) will be strengthened to support the implementation of all decentralised educational programmes in the State.
- 3.5.15 The State shall provide lump-sum support to partially aided schools based on demonstrated evidence of quality of education services.
- 3.5.16 All Private/Aided Educational Institutions in the State should be run on a "not for profit basis" with the highest level of financial & operational transparency.
- 3.5.17 The State shall regulate fees in deficit schools.
- 3.5.18 State shall revise and update the service rules for teachers of government and government aided schools from time to time.
- 3.5.19 State shall establish an Engineering wing under the Department of Education to support initiatives towards infrastructure upgradation, maintenance, quality monitoring and improving learning environment.
- 3.5.20 State shall develop criteria for financial assistance to schools
- 3.5.21 The role of MBOSE will be streamlined to ensure there are no overlaps with the Academic Authority in terms of academic activities.
- 3.5.22 The existing activities of MBOSE will be reviewed regularly and need based strengthening will be carried out to improve the quality of examination processes in the State.
- 3.5.23 A Meghalaya Education Service will be established to put in place a proper management structure for education in the State. Education administrators will have a separate cadre and their roles, responsibilities and recruitment procedures will be decided in consultation with the three Directorates and other key departments of the Government.

3.5.24 So far as education is concerned, schools should be kept free from politics. For this purpose, government and government aided school teachers will be barred from taking part in political activities and political associations.

3.6 Science and Mathematics Education

3.6.1 The State Government will take the approach recommended by the National Knowledge Commission for the revitalisation of the teaching profession.

3.6.2 Efforts shall be made to promote the development and use of teaching aids and other instructional resources to enhance student learning in the classroom.

3.6.3 STEM education to be promoted across all levels of schooling – Elementary, Secondary and Higher Secondary.

3.6.4 Corresponding curriculum and related pedagogy to develop related competencies of students throughout the educational cycle will be implemented.

3.6.5 Efforts will be made to build the capacity of teachers and facilitate continuous learning through professional development, and collaboration to build STEM related competencies.

3.6.6 Efforts will be made to improve infrastructure, revision of curriculum in-line with the NCF, SCF, textbooks and integration of ICT.

3.6.7 The institutional framework governing the quality of teachers, assessment standards, remedial education for STEM courses, resource provision in terms of infrastructure and ICT will be laid down.

3.7 Assessment and Examination Process

3.7.1 A school-based continuous and comprehensive assessment (CCA) system will be established to (i) reduce stress on children, (ii) make assessment comprehensive and regular, (iii) provide space for teachers to engage in inquiry-based approaches to learning and teaching, (iv) use assessment as a pedagogical tool and for (v) ensuring learners achieve learning targets and goals.

3.7.2 It provides a framework to ensure learning assessments have clear connect with teaching learning and are embedded in classroom practices

3.7.3 The in-service programmes will be rolled out under Meghalaya School Improvement Program (MSIP) and will equip teachers with crucial knowledge and competencies for effective implementation of CCA.

3.7.4 The following actions will be taken up for the identification of capacity building needs and effective implementation of CCA in the State:

- i. Assessment practices carried out in schools will be improved to address learning gaps.

- ii. A framework for continuous assessment will be developed based on the local context of schools and the existing capacities of teachers for implementing CCA through in-service programmes.
 - iii. CCA competencies will be assessed through planned procedures aimed at establishing a common assessment system.
 - iv. Assessment for learning will be promoted to bring equity and fairness in the assessment process at school level and to identify clear evidence of what students have mastered.
 - v. Under MSIP, the in-service training programme will be designed to build the capacity of teachers, so that they are able to provide formative feedback to students and identify barriers to learning in a more authentic manner.
- 3.7.5 An in-service programme will be designed for the effective implementation of CCA under MSIP, keeping in mind the following:
- i. Developing tools for the teachers to identify competencies to be attained by the students.
 - ii. Enhancing the ability of teachers to construct assessment tools involving criteria for student success for assessing the competencies.
 - iii. Enabling teachers to use assessment findings to develop and plan teaching.
- 3.7.6 The DERT and schools will make efforts to jointly strengthen the assessment and evaluation system by focussing on the learning outcomes and related competencies students must develop at the end of each cycle (Elementary, Secondary and Higher-Secondary) and across grades.
- 3.7.7 Systemic changes will be effected to align and harmonize student assessment, evaluation, examinations with learning outcomes through the following interventions:
- i. A robust learning assessment framework based on learning progressions that will help learners achieve the targeted learning outcomes from Elementary up to Secondary/Higher Secondary level will be established.
 - ii. Guidelines for implementing learning outcomes and the use of assessment data will be developed to cater to State-specific needs and to help reduce variations during roll out among different types of schools (private/aided and govt.).
 - iii. Capacity building to ensure appropriate instructional and assessment strategies are aligned with identified learning outcomes for each grade level and in every subject will be organized.
 - iv. Remedial teaching will be institutionalized to address learning gaps and for strengthening the necessary core skills of students.

4 For Students with Special Needs

- 4.1 Special interventions will be undertaken to identify students with learning disabilities and meet the needs of differently abled children and those who face multiple issues like absence of support systems at home and school, social ostracism, bullying, lack of facilities and assistive devices in schools.
- 4.2 A comprehensive support plan to address curriculum adaptations, pedagogies, physical environment, methods of assessment, technological interventions, assistive devices and accommodations or exemptions in Board examinations will be formulated and implemented.
- 4.3 Efforts will be made to ensure a level playing field is created to support students with disabilities so that they achieve expected learning outcomes.

5 Teacher Management and Development

5.1 Teacher Recruitment

- 5.1.1 Teacher recruitment will be based purely on merit and only qualified and competent teachers will be appointed as per the extant regulations.
- 5.1.2 The Government will create conditions along constructive and creative lines to help motivate and inspire teachers.
- 5.1.3 Teachers' pay, service conditions and retirement benefits should be commensurate with their social and professional responsibilities.
- 5.1.4 The recruitment of teachers will be streamlined and guidelines will be formulated to ensure objectivity in their postings and transfers.
- 5.1.5 The appointment of teachers in government and government aided schools shall be made on the basis on MTET at Elementary level. For government Secondary and Higher Secondary level, appointments will be made through MPSC.
- 5.1.6 A cadre of principals/heads of schools will be created to ensure effective school leadership. A rigorous selection process will be put in place to fill school head/principal vacancies.
- 5.1.7 The Government will ensure that teachers' salaries conform to minimum skilled workers norms.
- 5.1.8 Efforts will be made to enhance the terms and conditions of service to attract and retain high quality teachers

5.2 Directorate of Educational Research and Training (DERT)

- 5.2.1 The following are the policy options to strengthen the DERT:
 - i. Develop, review and update a State Curriculum Framework in line with the NCF on a regular basis.

- ii. Design an appropriate teacher competency framework in line with the SCF/NCF and NCFTE.
- iii. Develop teacher performance indicators for the advancement of subject knowledge and to identify an appropriate In-Service teacher training programme.
- iv. Develop indicators of best classroom practices by generating evidence on classroom practices and learning outcomes.
- v. Develop standard procedures to plan, design and implement appropriate, need based capacity building and CPD programmes approved by a Programme Advisory Committee (PAC).
- vi. Design a compulsory induction training course for new teachers as per the guidelines of NCTE.
- vii. Design a performance management system with targets and review cycles for assessing teaching quality.
- viii. Design supervision and support mechanisms at school and system level.
- ix. Develop teacher manuals on effective pedagogy and practice.
- x. Design coaching and mentoring framework to transfer good practice
- xi. Design framework to support teachers for authentic tasks for assessment and tracking of 'at risk students'.
- xii. Design and implement an academic leadership programme for teacher educators/resource persons from the DIETs, BRCs and CRCs.
- xiii. Arrange training of all the Education Administration staff at the State, District, Block and Cluster level.
- xiv. Capacity building of DERT in developing a framework for the review of the existing ODL programme.
- xv. Capacity building of DIETs in undertaking reviews for improvement in In-Service education.
- xvi. Additionally, the DERT shall also:
 - a) Undertake a comprehensive needs analysis of all stakeholders;
 - b) Formulate a comprehensive training plan for all stakeholders;
 - c) Formulate an effective plan for the deployment of teachers linked to supply through Pre-service education;
 - d) Formulate an effective plan for the deployment of Teacher Educators to match emerging demand for training at sub-state level; and
- xvii. Review and analyse existing teacher education materials, develop teacher education materials using the findings of the review, pilot and finalise these materials.
- xviii. All other agencies including NGOs, involved in teacher education in the State, should have their modules/programmes approved and vetted by the DERT.
- xix. Standard operating procedures will be formulated for development of curriculum, textbooks, their selection and adoption. For textbook

development/adoption, a rigorous curriculum mapping process will be adopted involving faculty from NCERT, DERT, subject and curriculum experts and teachers in consultation with MBOSE. An empowered committee constituted by the competent authority will oversee final selection and adoption.

5.3 Pre-Service Teacher Education

5.3.1 All DIETs and Colleges of Teacher Education in the State will be strengthened and organised so that in a seamless continuum, teacher education is classified under the following stages:

- i. Initial teacher training / education (a Pre-service course before entering the classroom as a fully responsible teacher);
- ii. Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- iii. Teacher development or Continuing Professional Development (CPD) (an in-service process for practicing teachers).

5.3.2 Teacher Education Institutions (TEIs) should:

- i. Ensure that learning shifts away from rote methods to reflective learning;
- ii. Engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning.
- iii. Teacher education should integrate academic knowledge and professional learning into a meaningful whole;
- iv. Equip teacher candidates in organising learner-centred, activity based, participatory learning experiences like — plays, projects, case studies, dialogues, observation, field visits, integrating academic learning with productive work;
- v. Engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as ‘given’ and accepting them without question;
- vi. Provide opportunities to trainees for reflection and independent study without packing the training schedule with teacher-directed activities only;
- vii. Conduct a programme that helps teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.
- viii. Develop comprehensive evaluation protocols to include evaluation of attitudes, values, dispositions, habits and hobbies through appropriate quantitative as well as qualitative techniques.

5.3.3 There will be need based strengthening of DIETs.

5.3.4 The State will continue to explore avenues to enhance the capacity of the State owned CTE’s.

5.3.5 Undertake Pre-service education in Open and Distance Learning mode as per NCTE norms.

- 5.3.6 Review the Pre-service teacher education curriculum in line with National Curriculum Framework for Teacher Education (NCFTE) and contextualise as per the needs of the State.
- 5.3.7 Develop mechanisms to provide accreditation to all existing Teacher Education Institutions within a specified timeline.
- 5.3.8 Develop a framework for inter-institution linkages for the exchange of best practices.
- 5.3.9 Provide access to appropriate technology to support learner-centred teaching and learning
- 5.3.10 Develop a system for the quality monitoring of teacher education institutions.
- 5.3.11 The government shall ensure steps to elevate the status of teacher education in Meghalaya to Higher Education Institutions and to ensure that Teacher Education Institutions do not operate in isolation.

5.4 In-Service Teacher Education

- 5.4.1 Innovative strategies for continuous professional development (CPD) of teachers will be required to attain sustainability through the intervention, particularly:
 - i. Promotion of activities to foster greater association between professional development and classroom practices.
 - ii. All in-service training programmes to include mandatory follow-up activities with a strong monitoring and evaluation component.
 - iii. Creation of greater convergence across schools through formal and informal peer interactions. Such support will be institutionalised through the formation of learning communities focused on innovative classroom practices and resource sharing.
 - iv. Academic Leadership training for school heads will be made compulsory for supporting new and innovative methods of teaching.
 - v. Focus should also be given on ways to create meaningful linkages between professional development and curriculum and assessment.
 - vi. For teachers already in place, flexible quality programmes and mechanisms need to be offered to enable them to acquire the mandatory requirements.
 - vii. Standard procedures and protocols will be followed to ensure quality programmes are formulated and vetted by Programme Advisory Committees of TEIs.
 - viii. A Framework for ICT supported teaching learning to be developed.
 - ix. Conduct regular and systematic principal and teacher appraisals in conjunction with NCF, SCF and NCFTE

- x. Capacitate teachers in outcomes-based assessment and use assessments to adjust the curriculum.
- xi. Build mentoring and coaching competencies of teachers.

5.5 Teacher Information Management System

5.5.1 A teacher information management system will be implemented to increase transparency through authenticated teacher-institution data, drive information-based administration and reduce redundancy by automating critical processes like appointments, salary processing and transfers among others.

6 The Meghalaya School Improvement Programme (MSIP)

6.1 MSIP provides a unique opportunity to the State for developing a school-based system of school improvement in line with the national system. Broadly, MSIP aims to achieve the following;

- i. Establish an assessment cell to provide continuous support to teachers and students.
- ii. Create a roadmap for the convergence of different existing educational schemes in the State for achieving greater efficiency in the utilization of scarce resources.
- iii. Develop a system for teacher professional development by focusing on teaching-learning processes and reflective practices for the State.
- iv. Identifying indicators and developing a system aimed at teacher performance advancement.
- v. Develop focused short-term In-Service training for groups of head teachers pertaining to monitoring the academic activities of teachers.
- vi. Support creation of communities of learning for teachers and head teachers to achieve sustainability through a peer group support mechanism at school, CRC and BRC level.
- vii. Develop framework for enhanced inter-school cooperation and establishing communities of learning for exchange of best practices pertaining to teaching and learning in the State;
- viii. Develop and offer customised programmes in specific areas of school development, such as academic leadership, ICT, CCA, instructional strategies aimed at improving learning outcomes at both Elementary and Secondary level;
- ix. Capacity building of CRC and BRC in areas like the monitoring of academic activities, student academic progression, program implementation, school external evaluation and school site support.
- x. State will institutionalize MSIP and create dedicated funding mechanisms to achieve long term benefit from the programme.
- xi. Promote action research to improve teaching and learning, professional and personal development of teachers and for whole school improvement.
- xii. Identify innovative ways of delivering in-service training through the use of videos, informal support groups and ICT.

7 Higher and Technical Education

7.1 State Higher Education Council

- 7.1.1 The funding pattern and fund flow mechanism to HEIs need to be streamlined
- 7.1.2 The SHEC shall make efforts to streamline the requisite data on Higher Education for the preparation of a sound perspective plan
- 7.1.3 SHEC will be empowered to help regulate Higher Education in the State in the interests of improving quality. Minimal financial conditions will be created to foster institutions of reasonable quality.
- 7.1.4 The SHEC shall identify avenues for setting up a world class State University in Meghalaya.
- 7.1.5 The Council will be empowered in matters concerning the regulation of admission to private Higher Education Institutions
- 7.1.6 Under SHEC, mechanisms will be established to inspect and monitor the quality of service delivery in private and government Higher Education Institutions for promoting excellence
- 7.1.7 SHEC will assist and handhold Higher Education Institutions in the State for NAAC assessment
- 7.1.8 The Council will come up with a framework for the promotion and enhancement of standards of research
- 7.1.9 SHEC will design and offer need-based leadership programmes for college heads and faculty
- 7.1.10 Through SHEC, HEIs will be encouraged to offer technical courses
- 7.1.11 A State Level Information System will be developed under research and innovation

7.2 College Education

- 7.2.1 State will focus on:
 - i. Consolidation of the existing facilities,
 - ii. Selective expansion and diversification of courses,
 - iii. Improvement of quality education with an emphasis on courses which are relevant to the needs and aspirations of the people and are employment-oriented.
 - iv. Exploring Public Private Partnership (PPP) arrangements.
 - v. Revising and updating the service rules of government and government aided college teachers.

7.3 University Education

- 7.3.1 State shall encourage:
 - i. PPP arrangement for establishing professional, legal and technical education

- ii. Scrutinize and ascertain the credentials and antecedents of the prospective Sponsoring Body with regards to their credibility, expertise, experience and financial position
- iii. For setting up a private university, the State shall issue a letter of intent to the sponsoring body after fulfilment of the required conditions. Full permission will only be granted when land is earmarked and available in the name of the university.
- iv. Explore avenues with the North Eastern Hill University and other HEIs in the field of professional technical and vocational education.

7.4 Regulation of Higher Education Institutions and Determination of Fees

- 7.4.1 The State will intervene to prevent the commercialization of education and protect the interests of the student community, while protecting the autonomy of institutions.
- 7.4.2 Legislation will also be made for the regulation and fixing of fees in higher educational institutions.
- 7.4.3 Government and government aided college/university teachers will be barred from taking part in political activities and political associations.

7.5 Skills Development

- 7.5.1 Public Private Participation in skills development shall also be encouraged.
- 7.5.2 State Government shall adopt a comprehensive and synergetic approach to institutionalise capacity building and systems reform to address fundamental reorientation of ITI programs and apprenticeships.
- 7.5.3 Institutional capacities shall be strengthened for development of curricula, teaching and learning resources and promotion of training and professional development of trainers/teachers.
- 7.5.4 The seat utilization rates in ITIs will be analysed at regular intervals to anticipate future demand.

7.6 Technical Education

- 7.6.1 The State will undertake need assessment exercises for opening and up-gradation of Engineering Colleges and Polytechnics as well as the introduction of new courses in the existing Polytechnics.
- 7.6.2 The State will focus on consolidation and expansion of facilities at the Diploma level.
- 7.6.3 The State shall strive towards quality enhancement through the modernization of laboratories and workshops, development and revision of curriculum in order to meet labour market needs.

- 7.6.4 Improved staffing and staff training, increasing utilisation of learning resources, promoting interaction with industry/ Community and networking activities will also be addressed.
- 7.6.5 The State will study the requirement for the establishment of new polytechnics in the other Districts of the State.
- 7.6.6 The Government will strengthen and empower the Meghalaya State Council for Technical Education.
- 7.6.7 The Government will strengthen and empower the Meghalaya Private University Regulatory Board.
- 7.6.8 To introduce new courses in the areas of Music, Hotel Management and Catering Technology, Water Resource Management and Rural Technology, Agriculture Engineering, Construction Technology, Mining Technology, Printing Technology, Communication Engineering & Information Technology etc. a socio-economic diagnostic analysis will be undertaken in a phased manner.

8 Co-curricular Activities

- 8.1 The National Service scheme shall be extended to all Higher Secondary Schools and Colleges for the benefit of the students.
- 8.2 Encourage the Bharat Scouts Guide program and NCC in schools.
- 8.3 Institutionalise Physical Education by incorporating a variety of activities in sports (football, archery, hiking etc.) and games.
- 8.4 Institutions to promote wellness, regular physical activity and good nutrition as part of the total learning environment.

9 Information and Communication Technology (ICT) in Education

- 9.1 A framework on digital citizenship for students, teachers, teacher educators and administrators that recognizes the critical role that technologies play in learning for today's students will be put in place.
- 9.2 The State Government will facilitate and play a pro-active role in the creation of ICT infrastructure, virtual/smart classrooms and learning material.
- 9.3 The State Government will continue to support the ICT schemes and programmes of the Central Government.
- 9.4 The focus shall be on providing fit-for-purpose ICT infrastructure and material.
- 9.5 The curriculum and syllabus for IT/ICT will be as per the Curriculum Guide and Syllabus of the NCERT.

- 9.6 The State Government will support development of digital learning resources in the form of e-books, energised textbooks, animations, lessons, exercises, interactive games, models and simulations etc.
- 9.7 The development and use of digital resources shall be harmonised with the requirements of the curriculum and local context.
- 9.8 The State shall develop a repository, in line with NCERT's National Repository of Open Educational Resources (NROER) which will host a variety of digital content, appropriate to the needs of diverse groups of students (including children with special needs) and teachers.
- 9.9 The State shall develop Capacity building program for teachers which will be key to the widespread infusion of ICT- enabled practices in the school system.
- 9.10 The State will explore ways to promote mobile based applications to facilitate adoption, translation and distribution of scarce educational resources.