



GOVERNMENT OF MEGHALAYA

“CHALLENGE OF EDUCATION”

A STATE REPORT

D.O.No.EDN.337/85
Dated Shillong, the 14th November, 1985.

Shri J.P. Singh, I.A.S.,
Special Secretary to the Government
of Meghalaya, Education Deptt.
Shillong.

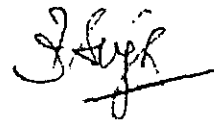
Dear Shri *Bordia*.

Kindly find enclosed 5 (five) sets of Recommendations containing the views of Legislators, Educationists, Intellectuals, Teachers, Teachers' Associations, Members of Public and Voluntary Organisations in the State. We held District Level Seminars at four District Headquarters on 14th and 15th October, 1985 followed by State Level Seminar on 17th and 18th October, 1985 at Shillong. Seminars were very well attended and cross section of population including students came out with their views. Attempt was made to record the views of the people as faithfully as possible and in their own words, and no attempt whatsoever was made to either inject or include the view of the Department or Government. Some people preferred to send their views in writing and this also has been accepted and included in the Volume.

I am confident that this will prove useful in formulating the overall National Policy.

With warm regards,

Yours sincerely,



Shri A. Bordia, I.A.S.,
Addl. Secretary to the Govt. of India,
Ministry of Human Resources Development,
(Department of Education),
NEW DELHI

.....

-54164
379.154
MAG-C

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
17-B, Sri Aurobindo Marg,
New Delhi-110016
BOC, No..... D-7104
Date..... 2.6.92.....

- 1 -

Basic Statistical Information of Meghalaya

1. Population :

Total - 13,27,874
Males - 6,78,883
Females - 6,48,991

2. Area - 22,429 Sq Km.

3. Density of population - 59 per Sq km.

4. Decennial Population growth

	<u>Absolute</u>	<u>Percentage</u>
Total	3,16,644	31.30%
Rural	2,24,313	25.95%
Urban	92,331	62.74%

5. Sex Ratio

(Females per 1000 males) :

Total - 955
Rural - 967
Urban - 903

6. Rural - Urban percentage of population

Urban - 18.12%
Rural - 81.88%

7. Literacy :

Total - 34.08%
Males - 37.89%
Females - 30.08%
Urban - 62.30%
Rural - 26.98%

8. Districts/Sub-Division etc:

- 1) No. of Districts - 5
- 2) No. of Sub-Division - 4
(excluding Sadar Sub-division)
- 3) No. of Administrative Units - 6
- 4) No. of C. D. Blocks - 30

II. Towns and villages :-

- i) No. of Towns - 12
- ii) No. of villages - ~~4784~~ 4784
- iii) No. of villages covered by :-
 - a) Primary schools - 3392
 - b) Middle schools - 363
 - c) High Schools - 100

iv) No. of villages without any schooling facilities - 1620

iii) Population range of schoolless villages :

A. Without Primary Schools

- i) Below 100 - 988 villages
- ii) Between 100-150 - 284 "
- iii) Between 150-200 - 161 "
- iv) 200 and above - 187 "
- Total 1620 "

B. Without Middle Schools :

- i) Below 100 . . . 1498
- ii) 100-200 1303
- iii) 200-300 906
- iv) 300 and above..... 539

Total :4246

C. Without High Schools ..4684

IV. No. of Institutions :

(as per 1983-84)

- i) Primary - 4930
- ii) M.E. Schools - 552
- iii) High Schools - 239
- iv) Colleges - 15
- v) University(Central) 1

V. The present school structure in Meghalaya :-

<u>Age</u>	<u>Classes</u>	<u>Stages</u>
4	A	Pre Primary
5	B	
6	I	Primary stage
7	II	
8	III	
9	IV	Middle stage
10	V	
11	VI	High School stage
12	VII	
13	VIII	
14	IX	
15	X	

N.B. + 2 stage is known as P.U.C. and is attached with the Colleges.

Students enrolment (1983-84)

i) Primary (including pre-primary).....	2,15,590 (2,15,590)
ii) Middle stage	59,312
iii) High Schools	32,336
Total :	3,07,239

VII. Percentage of enrolment by stages and sex :

<u>Stages</u>	<u>Sex</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Primary		51.3	48.7	100
Middle		56	44	100
High School		52.8	47.2	100
Total		54.4	47.6	100

VIII. Wastage & Stagnation :

- i) Primary 76.5%
- ii) Middle 36.1%
- iii) High School..... 19.3%
(upto class X only)

IX. The Teachers : (1983-84)

Stages	Total	Trained	unqualified
Primary	6480	2592	5278
Middle	2468	641	1373
High School	2345	703	108
Total	11,293	3936	6699

X. Teachers Education

- i) Teachers Training Institutes 8
(one year course for Primary teachers)
- ii) Normal Teachers Training Institutes.....2
(two year course for M.E. Teachers)
- iii) B.Ed Colleges..... 2

XI. School Buildings

	Thatched/ Kutchha	Partly pucca	Pucca	Total
Primary -	3200	515	305	4120
Middle -	280	130	115	525
High -	40	95	90	225
	3520	740	510	4870

I. A Profile of School Education in Meghalaya

1.1 As depicted in the Basic Statistical Information, 95% of the schooleless villages are having population of less than 300. This clearly indicates that the national norm to set up schools is not workable in Meghalaya.

1.2 The wastage cohort reveals that wastage at Primary Level is exhorbitant, to the ^{the} ~~time~~ of 76%. Though the causes of wastage cannot be reduced to a single formula, however some of the major causes are indicated below :-

- (a) Due to economic constraints the children are withdrawn from schools to assist the parents at home or in the fields.
- (b) The parents are indifferent towards education. They are unaware of the benefits of education in their environmental circumstances.
- (c) Insufficient school buildings and classrooms. In many of the villages the school buildings or the classrooms are too small to accomodate the students. The teachers have to send the children of the lower classes to play outside in order to accomodate the students of higher classes (classes II & III). The parents seeing their children playing in the yard, call them back home to assist them in various ways, like fetching water, looking after the kiddings etc.
- (d) The school buildings have no partition hence it is always disturbing to teach in a hall-like building. The parents see no use in sending their children to school when they simply hear them chatting like magpies.
- (e) Many of the Primary Schools are more in the churches, club houses and as such partition is almost impossible.
- (f) Many of the schools are thatched huts where children do not have any seating facilities. Sometimes stones, bamboos and logs are used which is impossible for students to do any hand written work. Furniture and even mats are scarce.

The rainfall record in the State is the highest in the world. The Winters are long and rather severe. Winds are very strong. The thatched huts leak badly, the floor gets muddy. Damage to school buildings by storm is a regular feature.

- (g) Absence of any retention facilities like play materials, e.g. swings, slidings etc. The school buildings, therefore, do not offer any attraction to the children.
- (h) The students drop out if they cannot catch up in their studies or fail to get promotion. The worst happens if the teachers punish the children. Such children consider classroom as a place of harassment and consequently they avoid attending school and gradually drop out.
- (i) Teachers' irregularity. This is true especially for the single teacher schools. When the teacher is absent due to sickness or maternity leave the school will be closed for months together.

1.3. The State of Meghalaya is inhabited by the hill tribes of the three main groups, viz, the Khasis, the Jaintias and the Garos who constitute 80% of the total population of the State. As depicted in the Basic Statistical Information, the rural population constitutes about 81%. Again, about 80% of the tribal school going age population is constituted of the first generation learners and the people have not valued education. Hence the demand for education for such people operates under the Law of Diminishing Demand.

1.4 Topographically, the State as a whole has a very rough terrain criss-crossed by rivers and streams which render mobility from one village to another difficult.

1.5 The people in the rural areas are cultivators with a ^{sizeable} proportion still practising jhum or shifting cultivation.

1.6 A recent survey reveals that two-thirds of the villages have Primary Schooling facilities while the remaining one-third are without any schooling facilities. Middle Schools

cover only 11% of the villages or less than half of the schools going age population. The coverage by High Schools is lesser still.

1.7 60% of the Primary School teachers, 74% of the Middle School teachers and 70% of the High School teachers are untrained.

1.8 81% of the Primary School teachers 53% of the Middle School teachers and 4.6% of the High School teachers are unqualified.

1.9 56% and 57% of the High School teachers are not qualified to teach science and mathematics respectively at the High School level.

1.10 The control of the Middle Schools and the High Schools is vested with the Government, but many of these schools are run and managed by private agencies. These schools can again be sub-divided into (i) Deficit Government aided schools (ii) Adhoc Government aided schools and (iii) purely private managed school. The Government control over these schools is not only by way of giving grants but by granting recognition and affiliation on fulfilment of the norms laid down by the Government.

1.11 The Primary Schools, on the other hand, are under the complete control of the District Councils other than the Primary Schools within the Shillong Municipal areas. The control of the Primary Schools by the District Councils is in accordance with the provisions of the constitution under clause 6 of the Sixth Schedule. There are three District Councils, viz. Khasi Hills District Council, Jaintia Hills District Council and Garo Hills District Council. The respective District Councils have complete and independent control in their own respective areas over the Primary Education including the curriculum.

It may be noted that the District Councils are statutory bodies and their members called M.D.C.s obtain office by popular election. The District Councils are not answerable to the Government whereas the State Government releases almost all the funds

required for Primary Education. The Government may, however, by an ordinance of the Governor, take over the intervening period not exceeding six months at a stretch.

Some of the problems faced by the Primary School Teachers are -

- (a) Irregular payment of salaries
- (b) Absence of any service conduct rules and service rules.
- (c) Drawing and disbursement of salaries are done at the District Head-Quarters. Hence the teachers have to come all the way from their villages which involve wastage of time, energy and money.
- (d) Absence of supervision, guidance and inspection and scarcity of books and teaching materials.

1.12 Most of the school buildings are dilapidated, the classrooms are ill-equipped and the basic teaching aids are ~~most~~ absent. One can, therefore, imagine the classroom situation and the classroom treatment, especially in the rural areas. Many Middle and High schools do not have hostel facilities not to speak of sanitary facilities ^{where} the schools are co-educational.

1.13 The teachers training institutes are yet to take a proper shape in terms of basic facilities.

1.14 The S.C.E.R.T. which was established as far back as 1976 is yet to have its own building and lacks the physical facilities required to run and conduct training courses to improve the performance of teachers.

II. Comments and Observation of the New Education Policy with Reference to Meghalaya

2.1 A relevant and realistic New Education Policy ^{will} go a long way in making education play its role ^{more} effectively and build up the human resources for accelerating development. The new Policy should call for ^{an} concerted effort to revamp

education with liberal assistance from the Central Government.

2.2 The State Government of Meghalaya wishes to emphasise that the challenge to build up the desirable kind of education requires huge funds which cannot be met from the State's resources.

2.3 The tribal people of our State suffer not only from the limitation of the first generation learners but also from the after effects of childhood mal-nutrition, a sense of social isolation, deficiency in proper schooling facilities and lack of self confidence in realising their academic potentials and mediocre calibre of teachers. The tribals start their education at a much advanced age and ~~may~~^{they may} drop-out before they complete the Primary stage as their home environment is devoid of any intellectual stimulating condition.

2.4 The teaching and learning of Science and Mathematics at the school level is far from being satisfactory. This is mainly because the qualified science and Mathematic graduates ~~do not~~ prefer to take up to teaching profession due to better employment elsewhere. Consequently, the technical personnels from amongst the tribal always ~~face~~^{fall} short of the requirement. The teaching profession should be made attractive so that it can compete with other professions.

2.5 The New Education Policy should, therefore, seek to bridge the gap of disparities of the tribals and thereby reduce the disintegrative tensions. Our tribal children need to be lifted up through education because they still suffer from disabilities which cannot be rectified by reservation alone. The real and proper remedy lies in education to build up that man-power and expertise vital for exploiting the rich natural resources to render the State not only self-sufficient but to contribute towards national development.

RECOMMENDATION & STRATEGIES :

3.1. The State Govt. held seminars on the New Education Policy in all the Five District Headquarters in which a cross section of citizens consisting of Educationists, Administrators, Intellectuals, Teachers, Parents, Students, Writers, Social Welfare Workers and Well wishers of education participated. The following recommendations, have come out from the seminars :-

3.1.1. ELEMENTARY EDUCATION :

1. The low literacy in the State and the weak management of Primary Education are the main causes for low enrolment and high drop-out rates. The emphasis should be shifted to retention and achievement of Primary Education coupled with a massive drive on Adult Education since most of the children in the rural areas are the 1st generation learners there is very little motivation from parents either to send the children to school or to see that those enrolled continue.

2. The management of Primary Education should be effective. If Children enrolled can be retained through proper management and provision of adequate infrastructural facilities, the enrolment will automatically go up. There was unanimous opinion at every seminar that the District Councils have completely disorganised Primary Education in the State. The Govt. should therefore, take over this level of Education and create a Separate Directorate so that an undivided attention is given to this vitally important stage of Education.

Another opinion is that a Board of Primary Education should be constituted by the State which should look after all aspects of Primary Education. This board should have basically educationists and educational Administrators as its members both nominated by the Govt. and the District Councils. At present a large number of schools are run by voluntary agencies and the District Councils themselves. These Agencies continue to run Primary Schools under the management and supervision of the board. The Board should set up selection committees for recruitment of teachers in every Districts. To prevent politicalisation of education, the selection committees of the Board should comprise of educational experts only. The existing offices of the Dy. Inspectors of Schools in the District and Sub-Divisions may be brought under the Board to serve as its District and Sub-divisional units.

3. In order to improve the teaching man-power, the minimum qualifications of teachers are to be laid down as follows :-

- 1) Matriculation Passed upto Class III.
- 2) + 2 or P U C. Passed for classes IV and V.
- 3) Graduates for Classes VI - X

4. The pay of the teachers should be fixed according to their qualifications, eg. a graduate teaching at Primary Level may be given a graduate scale of Pay adminisfible to graduate teaching at the High school level.

5. In- Service training of all teachers is a must. Any teachers who declines to go for training or who fails to qualify for training should not be given increments. The present teachers training institutes should be modernised and geared up. The teachers trainees themselves should be sponsored for training within or out-side the country or locally with the help of N C E R T and S C E R T. The SCERT may further supervised the academic functioning of the training institutes.

6. To arrest the huge drop-out rate at the primary level the following are recommended:-

- a. Provision of Mid-day Meals should be continued and strengthened and given for a management to organisation like the Social Welfare Deptt.
- b. Attendance Scholarship for the students should be introduced.
- c. Free Text Books and free Uniforms should be provided.
- d. Retention alurement like play materials should be provided at each primary school.
- e. Pre-Primary Schools should be attached to Primary schools to ensure the regular attendance of elder brothers and sisters who may other-wise be unable to attent schools as they have to look after their small brotners and sisters.
- f. Adult Education should continue to motivate the elders for the need of Education.
- g. School timings should suit the local conditions. The schools hours should not be less than four hours a day.
- h. Non-formal education should be continued to catter to ^{the} needs of the drop-outs.
- i. Parents-teachers association should be formed to enable the teachers to motivate the parents more effectively.
- j. Village education committee may be formed to obtained community participation for educational expansion and retension.

Contd....

Curriculum should be so framed to cater the needs and aspiration of the people.

Supervisions and monitoring should be strengthened.

Political interference should be stopped.

In scanty populated villages where the enrolment is low the ratio should be fixed as teachers - class-ratio instead of teachers- Students ratio.

Since primary education is to lay the foundation for quality of education it is recommended that if no - detention policy is followed continuous evaluation be adopted upto class V, after which a public examination should be conducted. Only those who qualify can move to class VI. The rest can be awarded a certificate that they have read upto class V.

In order to prevent the children from dropping out due to financial/economic reasons, they should also be trained in productive activities of the "earn while you learn" type.

The dilapidated school buildings and thatched huts should be replaced by pucca buildings to ensure regular holding of classes especially during the raining seasons which is about 7/8 months in a year.

Teaching aids and sitting facilities like benches and chairs should be provided.

3.3 On Universalisation :-

3.3.1. A policy of Universalisation of Elementary Education by the close of 20th Century is most welcomed. The following are recommended.

- (i) To Provide Schooling facilities to Schoolless Villages. The national norms for setting up Schools should be suitably relaxed in the tribal areas of Meghalaya.
- (ii) To cater to the needs of shifting cultivators and small villages it is strongly recommended that inter-village residential Schools be set up for a cluster of surrounding villages of children of the age group of 8 to 14 or so.

Since Education is the birth right of every Child some learning facility has to be provided in every village by at least engaging a teacher to organise some learning facility at the village itself till the children are ready to move to the residential school for the real School Education.

- (iii) Non-academic inputs like provision of small bridges or culverts may be provided to connect villages lying across streams so that common School facilities can be shared in stead of spending more by putting up separate School.

. . . .

3.2. The School Structure :-

3.2.1 The School Structure is recommended as follows :-

- | | | | |
|----|--|-----|---|
| 1. | Pre-Primary
(Age Group 4 & 5) | . . | Classes A & B |
| 2. | Primary
(Age Group 6 - 10) | . . | Classes I - V |
| 3. | Higher Elementary
or
Middle Schools
(Age Group 11 - 13) | . . | Classes VI - VIII |
| 4. | High School
or
Secondary Level
(Age Group 14 - 15) | . . | Classes IX - X |
| 5. | Higher Secondary
or
P.U. Classes
(Age Group 16 & 17) | . . | Classes XI - XII
or P.U. Classes
of two years duration. |

There is another alternative which is suggested that Higher Elementary (or Middle Schools) to be tagged together with Secondary Level (or High Schools) to form a Lower Secondary School from Classes VI - X of the age group of 11 - 15. The third alternative suggested was retention of the existing pattern due to prevailing dual system of management at the Primary School level i.e. a Classes A to III for Primary, Classes IV to VI or VII for Middle and Classes VII/ VIII to X for Higher School Stage.

3.2.2 The solid five years of teaching/learning is considered adequate to equip the people with the basis competency to face and improve their quality of life.

. . . .

3.4. Examination System:

- (a) It is recommended that Public Examination may be conducted at the end of each stage, i.e., Primary Stage, Middle Stage, High School or Secondary Stage and Higher Secondary Stage.
- (b) Each school should, however, have continuous evaluation within their own school for each students. Proper record for each student's performance should be properly recorded and should be opened for inspection/supervision.
- (c) Promotion, to the next higher class from the Middle Stage onwards should be done through standardised evaluation of all the previous evaluations.

3.5. Course content:

- (i) There should be proper structure and planning of the course content so that there will be continuity between each stage of education to the next Higher Stage.
- (ii) Work experience should be introduced right from Primary level in the form of Socially Useful Productive Works and higher skill of work experience from Middle school and Secondary School levels to motivate the students towards dignity of labour.
- (iii) Vocational Guidance and Counselling should play its role right from the Primary level to guide and motivate the students.
- (iv) A Text Book Committee should be formed to be manned by teachers and experts to ensure standardisation of education.
- (v) As far as possible care should be taken to accommodate training at the school level to ensure discipline, character building and creativity in the minds of the students. Thus, NCC, Girls Guide, Scouts,

Contd...

Creative Arts, Value education should find a place along with the academic pursuits of the students.

- (vii) English should be taught right from class II. This is necessary to lay the foundation of English as a Library Language.

3.6. Science and Mathematics Education:

Science and Mathematics Education among the tribal students is still in a bad shape. Since science and Mathematics is the core towards technology, it is re-emphasised that proper education in this important field should be properly imparted. This calls for the appointment of good and qualified teachers, application of teaching and learning of science and Mathematics through teaching aids and equipments and providing demonstration classes through practical class-room treatment. In this respect, therefore, the schools need to be equipped with up-to-date and relevant science and Mathematics equipments and thereby need the construction and renovation of school buildings.

3.7. Teaching and Learning of Social Studies and Language :

- (1) The teaching and learning of Social Studies like Economics, Political Science, History and Geography needs to be strengthened and improved to prepare the students to catch up with the relevant and up-to-date information of those important areas to inculcate in the students a true sense of belonging, national integration and international understanding.
- (2) The teaching and learning of language should also be improved and strengthened to permit the growth and development of the mother tongue and Hindi to enable the students to communicate clearly within and outside the state.
- (3) English Language - The teaching and learning of English language should also be standardised right from the lower level because this language, as the Mother

Commission says, is a library language. Appointment of good and competent teacher in this subject is, therefore, equally important. Initial states like Meghalaya have adopted English as the medium of Instruction at the High School level. There is no desire to change this.

3.8. The +2 Stage:

At present the +2 stage is tagged with the Colleges as the P.U. Classes. This system may be allowed to continue till such time the Secondary schools are equipped with teachers, equipments, teaching aids and school buildings. It is, however, pondered that the +2 stage may be brought over to the Secondary schools system wherever feasible.

3.9. Vocational Education:

This is one of the most important areas which should receive due consideration especially in the wake of the present educated unemployment. In this regard there are two different opinions -

- (a) Whether Vocational education should be tagged with the general schooling.
- (b) Whether Vocational education should be on its own.

Those who are of the opinion to tag along with the general schooling suggest that -

- (1) Three Vocational Compulsory should be introduced at the Higher Secondary level.
- (2) The Course of study at this level should be equally divided into Scholastic subject and Vocational subject.
- (3) apprenticeship in different profession and trades should be introduced at the secondary school level.

Those who are of the opinion that Vocational education should be on its own suggest that -

- (1) Vocational education should be more practical oriented and that education given to the students should relate to the respective Vocational trade.
- (2) Vocational education should be imparted from Class VI passed where not much theory is needed for the technical know-how.

In view of the above two opinions it is felt that the following recommendations be made -

- (1) That the students of the general education should not be over based with Vocational courses and hence tagging the two courses together may not be feasible and rather the two courses may not receive proper attention to equip the students befittingly.
- (2) Since work experience has been proposed to be started from the lower levels and since Core curriculum especially in Science and Mathematics is proposed to be provided, it is presumed that there will be no difficulty to run the Vocational courses independently.
- (3) To ensure flexibility, it may be considered to impart general courses of academic streams to the willing talented in the evening after they have completed the Vocational courses in the day time.

This is suggested on the plea that students of the general education (academic) who wish to switch over to vocational stream may be allowed to continue their general education in the evening only.

- (4) While starting vocational courses care should be taken that competent teachers are appointed and that the Vocational Courses should be started only

when it can ensure that the Vocational get employment either in some organised sector or able to start self-employment.

3.10. Teachers and Teachers Education:

- 1) It is recommended that the minimum qualifications should be as follow :-
 - (a) For Pre-Primary and Primary - at least H.S.L.C. passed with pre-service training.
 - (b) For Middle and High Schools - at least Graduate with B.Ed. Some have suggested that for Middle school, the minimum qualification should be P.U. passed.
 - (c) Subject teachers for Science, Mathematics and language should be appointed at M.E. and High school levels.
 - (d) The pay scale of the teachers should be improved and made uniform throughout the State.
 - (e) There should be promotional avenues for the teachers on the basis of seniority-cum-merit.
 - (f) Free quarters should be provided to the teachers especially for those who serve in the rural areas.
 - (g) Inservice training/Refresher courses should be conducted. There should be restriction for those teachers like stopping of increments etc. for those teacher who are unwilling to undergo training.
 - (h) The number of Teacher Training Institutes and B.Ed. colleges should be increased preferably at least one at each Block for the Teacher Training Institutes and one B.Ed. college in each District.

- (i) It is also pointed out that the Government should provide pay to the teacher trainees, regularly.
- (j) It is also recommended that recruitment of teachers by the District Selection Committee and P.S.C. should be done away with and rather a separate Board for the recruitment of teachers should be constituted.

Recruitment of teachers should be free from political interference and that screening should not be done on qualifications only but also in their aptitude and commitment to the teaching profession.

- (k) Education should be manned by Educationists. Hence service rules and conditions are necessary to achieve such a system.
- (l) Sense of Duty and Dedication - It has been pointed out that some teachers do not wish to improve themselves nor are willing to attend a training course. A system should be built up such that teachers re-dedicate themselves to their noble work with a high sense of duty. Suggestions were made that teachers can be denied of their annual increment if they fail to attend orientation courses offered to them say once in 3/4 years.
- (m) Teachers should be accountable for the well being of their students, a code of conduct should, therefore, be drawn so that teachers may know how far they know what is expected of them.

Some have suggested a Local Board or Managing Committee should see that the teachers perform their duties.

- (n) It is also pointed out from one District that the Curriculum for Teachers Training Institute prepared by the State Council of Educational Research & Training is too high for the teachers who are hardly M.E. passed.

This is because the SCERT Curriculum is prepared for H.S.L.C. passed. A separate training for teachers having qualifications of Classes III, IV, etc. should be imparted.

- (o) It is also suggested that training course for Primary and M.E. teachers should be of two years duration. It is also suggested that certificates and Diplomas should be issued by the State Board of Teachers Education and not by the Inspectorate.

With regards to the incentive for the teachers who go for training there are two opinions. One opinion is that no incentive be given to teachers who undergo training. Another group is of the opinion that teachers who go for training should be given sufficient incentive.

- (p) It is also recommended that pay of teachers should be based on their qualifications irrespective of the stages which they are teaching.

3.11. Adult Education:

- (1) The need and importance of Adult Education is stressed. It is recommended that training and incentive should be given to the instructors. Post - literacy and follow up programmes should be made available to all those who have had Adult Education so that they do not relapse to illiteracy.

- (2) Adult Education programme should involve students, NSS, retired Government personnels and should make use of the mass media.
- (3) It is also recommended that Adult Education should continue and be coordinated with other Development Departments.

3.12. Higher Education:

- (1) It is suggested that +2 stage should be allowed to continue with the colleges until such time when resources and infrastructure are made viable to be transferred to the school system.
- (2) Rural colleges should be made residential and facilities like coaching classes should be provided to the rural students by University and SCERT.
- (3) The non-viable colleges should be made viable.
- (4) Autonomous Colleges should be encouraged if they are viable.
- (5) Entrance and aptitude tests should be conducted for admission to Post-Graduate studies before admitting to Humanity Streams, Science streams, professional stream and technical stream.
- (6) Separate colleges for Science and Humanities is recommended.
- (7) Educational Planning should be such as to cater to social, economics and political aspiration of the people and the society.
- (8) A Joint Committee between Centre and State is suggested to examine the problems of resources for Higher Education.
- (9) Further it is suggested that for Schedule Tribe studying in University provision for special class should be made to help them improve their performance.

- (10) With regard to the Innovation at NEHU, it appears that this system is not conducive to the tribal students because very few of them could qualify to proceed for higher studies. Moreover its creditability is yet to be seen especially when at this juncture and in the near future we need more and more tribal people to move up and man the various capacities. Hence it is not desirable for the State of Meghalaya which is yet to build up all round expertise, especially when Higher Education is to sustain other levels of education in the State.

Honour course should be introduced in the 1st year of the Degree course with pass course running for two years Honours for three years. A test may be given at the end of one year to know the capability of the students, those who cannot may be allowed to be revert back to the Pass course. Others are of the opinion that the NEHU pattern of 2 + 1 at the Degree level is expected to be good in the long run. In the present the system has resulted in almost a complete stoppage of tribals entering the University. There are no students in two of the three campuses of NEHU.

- (12) The Seminarians noted with appreciation the bold inclusion of depoliticalisation of education in the "Challenge of Education". In this connection it recommends legislative measures for good motive of depoliticalisation. There should be a code of conduct for politicians interfering in education.
- (13) It was agreed that the contribution of Private Agencies in the field of Education is immensely great. It, therefore, recommends that the role of Private Agencies should continue and the Government should release reasonable grants to the Institutions run by them. It further recommends that foreign aids should be encouraged if the Private Agencies can obtain without jeopardising the spirit of nationalism and national integration.

DELINKING OF DEGREES FROM JOBS

Certain pre-conditions for Delinking of Degrees from Jobs :-

(1) The modern complex societies present a challenge to humanity at large. To meet the different social challenge a man need not only scientific and technological knowledge, but also the basic knowledge of the problems and solutions offered by subjects like Economics, Political Science, Sociology and other similar subjects. So, an infra-structure in the whole education policy should be created to ensure that a man gets proper training at theoretical level at a certain phase of his education. Up to certain stage education should be for the sake of education.

So a cut-off phase is to be clearly indicated for delinking the degrees from the jobs.

At the same time to meet the modern scientific and technological challenges, it is needed that a vast majority of the students pursuing humanities should also be provided with the basic amenities to develop a scientific and discipline bent of mind.

(2) A positive objective test should be introduced at any level of the educational system to find the real merits for various studies whether they are for higher intellectual pursuits or for vocational training. Great care is to be taken that in such selections the subjective testes or views of the selectors do not interfere with spotting objective merit and talent.

(3) It has been established by psychologists that the intellect of all the students do not develop at a same ratio at a given age. It has been seen that the mental development takes place in certain of children at a later stage of life. So we are to take all due precautions to see that real genius or real talent is not lost at the stage of diversification of human resources.

(4) Present day education needs a total humanisation in order to raise moral, social, aesthetic and creative aspirations. This process of humanising education is to be carried throughout the whole educational curriculum.

(5) If we propose to delink degrees from jobs, we need still to evolve a system to make sure that the candidates are suitable for the jobs or they are given training for the same.

(6) There will be scope for political exploitation if this policy is introduced without proper precautions, at the same time it will give rise to class struggle. This will also go against the constitutional provisions of "equality of opportunities".

All the above noted points are to be considered before the degrees are delinked from the jobs, so that even the people selected for jobs oriented educational programme do not miss the change to develop his overall personality to face the new challenges of ever changing complex society.

Conclusion:

In conclusion, the State Government of Meghalaya reiterates that while formulating a Policy for Education sufficient ~~care~~ care should be taken to safeguard and promote the tribals and that any revamping of education should seek to protect their interest and to ensure horizontal and vertical mobility of the tribal people.

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No D-7104
Date..... 2.6.92.....