



# EDUCATION COMMISSION OF MEGHALAYA

1975-76

**QUESTIONNAIRE**

V. S. JAJA, I.A.S.

Telephones—Residence : 3224  
Office : 6870

Member Secretary, Education Commission  
of Meghalaya,  
Director of Public Instruction,  
Government of Meghalaya,  
Chairman, Meghalaya Board of  
School Education, and  
Ex-officio Joint Secretary to  
the Government of Meghalaya,  
Education, etc., Departments.

**DIRECTORATE OF PUBLIC INSTRUCTION**  
**DEPARTMENT OF EDUCATION**

Additional Secretariat Building  
SHILLONG

Date 25 MAY 1976 1976

DEAR SIR,

As you may be aware, the Government of Meghalaya have appointed a Commission to inquire into all aspects—Academic, Administrative and Financial—of the prevailing system of school education in Meghalaya with special reference to general education from pre-Primary to Higher Secondary level, to make recommendations on the implementation of 10+2 schooling system in Meghalaya in all its aspects together with a suitable system for a Two-Year post High School Education, to make a special study of technical education in the State, the need for introducing vocational education at various levels of school and to recommend the manner in which vocational education can best be introduced in Meghalaya. The Commission has got Dr. Chandran D.S. Devanesen, Vice-Chancellor, North Eastern Hill University and Member, University Grants Commission, as its Chairman, and Fr. A. Joseph, S.D.B., Principal, St. Anthony's College, Shillong, as its Vice-Chairman. The Members of the Commission are Rev. B. M. Pugh, Member, Central Advisory Board of Education, Dr. R.G. Misra, Dean (Co-ordination), National Council of Educational Research and Training, New Delhi, Prof. D.S. Rawat, Head of the Department of School Education, National Council of Educational Research and Training, New Delhi, Prof. Alexander Warjri, Member, Meghalaya Legislative Assembly, Shri Irwin K. Sangma, Deputy Secretary, University Grants Commission, and Ex-Deputy Director of Public Instruction, Meghalaya, and Shrimati Q. Rynjah, Headmistress, Pine Mount School, Shillong. Shrimati M. D. Pugh is the Member-Joint Secretary of the Commission, and I am its Member-Secretary.

2. The Commission has prepared a Questionnaire for eliciting views of persons associated with or interested in school education on various aspects of education in the State. A copy of the Questionnaire is being sent to you with this letter with the request that you may kindly favour the Commission with your views on various questions raised therein. The Commission would be grateful if you will illustrate your views wherever possible.

3. You may kindly feel free to give your frank views on whatever question that interest you. Should the space provided against any question be inadequate, you may please record your opinion on a separate sheet of paper which may be attached to the Questionnaire. You may also feel free to write on any aspect of education which you think has not been included in this Questionnaire.

4. If you so desire, the replies to the Questionnaire will be treated as confidential and your views expressed therein will not be published as having emanated from you.

5. Kindly indicate in the body of the Questionnaire if you would like to meet the Commission in person and discuss the various views you have expressed in the Questionnaire.

6. The Questionnaire is being sent to all the Ministers of Meghalaya, Members of Parliament from Meghalaya, Members of the Meghalaya Legislative Assembly, Senior Administrators, University Professors, College Principals, Headmasters of High Schools, other educationists, Churchmen, Social Workers and other categories of people representing various professions. If any of your friends or colleagues would be interested in sending his views, he may please be advised to write to us and we will try to send him also a copy of the Questionnaire.

7. The Commission requests you to return the Questionnaire and your replies to the undersigned at the above address by June 30, 1976.

Yours faithfully,



(V. S. Jafa)

**EDUCATION COMMISSION OF MEGHALAYA**

1. Name in capital letters :

2. Address :

3. Brief details of your association with education

4. I would/would not like to meet ~~the~~ **Commission** in person to discuss my views expressed herein.

5. My views may/may not be treated as **Confidential** and my name may/may not be published, if considered ~~necessary~~.

*Signature*

(Paras 4 and 5—Please strike out whichever is not applicable)

## I. GENERAL

- Q. 1. What do you think are the particular problems in the field of school education in Meghalaya, and how can they be precisely identified? (*Educational statistics pertaining to Meghalaya may kindly be seen at Appendix I*).
- Q. 2. What, in your opinion, should be long term educational plans and objects in a State like Meghalaya? The major tasks facing education in Meghalaya are increasing enrolment in rural areas, reducing illiteracy, improvement of the quality of education and adapting it to the present needs, revising the curricula and raising teacher's qualifications, introduction and expansion of scientific, technical and vocational education, diversification of secondary education, strengthening of educational research and training and modernisation of educational administration. Do you think there are any other aspects of educational development which deserve mention along with those mentioned above?
- Q. 3. What, in your view, should be the main considerations for determination of standards of education?
- Q. 4. What measures should be taken to achieve higher standards?
- Q. 5. What, in your opinion, needs to be done to minimise, and eventually altogether rule out, the chances of sub-standard schools coming into existence and continuing to exist?

- Q. 6. How far, in your experience and knowledge, the Department of Education and Meghalaya Board of School Education have been able to take such measures?
- Q. 7. What statutory powers should be vested in the Directorate of Public Instruction to enable it to exercise better control over school education, with a view to promoting better direction and supervision and determination of standards of education?
- Q. 8. Do you find the current procedures for giving grants-in-aid, as adopted by the Directorate of Public Instruction, adequate? Do these procedures provide for proper scrutiny of the utilisation of the grants? If not, what are your suggestions?

Q. 9. Do you find the current norms guiding the grants-in-aid in respect of the physical requirements of the aided schools such as buildings, equipment, laboratories, libraries, book banks, teaching aids, sports facilities, hostels and other student amenities (the list is only indicative) adequate ?

Q. 10. What is your assessment of the effectiveness of, and deficiencies, if any, in the present system of grants followed by the Directorate of Public Instruction ?

Q. 11. What, in your opinion, is the effectiveness of, and deficiencies, if any, in the following programmes of the Department of Education ?

- (a) location of schools,
- (b) scholarships and other incentives to students,
- (c) text books,
- (d) school buildings,
- (e) medical facilities to students,
- (f) women's education,
- (g) adult education,
- (h) pre-primary education,
- (i) non-formal education and functional literacy,
- (j) guidance and counselling services,
- (k) vocational education,
- (l) professional education,
- (m) education of the handicapped,
- (n) talent search and nurturing of talent,
- (o) moral education,
- (p) physical education,
- (q) art and music education,
- (r) language education,
- (s) hostel facilities,
- (t) school libraries,
- (u) book banks,
- (v) sports,
- (w) youth welfare,
- (x) polytechnic and technical education,
- (y) health education, sex education and population education,
- (z) educational research and extension services.







Q. 12. What are your views regarding autonomous schools ?

Q. 13. There is an impression in certain quarters that a large number of private schools which have emerged during the last few years are not serving the interests of the society. A distinction, however, should be made between the private schools run by the individuals and families and those run by religious organisations and registered trusts on the lines of the public schools. A debate is going on at the national level whether private enterprise in education, which has often contributed substantially to the quality of education, should be allowed or not. Kindly give your views.

Q. 14. Most public schools in the country as well as in the State are run by religious organisations or other private organisations. Meghalaya has the unique distinction of having the only public school for girls (Pine Mount School, Shillong) run entirely by the Government. The quality of education imparted in this school is not generally considered inferior to that of any school run by private organisations. There have been demands from other districts of Meghalaya to start a number of such schools for boys and girls all over the State. Kindly give your views in this regard.

- Q. 15. Paragraph 6 (i) of the Sixth Schedule of the Constitution of India says, "The District Council for an autonomous district may establish, construct or manage primary schools.....in the district and may, with the previous approval of the Governor, make regulations for the regulation and control thereof and, in particular, may prescribe the language and the manner in which primary education shall be imparted in the primary schools in the district." An agreement was signed between the then Government of Assam and the Garo Hills District Council, and the Khasi and Jaintia Hills District Council, transferring the primary education to the District Councils with effect from 1st June 1961 and 1st April 1962, respectively. What, from your knowledge and experience, has been the nature and extent of the control exercised by the District Councils over the functioning of the primary schools in the State ?



Q. 16. Although Section 12 of the Meghalaya Board of School Education Act, 1973, empowers the Board of Education to regulate, supervise and control primary education in the State, the proviso of the same section precludes any such exercise of power by the Board before the State Government, by a notification, empowers the Board to exercise such powers in consultation with the District Councils. Do you consider these restrictions of the powers of the Board of Education with regard to primary education necessary?

Q. 17. The Directive Principles of State Policy as enshrined in the Constitution of India (Part IV, Art. 45) say, "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." We have failed to achieve what the Constitution had guaranteed in 25 years from the commencement of the Constitution. What measures, legislative, administrative and financial, the State Government should take to translate this constitutional guarantee into a reality within the current decade?

Q. 18. Is the present system of primary education in Meghalaya adequate for the realisation of the above-mentioned national objectives as well as its proper functioning in the interest of the welfare of the State ?

Q. 19. Do you think that gradual amalgamation of the primary and middle levels, wherever possible, will help secure more intensive use of buildings, libraries, equipment and teachers, and will ultimately, coupled with some measure of legislative compulsion, bring us nearer to the national goal as set forth in the Constitution of India ?

An uniform pattern of 10+2+3 system of education is being introduced throughout the country. The Meghalaya Board of School Education have already introduced an uniform ten-year schooling system. The new system envisages transfer of the two-year post-High School or pre-Degree course from the University to the State Board of School Education. The three-year Degree course will continue with the University.

Q.20. Would you advocate appropriate amendment of the Meghalaya Board of School Education Act, 1973, to include the two-year post-High School Education, or would you recommend creation of a separate Board for this purpose?

Q.21. Whether, in your opinion, the two-year post-High School stage should form part of the existing High Schools or should this level of education constitute independent institutions which may be called junior or intermediate colleges?



Q. 22. Do you think that the administrative set-up of the Department of Education both at the Directorate and the District/Subdivisional levels, requires any changes in its content and structure ?

Q. 23. The direction and supervision of education at present is not geared to science education. What new organisational pattern would you suggest both at the Directorate and the District levels to enable the Department of Education to give a positive thrust to the science programme ?

Q. 24. In accordance with the recommendations of the Indian Education Commission (1964-66) a new organisation known as the State Council of Educational Research and Training is being set up by the Department of Education to look after the work pertaining to educational research, training, extension and publication. Do you think that this organisation should be an autonomous body, or should it form part of the Department of Education ?

Q. 25. What norms, in your opinion, should guide the school-fee structure in different types of schools and at various levels of schooling ?

Q. 26. In view of the Constitutional guarantee that elementary education will be provided free, would you advocate a policy whereby all schools imparting elementary education should be made to abide by this policy ?

Q. 27. If the policy as mentioned above is followed, what suggestions have you to offer regarding those schools whose standards of education are recognised to be of a very high order and whose tuition fee pattern is also higher than that of the ordinary schools ?

## 2. TEACHER TRAINING PROGRAMME

The training of teachers should have the highest priority in any programme of education. The curricula and methods in use in the teacher training institutions in Meghalaya need to be examined with critical attention particularly in two directions— their relevance to the social and educational problems in the State, and, secondly, to what extent they reflect the new insights which modern advances in the basic discipline of knowledge, including Science education, have formulated. The existing teacher training programmes at the elementary level are of two types. The basic training centres which train teachers for Lower Primary and Pre-Primary classes (Classes A, B, I, II, III) admit candidates with the minimum qualification of Class VIII and the duration of the course is one year. The institutions training teachers for middle classes (Class IV to Class VI) are known as Normal Schools and the minimum qualification for admission to the course is High School Certificate. The duration of the course is two years. The Secondary School teachers are trained at the Post-Graduate Training College, Shillong, and St. Mary's College, Shillong. The minimum qualification for entrance is a Bachelor's Degree, the duration is one year, aimed at post graduate degree known as Bachelor of Education. The first two courses are supervised by the Directorate of Public Instruction and the third course is supervised by the North-Eastern Hill University. At the primary level, the rules regarding minimum qualifications of teachers have not been adhered to and approximately 50 per cent of the teachers working in Primary Schools have qualifications below VIII Class pass and only 25 per cent of them are trained. At the middle level, the qualifications are not generally compromised, but the number of trained teachers is not more than 25 per cent. The same is true of the secondary level. There is an urgent need to re-organise the teachers' training programme in the State, so that the colossal backlog of untrained teachers which we have inherited from the past may be cleared within a short time.

- Q. 28. It has been urged by the National Council of Educational Research and Training that the minimum essential qualifications required for primary teachers should be full secondary education followed by a two year professional training. It has been suggested that the first year course may be common for both pre-Primary and elementary school (Classes A, B, I to VI) and that there should be branching of the course in the second year. Do you agree with this proposal or do you have any different suggestions to offer ?

- Q.29. Locational distribution of training institutions unavoidably results in relatively smaller institutions. Do you think that it would be preferable to have amalgamated and comprehensive institutions for elementary teachers (right down from Classes A, B, I to VI) sufficiently large in size, which will be able to secure greater range in staff competencies, composition of student body and more intensive use of libraries and equipment facilities ?
- Q. 30. What do you consider to be adequate minimum qualifications for teachers who would teach at the pre-Primary, Primary, Middle, Secondary and the proposed two-year post-High School levels?
- Q. 31. A training programme for the future will also have to take into account the colossal back-log of untrained teachers already in employment. Suggestions have been made regarding special short-term training programmes, summer/winter or holiday classes, part-time teaching arrangements, snow-ball programmes and correspondence courses to solve this problem. What, in your opinion, would best suit the conditions in Meghalaya, specially considering the fact that most untrained teachers are in rural areas without any locational advantages ?

Q. 32. The system of appointing untrained teachers first and then sending them for training at a later stage also needs rethinking. The number of teachers deputed for inservice training every year is neutralised by retirement of an equal number of teachers and appointment of untrained teachers in their place which keeps the number of trained teachers at a more or less constant figure. Some advocate a hard line that no untrained teacher should be allowed to wield the authority of a teacher in a class room. Some feel that it may be unavoidable to take untrained teachers and, therefore, we must insist on higher educational qualifications (pre-University for Primary teachers, B.A. for Middle teachers and M.A. for Secondary teachers) in lieu of professional qualifications and on their subsequently obtaining professional qualifications through non-formal systems like correspondence courses, etc., within a specified period. What are your views on the subject ?

Q. 33. The qualitative improvement in education makes it imperative that teachers keep abreast of modern advances in educational theory and practice and in their own fields of specialisation. An attempt has been made by the Department of Education to conduct short term refresher courses for this purpose. How far, in your knowledge, have these courses been useful ?

Q. 34. It has often been suggested that teacher training institutions should be residential as the prospective teacher not only learns the elements of his arts in the institution but also cultivates in him a sense of belonging to the profession. Do you agree with this view ?

Q.35. Before any reorganisation of the teacher training programme is taken up, do you think it would be essential to do some thinking about teacher educators? You may like to offer your views on the criteria guiding the selection of teacher educators, their qualifications, their training, etc., so that we can achieve the aim of making our teacher training institutes creative centres of educational advancement.

Q.36. It is generally accepted that the professional education of teacher educators working in the elementary teacher training institutions should be differently oriented than that of the teacher educators working in the secondary teacher training institutions. It has been accepted that the outlook and skills needed in dealing with children of lower age group is not the same as for adolescent children. What are your views in this regard?

Q.37. Do you think there should be separate graduate and post-graduate courses for elementary teacher educators and secondary teacher educators?

Q. 38. The National Council of Educational Research and Training have suggested that there is an immediate need for a form of teacher education that would bring the pre-school and primary education closer together, especially in the areas introducing pre-school methods and approaches into the primary school. The decision for introducing this integration at the level of teacher training was placed in a note to the Steering Committee of the National Council for Teacher's Education by the Chairman of the Pre-School Teacher Education Committee. The National Council of Educational Research and Training have recommended an integrated 2-Year Course in pre-school and primary teacher education which is intended to train teachers who would be capable of teaching children in the age group 3--8. What are your views in this regard ?

Q. 39. The proposals of the National Council of Educational Research and Training indicated above would, in fact, create a two tier teacher education system, *viz.*, that of a 2-Year integrated pre-primary and a primary course with 10-Year High School as the minimum qualification and a B. Ed./M. Ed. of one year duration each separately for elementary and secondary education. The Normal Schools will thus be converted into post-graduate institutions teaching B. Ed. courses for elementary education. Do you think this attempt at specialisation of teachers for the various levels would be a more satisfactory system than the present one ?



- Q. 40. Do you think introduction of M. Ed. course in Meghalaya would better equip the Secondary teachers in so far as professionalism is concerned ?
- Q. 41. Should teacher training institutions be run exclusively by the Government, or private organisations should also be permitted to start such institutions ?
- Q. 42. If your preference is for the latter, what kind of Government control over the private teacher training institutions would you advocate ?

### 3. TEACHERS' WELFARE

Q. 43. What pay scales would you consider adequate for Primary, Middle and Secondary teachers in Meghalaya? Kindly give justification if you advocate a departure from current norms guiding teachers' salaries. (*For current pay-scales of Government teachers, kindly see Appendix II*).

Q. 44. Should salaries be related to educational qualifications or professional qualifications, or both?

Q. 45. How, in your opinion, can improvement in the quality of teachers/teaching be achieved?

- Q. 46. What are your views on teacher's amenities like medical cover, leave rules, children's education, provident fund, retirement benefits, residential accommodation and other matters which you consider important? What improvements would you suggest in this direction?

Q. 47. What are your views regarding teacher's associations and organisations ?

Q. 48. What steps you would suggest should be taken to improve the image of teachers in the society ?

Q.49. Would you suggest any special measures for the welfare of teachers in Meghalaya ?

Q.50. Do you think formulation of a formal code of conduct for teachers would help achieve qualitative improvement in the field of education? If so, what do you consider should be the main ingredients of such a code of conduct ?

## 4. CURRICULUM

The National Council of Educational Research and Training have prepared a framework of the curriculum for the uniform pattern of 10-year schooling which is proposed to be introduced throughout the country. In the framework, the areas of school work have been specified as follow:—

### (a) Classes I and II

(i) First Language, (ii) Mathematics, (iii) Environmental studies (social studies and general science), (iv) Work experience and the arts, (v) Health education and games;

### (b) Classes III, IV and V

(i) First Language, (ii) Mathematics, (iii) Environmental studies I (social studies), (iv) Environmental studies II (general science), (v) Work experience and the arts, (vi) Health education and games;

### (c) Classes VI, VII and VIII

(i) The first Language continues and a second is added (Hindi or English), (ii) Mathematics (including algebra and geometry), (iii) Social Science (elements of history, geography, civics, economics), (iv) Science (elements of the physical science and the life sciences), (v) The arts, (vi) Work experience, (vii) Physical education, health education and games.

### (d) Classes IX and X

(i) The first and second language continue and a third is added (English or any other Indian language), (ii) Mathematics (including algebra and geometry), (iii) Social sciences (history, geography, civics, economics, psychology), (iv) Science (the physical sciences and the life sciences), (v) The arts, (vi) Work experience, (vii) Physical education, health education and games.

The above framework is illustrative of school work. One may get an impression that there are too many subjects, but in the integrated system envisaged, the actual number of subjects will not be many. The first language will be learnt through environmental studies and games. Mathematics will be learnt through work experience, the arts and games. In this model, the first language will remain the medium of instruction while the other two languages will be learnt through Science and Social Sciences. There will be 240 working days in a year, out of which 220 days will be for instructions and 20 days for school games and community service. Instructional time in lower primary may be three to four hours and in the upper Primary and lower Secondary class not less than five hours. This framework of curriculum raises certain issues of vital importance for Meghalaya.

Q.51. What are your views regarding this curriculum and do you think this would suit education in Meghalaya ?

Q.52. What, in your opinion, should be the first language for various linguistic groups in Meghalaya? (At present, the recognised first languages are Khasi, Garo, Bengali, Assamese, Hindi, Nepali and English).

Q.53. Do you think that only the mother tongue should be the first language ?

Q. 54. Since the National Council of Educational Research and Training model curriculum envisages the use of the first languages as the medium of instruction from Class I to Class X, do you think that Khasi and Garo will be suitable as the first languages, considering that the use of these two languages as the medium of instruction at the Secondary level would throw up innumerable problems connected with the development of syllabus, translation and production of text books and other curricular material ?

Q. 55. Assuming that there would be those who would advocate the use of Khasi and Garo as the medium of instruction from Classes I to X as well as those who would advocate the use of English for the same purpose, do you think there would be any cultural and social factors to be taken into account before taking a policy decision on this matter ?



Q. 56. At present, children hailing from Khasi, Jaintia and Garo Scheduled Tribes switch over to English as the medium of instruction at the secondary level and have to compete with children hailing from the linguistic minorities like Bengali, Assamese and Hindi who have learnt through their mother tongues right from Classes I to X, and this puts the tribal children at a considerable disadvantage in many respects. How can this be remedied ?

Q. 57. What, in your opinion, should be the first, second and the third languages for Khasi, Garo, Bengali, Assamese, Nepali and Hindi-speaking communities ?

Q. 58. As it is recognised that Science education has a strategic role in the process of adapting education to the needs of rapid social and economic change and teaching of Science and Mathematics is a powerful means for developing the attitude of critical enquiry, what are your views regarding introduction of compulsory Science education from Classes I to X as recommended by the UNESCO and the Government of India ?

possible to promote Science education, specially amongst the tribal children, by offering financial incentives like special grants, stipends and Science scholarships, etc., or do you think that these incentives should be reserved for meritorious students only ?

Q. 60. Do you think that Khasi and Garo languages will be a fit medium for Science instructions at the secondary level immediately, and will transference to English medium Science education at post high school and degree levels adversely affect a student's efficiency and comprehension ?

- Q. 61. The pilot phase of the UNICEF Science Project has been introduced in Classes III and VI of selected primary and middle schools in Meghalaya from the session beginning in March, 1976. Do you think it advisable for Meghalaya to embark on a wider phase of the programme without waiting to see the results of the pilot phase ?
- Q. 62. What should be the contents of the work experience programme at the various levels of schooling ? Do you think that the contents of this programme should be different for rural and urban schools ?

- Q. 63. The Government of India have recommended introduction of vocational education at the two-year post-high school level. Do you think that some vocational subjects should be introduced at the secondary level as well ? Should vocational subjects be compulsory or optional ?
- Q. 64. Whether the vocational education at High School and Post-High School stages should be part of the General stream or should there be a separate Vocational stream containing general subjects ?
- Q. 65. The vocational education at High School as well as 2-Year Post-High School level can be either terminal or can leave the students free to opt for vocational or general stream at a subsequent level. What are your views, and whether the transference from Vocational stream to General stream and vice-versa be conditional, and, if so, what these conditions should be ?

Q. 66. As the introduction of vocational education would be related to the actual employment potential/needs of particular districts/subdivisions/Blocks/areas, would you like to specify from your personal experience and knowledge (1) the adequacy of vocational education facilities already available and (2) the type of study or survey which should be conducted to identify the needs and potential of different areas in respect of employment opportunities?

Q. 67. What trades should be introduced in the field of vocational education at the Secondary as well as post-High School level?

Q. 68. What are your views regarding the proposal to make physical education compulsory as an integral part of the curriculum?



## APPENDIX I

## EDUCATIONAL STATISTICS AT A GLANCE—MEGHALAYA 1976

		1971-72	1975-76	Percentage of increase	
1. Area of the State in Sq. Kms	22,489				
2. No. of Districts	3				
3. No. of Subdivisions	5				
4. Population (1971 Census)—					
(i) Total	10,11,699				
(ii) Males	5,20,967				
(iii) Females	4,90,732				
(iv) Rural	8,64,529				
(v) Urban	1,47,170				
5. Density of Population per Sq. Km (1971 Census).—	45				
6. Literacy percentage (1971 Census)—					
(i) Total	29.49				
(ii) Male	34.12				
(iii) Female	24.56				
7. Literacy percentage in India (1971 Census).—					
(i) Total	29.45				
(ii) Male	39.45				
(iii) Female	18.70				
8. No. of Villages (1971 Census)—	4,982				
(i) Inhabited	4,583				
(ii) Uninhabited	399				
9. Number of Habitations (as on 31st December 1973).	4,841				
Habitations with a —					
(i) Primary School/Section	2,792				
(ii) Middle School/Section	282				
(iii) High/Secondary School/Section	75				
10. (i) Total Budget allotment of the State (1975-76).	34,58,46,795				
(ii) Expenditure on Education (1975-76)	3,60,52,174				
(iii) Percentage of Expenditure on Education (1975-76).	10.42				
11. Expenditure (1975-76) (Non-Plan and Plan excluding C.S.S.)—					
(i) Primary Education	1,20,44,743				
(ii) Secondary Education	1,39,24,055				
12. Cost per pupil (1975-76) in—					
(i) Primary Schools	Rs.66.82				
(ii) Secondary Schools	Rs.262.35				
13. (a) No. of Schools—					
(i) Primary/Junior Basic	2,617	3,221	23.07		
(ii) Middle/Senior Basic	266	405	52.25		
(iii) High/Secondary	112	151	34.82		
Total	2,995	3,777	26.11		
(b) Enrolment—					
(i) Primary (A—III) (6-11 Yrs.)	1,56,861	1,80,252	12.97		
(ii) Middle (IV—VI) (11-14 Yrs.)	22,798	30,059	31.24		
(iii) Secondary (VIII—XI) (14-17 Yrs.)	15,655	23,016	47.02		
Total	1,95,314	2,33,327	16.29		
14. No. of Government Schools—					
(i) Middle/Senior Basic	43	48	11.62		
(ii) High/Higher Secondary	6	8	33.33		
15. No. of School Teachers—					
(a) Trained—					
(i) Primary/Junior Basic	1,504	1,790	15.97		
(ii) Middle/Junior Basic	255	294	13.25		
(iii) High/Higher Secondary	276	307	10.09		
Total	2,035	2,391	14.84		
(b) Untrained—					
(i) Primary/Junior Basic	2,202	2,469	10.81		
(ii) Middle/Senior Basic	1,057	1,366	22.62		
(iii) High/Higher Secondary	755	905	16.57		
Total	4,014	4,740	14.74		
Grand Total	6,049	7,131	15.17		
16. (a) No. of Colleges—					
(i) Government	2	2			
(ii) Private Aided	10	11			
(iii) Professional	2	2			
Total	14	15	7.14		
(b) Enrolment	8,284	11,824	42.73		
17. No. of Teacher's Training Centres—					
(i) Normal	2	2			
(ii) Basic	7	8			
(iii) Guru	1	1			
Total	10	11	9.09		
18. Technical and Vocational (Govt) (Pvt) (Govt) (Pvt) Edn. and Training Institutions.	16	6	17	6	4.54

N.B.—Figures for 1975-76 regarding Items 10, 11, 12, 13, 15, 16 (b) are provisional.

## APPENDIX II

## PAY SCALES OF GOVERNMENT TEACHERS

## I. SCHOOL SERVICES (SENIOR)—

Principal, Government Higher or M.P. School ...	Rs.525—1,325
Principal, Government Normal School ...	Rs.525—1,325

**Class I**

Vice-Principal, Government M.P. School ...	Rs.475—1,125
Special Pay ...	Rs.75 p.m.
Vice-Principal, Government Normal School ...	Rs.500—1,225
Special Pay ...	Rs.75 p.m.

**Class II Service**

Teachers with Post-Graduate Degree in Higher Secondary and Multipurpose School } ...	Rs.475—1,125 (Two advance increments for B. T. degree holder).
Graduate Teacher of Higher Secondary and Multipurpose School. ...	Rs.350—750 (Two advance increments for B.T.).
Graduate Teachers (Agriculture) ...	Rs.400—900

## II. SCHOOL SERVICES (JUNIOR)—

**Selection**

Headmasters/Headmistresses of Government High School. } ...	Rs.500—1,225.
Principal, Basic Training Centre	

**Class I**

Assistant Headmasters/Headmistresses of Govern- ment High School.	Rs.400—900
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**Class II**

Graduate Teacher ...	Rs.325—650 (One advance increment for Honours) Two advance increment for Post Gra- duate/B.T. Holder.)
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## III. LOWER SCHOOL SERVICE—

**(Government Middle/Junior Teachers of High School)****Grade 'A'**

Head Teacher (Graduate) of Middle Schools ...	Rs.325—650
Non-Graduate Headmaster ...	Own grade pay plus Special Pay of Rs.30 p.m.

**Matriculate Basic Trained**

Normal passed teachers ...	} Rs.260—425
Intermediate passed teachers ...	

**Grade 'B'**

Non-Matriculate Basic Trained Teachers/ Normal passed Teachers and Matriculate untrained. }	Rs.240—380
Non-Matriculate untrained ...	Rs.195—270 (Non-Matriculate should not be recruited in future).