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Progress of Education in Meghalaya



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Introduction

The outline to the contemporary situation, to start with, is felt most essential; this has reference to the pattern of education functioning in Meghalaya. We sum up our findings in this regard as follows: The State since inception in 1972 has witnessed a great deal of increase in the number of institutions and students. It is true that education serves its very important purpose to meet the over-all requirement in general and the human resource requirement in those vital fields in particular. Therefore, the concepts, principles, techniques and methods of education have their foremost importance. Their implementation on up-to-date lines also has its prior importance. We also take note of the fact that the new inflationary trends and influxes have their occurrence and recurrences now-a-days. The inflationary trends have been proved beyond doubt since there has been a tremendous increase of primary institutions, especially after the Assam State Government had handed over the primary education in the Districts to the three autonomous District Councils in the State. Consequently there was also an increase of the higher institutions of learning.

This preliminary section, therefore, has its relevance to the present situation. This section takes note of the stages of development of education on the whole; the section also takes note of some formidable challenges to the functional machinery of education. There were certain matters which had become complicated; for instance, the mismanagement of primary education under the three District Councils, had

hindered the working of the educational machinery at the elementary stage, where much care was needed.

This section reiterates the situation in Meghalaya after the State Government extended their jurisdiction over education. Since Shillong, which had served as the seat of Government from 1874, after the province of Assam was formed, has continued even till quite recently, to be one of the noted centres of education in the whole region. As such, institutions belonging to various authorities — public, private or otherwise, have come up to stay.

We review the situation also because the great need has arisen to take up the revision of the policy and curriculum. After the State was formed and during the two decades gone, some auspicious educational functions were held towards motivating the better classroom and co-curricular activities. These programmes organised on that level, would have attained their importance with the view, to inculcate the values and habits necessary, to upkeep the standard of education, within their confines.)

(It is now the high time, therefore, to assess and analyse education in whatever category comprising its different sectors, viz. primary education, High school, higher education, technical education, vocational education, teacher education and art education. We have yet to assess the system of classroom exercises, evaluation and reinforcement programmes necessary to test the pupils' capabilities and provide them better directions to improve their studies in all subjects particularly, in subjects in which they are weak. (Education providing its linkage with society, culture, science, economy, civics, citizenship and other spheres, needs now to be treated of as, much more consistently and objectively and, any wastages thereof noted in the system, have either to be curtailed or rectified.)

Against some drawbacks in the curriculum, we feel that economic productivity should also find rooms in it as, this subject-matter has become much more neglected. In spite of this lacuna, education undoubtedly yet, has played its key role in bringing out products and involving them in suitable careers and undertakings— in the several spheres. Therefore,

education has geared and generated new trends of consciousness and aspirations.

The retrospective in general can be summed up briefly below:—

(Education made its beginning about 150 years ago and the first high school was established at the final quarter of the last century. Consequently, in a decade before Independence the first college appeared in Shillong. In 1972, the University education was established.)

Some of the methods and principles, in spite of the long decades that have intervened, yet have still their intrinsic and inherent character. But some have become slightly altered or modified, because the situation was changing fast from time to time.

Because of the present social trends, orientation of education has become one of our most essential requirements. The identification of the new needs, at present, matters most. Some of these trends may briefly be reviewed below:—

The educational machinery has become greatly disturbed. This is largely due to the enormous increase in school rolls. There has also been an accelerated growth of mushroom institutions. These inflationary trends also have their impact in complicating the machinery for co-ordinating all the affairs and conducting the smooth management. Consequently, the cost of public investment is soaring up. However, we cling tenaciously to our belief that education, both in its pattern and number, should be consistently maintained. As such the competent school management is necessary to tackle with these difficulties irrespective of the new tensions which occurred in the field of trade, industry, transport, traffic and other connected things. Therefore, school activities especially, assimilative, expositional, co-curricular and instructional, have to receive their new lights. Imparting the instructions with the definite purpose is the paramount need of the day. Some of these trends may still be given their weightage as follows :-

The present situation is crucial. The development of science and technology has occurred in their accelerated pace. The other factors are population explosions and environmental

pollution, the growth of space and nuclear sciences as well, which have posed the great threat to the existence of mankind. The situation in whatever case, requires the services of statesmen and master minds, to strike a balance at them. The education system with regard to its strength, has to be properly reinforced to combat this problem. We can, therefore, perhaps safely postulate the fact that the quick changing scenes at the national and international level will have their frequencies now and in the near future.

This section which serves as a prelude, seeks to make room for assessing the present system. It also explores the area of reconstruction to keep pace with the civic, economic and scientific requirements which the age has brought about. It elucidates the measures to be taken for restoring the quality of education. It reiterates the need to assess the functional and categorisational system, essential for the execution of school activities. It takes note of some recent events which may have been formative to the cause of education. Therefore, at the subsequent section, more and more of these events have been focused. As the solitary instance, with the view to project a few historical perspectives, it has been found essential to deal first with the celebration entitled "Tribute To Educationalists" held in April 1991 which has assumed its importance.

The Khasi Cultural Society, a premier educational organisation, recently chalked out a programme for the Celebration. The Society has sought to commemorate the works and services of the distinguished educationalists of the State, and at the same time, remove all the possible lapses, irregularities and depressions that have been noted in the system of educational management. The Society was aware of the greatest need to upkeep the good educational standards as well. A meeting held on 4th December, 1990, decided to hold the said Celebration and acknowledge the eminent educationalists' contributions in the different fields of learning. The aims and objects have been:—

- a) to highlight the contributions of the educationalists, past and present, in the field of educational administration, co-ordination and policy making in all phases of educational reconstruction;

- b) to gear the present educational machinery and discipline;
- c) to motivate students to higher achievements in the field of real learning with special regard to their future careers and contributions to nation building.

The meeting held on the 3rd January 1991, in which the representatives from Khasi Jaintia Welfare Association and Jeebon Roy Memorial Welfare Institute were participating, chalked out a befitting programme for the said Celebration and appointed a sub-committee of three persons to work out the details.

The aim, on the whole, has been that the Celebration should help to assist education to take its better shape at least in the organisational, administrative and functional set-up of the institutions in the State. It has become necessary beyond doubt, to improve the system of dissemination of instructions, in particular, to evoke the suitable or satisfactory class room responses, to improve the regular system of classroom evaluation, the sharpening of testing performances and mental practices and offering the best kind of rectifications in each and every case to pupils and students under instruction.

The time has come that the healthy co-curricular programme, competently selected, should be suitably introduced for keeping pace with the quality of education, as upon our day-to-day observation, we feel that the highly prolific and utilitarian system of education is still essential to society. The Celebration, therefore, seeks to perpetuate the names and achievements of the educationalists in the different fields of sciences, especially in educational management and coordination and the laudable work they had done to remove some of the anomalies they were then facing during the decades gone.¹

(1) The Press Release issued reads : "Khasi Cultural Society since the close of 1990 has chalked out a project to commemorate the services of the reputed educationalists in the different fields of learning. The Society seeks to perpetuate the works only of dedicated personages who have contributed the lasting services to the State. It is envisaged that not only in the area of teaching should their works be acknowledged, but more and more emphasis should and ought, in the present crucial situation, be laid on all affairs relating to educational management, co-ordination and policy decision."

A larger meeting held later on, having carefully assessed the need, resolved that the following personages—past and present—in order of priority be honoured. They were Jeebon Roy, Mondon Bareh, Ms. Mavis Dunn Mawlong, J.D. Marak, Prof. R.R. Thomas, P.R.S., B.M. Pugh, and Dr. O Lyngdoh. The works of other educationalists were to be summed up in the event, their works are meritorious enough, and show their remarkable standard. For the time being, only the pioneers in the field of educational management and sciences, were to be acknowledged. The subsequent educationalists have been thought of and those deserving the real acknowledgment, should and ought to be honoured in due course.

Consequent to this move, a Public Programme of the Celebration was held on 2nd April, 1991 at State Auditorium, Shillong in which the main highlights in a simple ceremony, centered on book and photo display, apart from speeches delivered by the experts on the educationalists' services. A release of a small book entitled "The Distinguished Educationalists of Meghalaya — Past and Present" was also held. A colourful cultural programme was performed which focused mainly on the indigenous art of music matching with some aspects of the native State festivals — in drums, flutes and dances.

A separate Students' Programme then followed on 3rd April.

It is important to note that besides the above, the services of personages such as Nissor Singh, Sor Manick Singh, Hobell Rynjah, Ms. A. Margaret Bar, Ms. Silverine Swer, Mrs. Ellen Giri, and Dr. E. Lyngdoh at the Celebration, were to be honoured. A detailed mention of the Celebration has also been made at a subsequent section.

The progress of education is also gauged from the quantitative increase of the institutions. The statistics, therefore, provide us an index to the quantitative pattern. We get something like the analytical and comparative asset towards enumerating the strength of institutions. Evidently, schools recently have increased by leaps and bounds, especially during the two decades from 1970 to 1990, for according to the provisional estimate incorporated in Statistical High Schools of

Meghalaya for the year 1977, the number of schools is reckoned as follows: High Higer Secondary schools have totalled 155; the number of Middle and Senior Basic school likewise being fixed at 387 while Primary and Junior Basic schools have totalled 3,445 but pre-Primary and Junior Basic schools have declined to 379 (however, most of them have just been the new institutions among them).¹ A little deviation again is revealed because, in 1980, the number of High schools went down to 150 but the number of Middle or Senior Basic schools had risen to 400 and this source marks the increase of Primary schools to 3,500. The district wise distribution of High schools has been found to work out to 97 in East Khasi Hills, 25 in West Khasi Hills, 33 in East Garo Hills, 30 in West Garo Hills and 19 in Jaintia Hills District.²

Reinstating the Primary Education

(The matters which have their foremost importance affecting the educational policies are those concerning with management of Primary education.)

(It was the well accepted fact that for a few decades following the enforcement of the present Constitution, the management of Primary Education was to be vested in the there District Councils in the State. The constitutional provision had necessitated, therefore, the handing over of the Primary education from the erstwhile State Government of Assam to the District Councils. This had involved the transference of the several kinds of assets and liabilities which were within the framework of Primary education. The District Councils had taken over the management of Primary education since, the State Government had transferred the Primary schools to them.)

But after the experiment was worked out for some years, there were indications enough that the three District Councils in the State had miserably failed to manage the affairs of Primary education. Some pertinent questions were also raised

(1) Directorate of Economics and Statistics, Meghalaya, p.106

(2) Phrang Bonsen Trevore Marwein, *Meghalaya Handbook*, 1981, pp.27-29. The sources are provisional; hence, they show some area of agreement.

with regard to the lapses and anomalies which had emerged in the system of Primary education after the District Councils had taken it over. The machinery had thus become cumbrous and complicated enough. The situation had dragged on. Finally, it had become necessary for the State Government after these lapses and discrepancies to envisage the necessity of their taking over of Primary education from the District Council, obviously, after this experimentation had failed. Another thing, there had been a tremendous increase of primary schools at the same time, in the new Districts carved out in the State. The situation evidently had continued to be more cumbrous.

Schools no doubt recently had increased by leaps and bounds but conditions in the backward areas were deplorable or else, the continuity of their standards with the higher courses would neither be efficiently nor effectively maintained. The upsurge in the increase of schools had become the highly marked development. The transfer of Primary education from the State Government to the District Councils had, therefore, taken place. In retrospective, we find that, "it was in 1958 that the Government of Assam initiated the formal transfer of Primary education to the District Councils laying down the conditions and modalities for such transfer vide their letter No.TAD EDN/ 40/51/179 dated the 21st August, 1958 from the Tribal Area Department".¹

Mention in the same work of Mark is found that the transfer of Primary education to the United Khasi Jaintia Hills Autonomous District Council had taken place on the 1st April, 1962 and the transfer of Primary education to the Garo Hills Autonomous District place had taken place earlier on the 1st June, 1961. It was on the 8th April, 1967 that Primary education was handed over to the Jaintia Hills District Council on the same date on which the latter was constituted after being bifurcated from the United Khasi Jaintia Hills District Council, the parent Council.

But after three decades or so, after these Councils had functioned and had yet considerably failed to manage the

(1) T. Mark, a case study on the impact of Government taking over of the Administration of Primary education from the District Councils, 3.3.92
1 p 2.

affairs, the reversion of primary education to the State Government (after the Public complaints lodged and other genuine considerations on their merit were entertained) had become essential. The transfer of education to the District Councils had involved the shifting of the assets and liabilities and so it was, for the second time, that the control of Primary education had reverted back to the Government. But shortly after Government had taken it over, the situation had not improved, the system had become complicated enough, with several kinds of inadequacies inherent in it. Therefore, tacking with this issue from all the possible angles, had become greatly necessary.

By a provision provided for, in the Sixth Schedule, the erstwhile State Government handed over all the Primary schools, provided that the schools lying within the confines of Shillong Cantonment and Shillong Municipality were excluded from its jurisdiction.¹ The management of Primary education in those areas had vested in the State Government. The District Council's jurisdiction likewise, was to be excluded from the Government L.P. Schools existing in the district. This special provision was to be worked out on principle that the financial assistance to the existing level of expenditure, for maintaining the Primary schools and instituting the new ones, was to be incurred by the State Government whereas, for any excess expenditure, District Councils should provide to cater to such needs on their own resources.

The Government had already committed that only in the three areas, *viz.* (a) maintenance of L.P. schools, (b) giving grant-in aid to the aided L.P. schools and (c) improvement of Primary education, that they would continue to provide support.

The erstwhile Government as such, handed over the Primary schools to the District Council. But this had taken place a decade or so, after the Constitution had started to function and the modalities as such were to be checked out. The District Councils, the autonomous bodies, then managing

(1) There were a few Government Primary schools within the limits of Municipality and Cantonment area. However, schools maintained under the deficit system were more numerous.

with the several affairs, after the power was entrusted to them, had entailed the further responsibility to conduct and administer Primary education for which the existence and functioning of the Council's Education Department had become necessary. The situation had most probably become cumbrous during the handing over as there was a provision, "that only those teachers who were duly confirmed by the Government of Assam, would be treated on deputation to the District Council. They would continue to be the Government teachers enjoying all facilities like any other Government employee. The Government of Assam would bear their expenditures through the District Councils. The services of the unconfirmed teachers were terminated but on the same day, they were freshly appointed by the District Councils".¹

The administration after, the transfer had occurred, was vested in the Executive Council of the District Council manned by the Chief Executive Member and Executive Member in charge, assisted by the Secretariat staff. The Inspectors who functioned under the Council as such had come into being. The transfer of all the assets for affecting the over-all management of Primary education was obtained. The District Council for its effective functioning, had been advised to take the help of personnel from the Government Department of Inspectorate on the basis of deputation and these, with the Council's own appointed staff, would be entrusted to manage, supervise and inspect the schools. This practice was retained all through these years.² The modalities at the transfer were concentrated in six areas, *viz.* finance, staff, training of teachers, inspecting staff, curriculum and text books, furniture and equipment. The problem for maintaining the sound management, had thus become more formidable after the inception of Meghalaya as the State.

The problem with regard to irregularities and lapses caused and having accumulated, had become gradually en-

(1) T. Mark, *A Case Study on the Impact of the Government taking over of the Primary Education from the District Council. 1992, p.3.*

(2) There used to be a Secretary to the Department besides which, a Special officer and Education officer, manned the administration. The Secretary held the portfolio of Finance & Budget. The Addl. Deputy Inspector and a team of Sub-Inspectors manned the inspection.

hanced over the number of years of the Councils' functioning. After the transfer was effected, it became clear enough that the entire financial burden of Primary education, had been borne by the State Government. The burden, however, became heavier after the Khasi Hills District Council had created over 405 additional posts of teachers and the Garo Hills District Council had also added over 300 similar posts to the existing staff¹. This occurred at a later phase, probably after Meghalaya, a separate State, came into being. However, initially it was understood that the District Council would be in a position, to provide their own resources for meeting the cost of investment, maintenance and salaries to staff and teachers from their own funds and the State Government would also bear the extra responsibility, to provide adequate resources.

(The situation arising from a complicated administrative structure on one hand, and the Primary school teachers' agitations, strikes and demonstrations staged as much frequently in the recent years, impelled the authorities to assess the conditions in right earnest.) Meanwhile, village and town school teachers, frequently thronged to Shillong under the auspices of Primary School Teachers' Association where they conducted demonstrations insisting on the Government and Council's authorities for the redressal of their grievances which had become inherent over a long time; they were compelled as such to cause some confrontations at several levels and showing other signs of stagnation. They launched their protest against the cumbrous and ineffective machinery and problems caused to withholding payment of their salaries for months and even for years together. We have seen to the recurrences of these events during the four or five years gone. The Teachers' movement evidently have had some adverse impact psychologically or otherwise, especially when they came sometime into confrontation with the problem of maintaining law and order. I have personally seen several of these agitations staged and conducted.

(1) T. Mark, *A Case Study on the Impact of the Government taking over of the Primary Education from the District Councils*, 2. p 1.

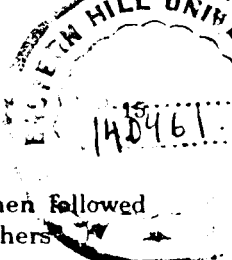
It was noted, therefore, that schools had risen by leaps and bounds in their number

(Primary school Teachers' agitations, to be precise, assumed their greater propensity 'at the second half of 1979 when the teachers started to go in on indefinite strike'. This was about the situation in Garo Hills.) Later on, these agitations became more concentrated in the Khasi Hills for, appointment and transfer of teachers were made indiscriminately without care for qualification, merit and the needs of schools or of the villages but on other extra considerations. The serious complaints were lodged by the teachers for 'the non-receipt of their salaries regularly, nor did they receive some arrears of pay and allowances'. Further, 'the Commission of enquiry noted in their report that there were reasonable grounds to hold that the money granted by the Government for the maintenance of Primary schools were spent for other purposes also'.¹ The situation is summed up:—

"In Jaintia Hills the indefinite strike by the teachers from the beginning of the academic session 1982 lasted for about six to seven months which completely paralysed the Primary education in the district") In Khasi Hills, the allegation against the non-payment of arrears pay, irregular payment of salaries as well as mismanagement, misuse and misappropriation of grants, culminated into teachers resorting to demonstrations and hunger strikes. The refusal of the District Council to open a second Ledger Account exclusively for Primary education left Primary education into shambles. In these circumstances, owing to these lapses, the All Primary School Teachers' Association came into being in 1979. The Primary School Teachers' Association Khasi and Jaintia Hills was constituted at the more contemporary time and in the eighties, "The Primary School teachers in the State organised themselves under the banner of the All Meghalaya Primary School Teachers' Association"². The agitation of the teachers in Garo Hills had assumed propensity at the second half of 1979. The suspension of schools for some time at places, had definitely enhanced the problem of both the Government and the Council in this regard. The situation in Gargo had become grim since some teachers had not received so far payment of their salaries. "This

(1) *Ibid* 2. pp.2 & 3.

(2) *Ibid* 2. pp.2.



resulted in a strike and closure of schools. Then followed dismissal and suspension of the services of teachers.

(The incidents sporadically taking place had necessitated a more comprehensive review to be conducted into the matter. Circumstances to combat with the perplexed situation had made it necessary to appoint a Commission. At this point the constitutional validity of the Government taking over of Primary education needs not tax us so much now. Let us now proceed to assess the events in order of their priority.

A Commission was, therefore, constituted to assess and analyse the conditions phase by phase. A Commission to investigate matter in the Garo Hills was constituted in 1980. Then followed the formation of a Commission to review the situation in Jaintia Hills in 1982. About the Khasi Hills a notification dt. 20th December, 1983 issued and circulated reads: "Whereas the Governor is satisfied that there is a dislocation in the management of Primary education in the Khasi Autonomous District and it is expedient to appoint a Commission to enquire and report thereon. Now, therefore, the Governor in exercise of the powers conferred by and under Para. 14 of the Sixth Schedule to the Constitution, is pleased to appoint a Commission consisting of Shri S.K. Dutta, Ex-Chief Justice of Gauhati High Court to enquire and report about the aforesaid dislocation and suggest remedial action."¹

(The Council's management had been deteriorating enough since 'there were no regulations to prescribe the methods of appointment and selection of teachers, no service and rules for teachers, no guidelines for transfer of teachers, no conditions for granting recognition to Teachers' associations, no manual of school inspection, no Primary education Board. In course of time the District Councils had to depend more and more on Government grants for their survival. Initially, Government in 1980 had decided to promulgate the take over to six months' time. In fact the taking over of Primary education in the Garo Hills had been affected with the consensus of teachers and all parties concerned. But the Khasi and the Jaintia District Councils, on the contrary, had been adamant to surrendering

(1) *Ibid* 3. pp.3.

their powers and this had made matters intricate. Yet, since the circumstances were adverse to their continuance, the District Councils later on, had ultimately to give way. However, the transfer of education with all its obligations and liabilities, would not mean a smooth sail. It had involved the question of Provincialisation compared with the role of the District Council, due to its autonomous status.)

The circumstances as such, had necessitated the temporary take over of Primary schools by the Government. The situation yet had proved that the continuity of the District Council's jurisdiction over Primary schools mattered most but when the scheme of the take over by Government was about to be implemented, the problem had become enormous and no clear cut solution could immediately be offered to remove the complications caused once for all. These were the problems which were organic and inherent in nature. The take over of Primary education was implemented stage by stage. The Garo District Council in these circumstances surrendered their power in 1980, the Khasi Council in 1984 and the Jaintia Council also gave away their power. This had entailed several exertions on the part of the administrators, teachers and institutions, to regularise all the conditions necessary to the educational functioning and operation. Yet, in the Khasi and Jaintia Hills, it had taken 'several months to reconstruct the records of each teacher and to clear all the outstanding arrears and dues of the teachers'.

The modalities having been worked upon, it was decided that the officer of the department re-designated administrator, would transact all the business arising therefrom and manage the affairs of Primary schools. The conduct of Merit scholarship examination and the Primary School Leaving Certificate Examination, had reverted to the State Government. So also the duties and responsibilities of the Primary Education Board which conducted Primary School Leaving Certificate Examinations had shifted to the department. The District Council earlier retained an Inspectorate manned by the Additional Inspector of schools assisted by Sub-Inspectors deputed from the Inspectorate and a small team of Assistant Sub-Inspectors provided by the Council. There was a regular Education Board which assisted the District Council in

planning, administering, supervising and catering to policy decision and management.

(The administration as such, had taken steps to disburse the monthly salaries of teachers by ascertaining the competence of School Managing Committees or Local bodies to issue the necessary directives.) The White Paper on Education promulgated in 1988, envisaged the constitution of a Board of Primary Education for effective co-ordination and administration, and determine new measures for providing the ad-hoc maintenance of some schools, as should be necessary. Wastages, if any, were also sought to be effectively curtailed. Schemes were laid down to introduce Public Examination at Class III. However, the Scholarship Examination was being tagged to the board. The Teachers' Selection Board was sought to be strengthened for recruitment of competent teachers.) The above board from 1989, was scheduled to prescribe courses and conduct examinations. Other instructions were issued to regularise teachers' services within the prescribed terms and conditions of reference since, service rules as would be equivalent to job discharges and satisfaction had become highly deteriorating.

(Recently it was resolved that the management and administration of Primary schools, would be placed under the Director, Inspection of schools, who would be assisted by a number of Sub-Inspectors in the Sub-Division. Hence the School Inspectorate would shoulder the special responsibility, after the charge of Primary education was entrusted to them¹, It was only in 1990-91 that the State Government decided to decentralise the administration by appointing Administrators in each of the five districts and allow delegation of powers to administer Primary education by designating them as Assistants to the Administrators.)

(The Khasi Hills District Council session held in March 1991, with a view to maintain smooth management, appears to have opined for Government's continued retention of Primary education under their departmental supervision and administration, for a further term. It was maintained that adequate resources would not have been found easily towards

(1) *Meghalaya Guardian*, 24 March, '90'. pp.1.

defraying and bearing the enormous expenditure on the part of the Council alone.¹ The State Government had, therefore, been entitled to make out their statement "pertaining to the extension of term for taking over the administration of Primary education including Primary schools by the Government in the Khasi, Jaintia and Garo Hills Autonomous District Councils². Only through six months, extension, the Government's jurisdiction till the close of 1992, is maintained.)

The number of Primary schools in fact ad risen up by leaps and bounds for we have on record, the number of schools stood as follows in 1960-61:—

There were 258 Primary schools in Khasi Hills, 312 Primary schools in Garo Hills and 191 Primary schools in Jaintia Hills.

In 1990-91, the statistics reveal the overwhelming increase as follows:—

1646 Primary schools and 3138 Primary school teachers in Khasi;

1628 Primary schools and 3020 Primary school teachers in Garo;

And 464 Primary schools and 1164 Primary school teachers in Jaintia Hills.³

Course and Curriculum — Higher Secondary Level

(High school leaving certificate Examination at present is very important because it determines the asset to Higher education. The activities of the Meghalaya Board of School Education are mentioned in matters resting with the conduct of the High School Leaving Certificate Examination and co-ordinating the connected programmes. At present we have heard about the needs expressed from time to time for better text books. The betterment of the curriculum with the existing and new contents as well and with the enriched teaching

(1) U Lum Shyllong, 9 Lber, '91

(2) *Meghalaya Guardian*, 19 March, '91

(3) T. Mark, *A Case Study on the Impact of Government Taking of the Administration of Primary Education from the District Councils*, 5. pp.5.

techniques, has also been reiterated. In these circumstances, the more elaborate plan for switching over to the Higher Secondary education was laid down for execution.)

We find, therefore, that switching over the course implies the fulfilment of some of the essential conditions. It necessitates in the main, the restructuring of the course contents for making the necessary adjustment to the changing situation and falling in line as well, with the requirement of the national policy drawn up more recently. With regard to framing the course, it has become necessary to incorporate the fresh contents besides the existing ones in the school syllabi. The situation now is made easier since the three Volumes of the *New Curriculum and Syllabi* (a) Primary, (b) Upper Primary and (c) Secondary schools recently have been brought out and circulated.¹ The new Curriculum laid down by the department is recommended to take effect from 1995. The Government at the same time agreed to introduce the Higher Secondary education in place of the present Pre-University. The School Curriculum, as such, was revised and updated since, a uniform course is felt necessary which should suit with the national pattern and enable the students of Meghalaya to catch up with the brilliant students in the rest of the country.

The present situation is highly transitory since the High schools now are given the advantage to switch over to the revised Curriculum and set down the necessary modalities to introduce the course on the date prescribed for its commencement. Switching over also will mean to equip the schools with the better provisions in respect of resource persons, equipments and resources, as should be necessary. Most of the schools, now we understand, are seeking to implement the policy in spite of the difficulties which they are encountering. The 10+2 integrated into the Higher Secondary Course is now sought for implementation. We anticipate that the Course, as and when implemented, will play its role adequately to raise the standard of education. The schools as such, are seeking to implement it to the elimination of Pre-University Course

(1) Also based on the author's article entitled "Some Thoughts on Education, Scenario" published in *Meghalaya Guardian* dated 30th Sept. '1992.

which now exists and functions at the College level graded as P.U. Arts, Commerce and Science.

Two final examinations in the new system are recommended to be held, one examination being fixed at the end of the Secondary level and the other, on the maturity of the Higher Secondary level. This is in pursuance of the norms of the present national policy.

The new policy, in its more elaborate form, will seek to fulfil the requirement, but special stress is laid on teachers' training and the orientation of the teachers' programme at the primary level, shall become more necessary.

The new policy is sought to be implemented in the State from 1991. It envisages to restructure the pattern of school education in the State and, "revise the curriculum within the broad framework of the national pattern of education as laid down in the national policy of 1986".¹ It spells out the levels graded as follows:—

1. Primary education prescribed to classes I to IV and to confine the age group 6 to 9 years;
2. Upper Primary education prescribed to classes V to VII and to confine to 10 to 12 years;
3. Secondary prescribed to classes VIII to X and to comprise the age group, 13 to 15 years;
4. Higher Secondary prescribed to classes XI & XII for the age group 16 to 17 years.

The curriculum is broad based to focus the civic, social and scientific trends; it lays stress on issues well known which fulfil some of the requirements in the area of national identity and heritage, equalitarianism, democracy, socialism, the constitutional obligations, equality of sexes, removal of social barriers, keeping the smaller family and household norms, trends in freedom struggle and inculcation of scientific temper.

The allocation of the subjects can broadly be enumerated below:—

(1) The new course provides for the suitability or otherwise of using *work books* in addition to *text books* for pupils to Upper Primary and *Guide books* for teachers, especially for teaching the new subjects. No. EDN/164/89/47, 27 March, 1990

Primary - Arithmetic, Language, Environmental Studies, Science, Creative expressions, Productive work or Work experience, English and Social studies;

Upper Primary - English, Literature, Mathematics, Health & Physical education, Social studies covering History, Geography, Economics, Civics, Creative expression, Science and the useful productive work;

Secondary - English, Language, Mathematics, Health & Physical education, Social studies covering History, Geography, Education, Civics, Science and the Useful Productive Work (Work Experience) or Vocational subjects.

The new course requires that, "the syllabus shall be prescribed by the Meghalaya Board of School Education". Pending its implementation, "the existing syllabus for the Pre-University classes...as prescribed by the North-Eastern Hill University shall be suitably adopted by the Meghalaya Board of School Education for such purpose".

The policy envisages a change in the medium of instruction; it necessitates the upgradation of English as the medium from the Upper Primary to the Secondary level, whereas in the erstwhile course, the mother tongue was in use as the medium of instruction for the Primary and Middle school level. At the same time, the course envisages the teaching of Khasi and Garo as the two subjects in Modern Indian languages which should receive now, more and more stress.

The new Curriculum in fact is now being tested under the UNICEF PROJECT in about 500 L.P. Schools in the State. G.P. Wahlang, the then Director of Public Instruction admitted that the course provides for developing new trades, professions and careers and that "teaching of vocational subjects like pisciculture, horticulture, etc. in secondary schools can solve the growing problems of unemployment, as the students will have the option of going to the college or pursuing further studies in their respective vocational subjects which ultimately may provide them with a source of income and employment."¹

(1) *Shillong Times*, 12 April, '91.

On teaching the languages, the course spells out that, the mother tongue being graded, the first language and in which English is treated of as the second language and "Hindi and either Khasi mother tongue is Hindi". Whereas the three languages are recommended to be taught at the Upper Primary level, it is deemed essential that at the Primary, Secondary and Higher Secondary, only the first and the second languages, are to be prescribed; English would remain the medium of instruction for all classes, except Class I and Class II where, only the mother tongue was to be recommended.

"Mr. C. Wolflang, Director, State Council of Educational Research & Training and his team of officers had taken initiative in preparing for the revised curriculum". The three volumes (consistently and elaborately edited) serve as a detail conspectus; they provide bases for properly developing education and achieving some efficacious results in the system of school management in its system of manipulative and assimilative outlook. Some of the techniques offered will be just quite the new things to teachers engaged in a traditional system but, the steady acquaintances and experimentations in the manipulative concepts, exercises, practices in teaching and demonstration, with all the resources that can be tapped, should be very helpful to improve the potential methods that can be geared for enhancing greater interest in the field. The school enterprises, after the inclusion of new subjects, will become more diversified for which, an extensive training to teachers in these and other issues, will become highly essential. Mr. Wolflang spells out the feasibility of including creative expression in school curriculum as follows:—

- (a) to help children as well as teachers bud and flower as creative individuals; b) to develop creative thinking and imaginative expressions in the child; c) to provide the child with the opportunities for the expression of his creative impulse; d) to help the child absorb in his mind something creative and useful, instead of just brooding over something that has happened; e) to enhance the development of an integrated personality of the child; f) to help the child explore and fulfil his own desires and aspirations; g) to help the child in finding solutions to his problem; h) to provide the child

with recreational activities; (i) to develop the aesthetic sense in the child."

The new course emphasises on the eligibility of the material or physical school creations and using such potentials to create good characters and products. It propounds the concepts of devices, techniques and skills. It highlights the essence of the application of manual exercises and discharges in a daily bound routine which goes hand in hand with the system of creative studies and mental exercises. It reiterates as well, the essence of the effective exposure of the pupils' inherent skills and talents, and provides the process for involving teachers in the promotion of individual power of expression and, "the acquisition of techniques and skills and extends the power of the child's expression and the range of his ability to communicate". Creativity as such, can serve itself as an asset for providing diagnostic and rectifiable guidance for the growth and development of a creative personality. At the preliminary stage, it highlights on making use of observatory faculties to common scenes and happenings, structure of components, symmetrical formation, and would help to cultivate some artistic motions and expressions. Music, drama, dancing, paper modelling, albuming, clay modelling, textile designing, collage work, craft and decorative arts, would have featured remarkably in a curriculum for Class VIII. At the higher level, the units have been prescribed to cover - (a) drawing & painting, painting with cut-out motif and (b) music, dance and dramatics. The course emphasises on the need of art materials in the area of drawing, painting of murals, posterings, motif designing and others. It seeks to provide the preliminary lessons in a critical form of music, dance, drama. The participation on class or inter-class medium is also the essence of the course.

The contents with productive works and creative expression, appear to provide the potentials for vocationalisation. The course seeks to augment the formative skills in the family or community system of organisation which have their bearing on issues such as health and hygiene, social service and recreative activities to a community under instructions. It is supposed that the school going boys and girls would get themselves exposed to the various productive activities; hence, they have to adopt a suitable formula as scientifically and

realistically pursued, to cater themselves to such work patterns. Hence, they are to explore and survey the local potentials (towards suitably conserving them), gather experience in the use of tools and equipment, "understand the need of a technologically advanced society in terms of productive processes and skills" and further, to enable the society to be involved in practical and objective purposes connected with planning and organisation, to make them aware of the social drawbacks and open scope for self searches and diagnostisation in their involvement with several productive enterprises. Manual undertakings and field performances are still very essential yet, despite the widespread use of the automatic system largely feasible in the field of electronics. Moreover, the concepts, values, traditions aimed at creating the active habits, help to foster the sense of self reliance, co-operative industry, interest in team work and upkeeping with the motto for perseverance, acquiring the degree of job satisfaction by making use of ethical rules which foster the habits of regularity, punctuality, integrity, dedication and discipline.

The course on health and hygiene comprised in unit I, has been so devised that it fits in with the concept of environmental health, use of preventive and protective measures against diseases, keeping of health records and provision of health care facilities. Unit II on food habits, gives direction to the use or availability of the important nutrients, food preparation and preservation and other such matters. Unit III concerning shelter, reiterates the concept of cleanliness, maintenance and renovation of shelter, appreciation and utilisation of bamboo culture and use and practices of decorative crafts. Unit IV on clothing, specifies repairing of garments, practice in weaving, knitting, crocheting and the pattern of embroidery, dress making, and such related matters. Unit V deals with community work and creating the good social climate by adopting such measures to combat with the alcoholic and drug addiction habits and provide the other ethical and corporate means of livelihood.

The curriculum in brief provides some guidance to objective teaching of common subjects - *viz.* English, Language, Science, Mathematics, Social Science, Health and Physical Education. It seeks, at the same time, to strengthen the

assimilative and expository faculties of students under instruction. We sum up matters as follows:—

The Science curriculum is broad based to equip the learners with the scientific formulae, concepts and operational aspects and their application in the various techno-economic, electronic, engineering, chemical and medical spheres of activities. It identifies the concepts relating to matters like nature and behaviour, motion, force and energy, ways of living, heat, food and health, sulphur, oxygen and nitrogen within the prescribed content, it outlines the learning situation and competency. The Class X course treats electricity, magnetism, compounds of carbon, light, human beings, natural resources, energy, environment, metals and metallurgical processes, agricultural practices and animal husbandry and such patterns for dissemination and operation.

Mathematics, one of the exact sciences, has been given due weightage in the area of its academic and operational concepts. The content outline, therefore, relates to arithmetical rules and formulae comprising the number system, surds and decimals. The Algebra is confined to the following contents:— Sets and Functions, polynomials, Remainder Theorem, Linear equations, Commercial Mathematics, Mensuration, Trigonometry and Trigonometrical Ratios. Contents confined to Geometry are Lines and Angles, Congruence of Triangles, Inequalities of a Triangle, Parallelogram, Areas, Constructions, Statistics and Computation.

The salient feature of Social Sciences are covered in subjects of history, geography, civics, economics providing a variegated than unitary approach. The course takes note of the importance of the modern Indian History and of the world civilizations as well. With regard to Geography, the course seeks to project the conceptual and operational importance of Physical Geography and Regional Geography. Geography definitely is highly elucidatory and connotative enough, since it provides the locational, operational, functional and transactional bases pertaining to all spheres of activities within the range of human civilization; it abounds also in the several physical and structural concepts of the globe, space and time. Economics as a subject of foremost necessity, confines itself to

the concept and functional role of wealth. Therefore, the concepts, values and operational trends relate mostly to the forms of Indian and Meghalaya economy providing thereto, an infrastructure to the formation and functioning of its several forms, assets and liabilities. However, in the public and private sectors, a more realistic approach is sought especially on matter pertaining to the economic surpluses and wastages and how the assets and liabilities have to be re-arranged to strike out a balance. In Class X, the course is offered that it covers agriculture and industry in particular; it defines wealth formation in a socialistic, mixed and planned economy patterns. Civics curriculum provides the content and thematic significance in the general topics such as Man, his relation to Society and Government, the Union and State Governments, India as a Nation, challenges of to-day and the World peace. The course as a whole highlights the systematic evaluation and provides the sense of direction, with the better uses of the testing performances, diagnostic searches, exposure, subjective, objective and co-curricular frame-work. These are incentives laid down towards acquiring the higher intelligence, use of better skills, character formation and developing as well the sound intellectual and cultural taste. In a nutshell, we have sought to cover the main essential to meet the requirement of a Higher Secondary System so far.

The new course has been devised to be adjustable to the present situation and cater as well to our present needs. It is anticipated that the course would produce the more efficacious results with regard to the attainment of a uniform standard in respect of course restructuring as also a single pattern of arrangement. Scope is thrown open that the correct system of dissemination would have its fuller role to play and that the quicker methods for the assimilation and crystallisation in teaching, learning situation would operate as scientifically, realistically and objectively.

The over all importance of the new course is, time and again, stressed. However, this has references to all the asset, liability, style of formation, course structure, pattern of teaching, rules for study and other methods involved in a system of management. For the present, the secondary level will serve best as the vital model and asset of school education and the

infrastructure herein contained, will also help later on to provide ample scope to focus more intensively on the Primary and Upper primary stages as well. The Secondary course obviously is a continuous system which had grown and emerged from the lower level of school education.

In enunciating their recommendation for adopting and enforcing the new Education policy, Government through the Meghalaya Board of School Education, have brought out three volumes of the "New Curriculum and Syllabi" (first edition 1990) graded for (a) Primary Schools, (b) Upper Primary Schools (occupying 271 pages) and (c) Secondary Schools.

HIGH SCHOOL EDUCATION

Statistics till date have revealed that there is the accelerated growth of High schools during the two decades, since the new State in 1972, was formally inaugurated. Therefore, bulk of the schools in existence, have been regularly discharging their functions, many of the schools, as a rule in the process of time, have become upgraded to High schools. However, the first High school in Shillong commenced to function about a century and a quarter ago. Bulk of them were started as venture schools and some of them are sponsored by the local church or mission.

According to the List lying in the Directorate of Public Instruction, schools have been graded into (a) Government, (b) Deficit and (c) Government aided schools but full fledged Government schools, as a rule, are very few. The records indicate during the last century that the Government had also extended their patronage to the first pioneering schools. The number of schools as such, was steadily increasing.

For the convenience of assessment, we have provided in the Appendix enclosed to this Section, the List of High schools. For convenience again, the List is devised to give a broad based categorisation of the high schools; the List provides, therefore, an index to schools that have been established till 1990 and the names and locations of schools, whose inception is traced to dates ahead the above year. In fact, the first High school was established here in 1875-76. The categorisation as such, has been worked out to suit with the contemporaneous situation which marks the rapid rise of the schools.

The enumeration of these institutions existing and functioning district-wise (as indicated in the List, laid down in the Appendix) helps us to understand about the quantitative increase of schools at the urban and the interior places as well. The statistics reveal that the necessary exertions were made by various organisations to set up schools and provide them with the necessary buildings, equipment and provisions. Bulk of them were self supporting schools and others have sprung under the local organisation and some were sponsored either by the mission or local church. The background to the birth and growth of the early schools has also been given in a subsequent section. It is clear that several organisations have more recently taken steps to boost the increase of the institutions. The increase perhaps, has become essential to keep pace with the fast rate of population increase and other factors connected with trade expansions and the administrative co-ordination and consolidation at a larger degree. We are impelled, in these circumstances, to enumerate the number of schools vide the List to project their importance and for giving a co-ordinated or consistent picture. They have been endorsed district-wise and the districts in the State, to name them, are the East Khasi, West Khasi, East Garo, West Garo and the Jaintia Hills Districts. Recently the Ri-Bhoi District was constituted after it was bifurcated from the East Khasi Hills District and was originally carved out from a Sub-Division. The latter existed as one of the very important Sub-Divisions in that parent district.

Higher Education

Higher education has its basic importance. We acknowledge its role because it provides fields for inter-disciplinary approaches to careers, trades and professions in general and specialisations for undertakings in various areas. Graduation, therefore, has its preliminary importance in University education. This practice under the arrangement of a University is followed in the State.

Education seeks to keep its standard with the dissemination, assimilation, crystallisation and exposition of the subjects under instruction as should suit so much in whatever sense — classically, critically, technically, vocationally, depending, however, upon the character of the course contents.

Post-graduate education suits itself with the furtherance of the several themes and topics. They have their foremost importance as the master courses and specialisations.

College education, at present, provides one of the suitable medias for keeping linkages on with the Post-graduate courses. Yet, graduation in general is connotative more to its conception or operative role in shaping the suitable norms of qualification in order to provide the students the outlets or approaches to various careers in civil services, law administration, commerce, industry, mass media communication, electronics, technology, computation as also, to the various works in civic, cultural, economic and social regeneration. It lays down the norms for making the students suitable to undertake work patterns, work culture and performances and for acquiring job's satisfaction for their due discharges. This is precisely the scope that normally is offered to the enterprising students by the system of education in the colleges, almost everywhere in the world.

Planning and execution of suitable course contents cannot be grasped fully until we attempt to assess and analyse them. The curriculum on the whole has its importance because it provides the system of orientation, assimilation, digestion and upgradation. The curriculum shows its effective role in assessing and rectifying the social, economic, technological and other drawbacks in a society. Upgradation of knowledge and availing the good resource persons in several categories are in themselves the inherent and decisive formula to reckon with. Therefore, a well framed or devised syllabus has its functional role in tapping the mental faculties consistently, in fostering the growth and development of intelligence and intellect, in cultivating the sense of cultural identity and enlightenment in reinstating the patterns of consciousness, in giving impetus to character and behavioural formation, and in promoting the scientific, technological and technical skills. In their essay, critical and technical form, the students are supposed to be the good exponents of learning in various subjects. Therefore, the essence of laboratorial and demonstrative media in education is acknowledged. The operative system in its variegated areas, matters most in the field of learning.

From 1970, the number of colleges has steadily increased in the State. Colleges, for the first time during the last decade, have made their appearances in the villages as well. The List of Colleges in this regard is furnished below:-

- 1) St. Edmund's College - estb. 1924 Degree (arts and sciences)
- 2) St. Anthony's College - estb. 1934 Degree (arts and sciences)
- 3) Lady Keane College—estb. 1935 Degree (arts and sciences)
- 4) St. Mary's College—estb. 1937 (arts and sciences)
- 5) Union Christian College—estb. 1952 Degree (arts and sciences)
- 6) Shillong College—estb. 1956 Degree (arts and sciences)
- 7) Tura Government College—estb. 1958 Degree (arts, science and commerce)
- 8) Sankerdev College—estb. 1965 Degree (arts and sciences)
- 9) Synod College—estb. 1965 Degree (arts and sciences)
- 10) Kiang Nongbah Government College, Jowai—estb. 1967 Degree (arts and sciences)
- 11) Mendipathar College, Garo Hills—estb. 1971 Degree (arts)
- 12) Seng Khasi College—estb. 1973 Degree (arts and sciences)
- 13) Nongstoin College—estb. 1986 Degree (arts)
- 14) Acheng Rangmanpa College—estb. 1986 Degree (arts)
- 15) Raid Laban College—estb. 1986 Degree (arts, science, commerce)
- 16) Ri Bhoi College—estb. 1986 P.U. (arts)
- 17) Sohra College—estb. 1986 P.U. (arts)
- 18) Sngap Singh Memorial College—estb. 1986 P.U. (arts)
- 19) Shillong Commerce College—estb. 1987
- 20) Tirot Singh Memorial College—estb. 1987 P.U. (arts)
- 21) Don Bosco College, Tura—estb. 1987 Degree (arts & P.U. science)
- 22) Women's College—estb. 1987 Degree (arts).

The course contents highlight the activities which determine the existence, life and functioning of the college in its administrative and instructional mode. Therefore, the other social and co-curricular activities as constructively devised, operated and projected. We find, as stated, that there is wide range of flexibility in the combination, choice and upgradation of the course contents.

It is learnt that the present P.U. course of North-Eastern Hill University would be retained by the Meghalaya Board of School Education in the present pattern of 10+2+3 and that would be till the Board implement the syllabi of their own, after 1995. Evidently, the P.U. course is in the stage of being eliminated; this is in consonance with the requirement of the national pattern. There will be as such, a heavy reduction in the college rolls since the colleges would have to update themselves to the Degree level. Consequently, the present P.U. course will be converted to 10+2 level to be tagged to the school system with its more enforceable, if not a rigid pattern of discipline. Consequently, the task for orienting teachers' training will become greatly necessary. Consequently school activities will become intensified while colleges of whatever grade, will be considerably relieved for containing themselves to updating with the B.Com., B.Sc and B.A courses.

Because of the obvious reason that educational machinery persists, even if it costs an enormous sum with the public, private or personal investment, Government at all times, is prone to provide assistance by way of salaries, scholarships grants-in aid and projecting the other co-curricular and welfare activities. Government, subject to favourable conditions, provide assistance also to maintain libraries, laboratories, equipments as well. There are the co-ordinated schemes with the Union Ministry of Education for providing other kinds of planned and non-planned assistance.

Teacher Education

Teacher education is a great essence to the functioning of educational machinery. Training is important and the course prescribed for the in-service teachers and open students, has its place. There is no denying the fact that training

is conformity with the properly and realistically devised course, helps to produce its efficacious results in teaching. It projects the motivation and reinforcement programmes effectively; it highlights the norms essential to diagnosing, evaluating or rectifying in the operation carried within the day-to-day classroom system of functioning. It helps to assess individual capabilities in the number of subjects taught. Training has its functional importance because it provides the sense of direction. It provides the insights and quick reactionary approaches in line with the practice, experience and experiment in their accepted norms. However, some of views of the ancient educationalists may or may no longer be tenable to the present situation.

We feel strongly that the orientation of the course to suit the changing situation is highly essential, especially when the contemporaneous trends are considered, coupled with the situation that unemployment here and elsewhere had posed the acute problems which are accumulating day by day. We feel that updating the course in whatever category—experimental, applied, technical, theoretical, has now been one of our foremost needs. The local resources lying unexplored about yet, can be suitably tapped and conserved in a prolific system of education. Training in its documented and applied term, therefore, possesses its variegated significance. It is highly utilitarian. Training provides the necessary inputs for their outward channelisation and their equitable distribution in a well defined day-to-day system of dissemination for acquiring the suitable responses. Its analytical, experimental and micro system, therefore, are given their due weightage in accordance with the socio-economic, civic and other needs.

It is clear that teaching should evoke suitable responses in the classroom pursuits and exercises. Corrective guidance to remove the pupils' short comings in the system of grasping, analysis and exposition therefore, has become greatly essential. Good classroom performances are gauged on the basis of tutorials, tests and examinations punctually conducted where the pupils, under instructions are checked and where, the weaker pupils are given the reinforcement or remedial measures to heal these ills. Exposure in writing and even verbally and yet more elaborately, have their paramount importance.

They help to update the system of vigilance, standardisation and reinforcement. They help to attain greater interest to study and job requirements for the pupils. Therefore, the faculties of comparative assessment and memorisation are reinforced adequately. Writing practices and even the elaborate students verbal elucidations have their importance to sharpening the critical acumen and forming opinion realistically. They enrich the mental faculties, conserve the fertility and ingenuity of the mind and imbibe good skills. The extra-enrichment and demonstration materials in teaching have to be suitably balanced for enhancing the greater academic interest of the students and sharpening the system of exposition, as should be acceptable to judges and examiners.

Teaching makes use of its agencies to interpret and expound such themes; teaching makes use of experimental and demonstrative methods necessary to imparting skills and techniques; teaching invests the minds of school going boys and girls with such resources that can be conserved; teaching channelises the pupils' reaction and interest into the themes that equip their minds with good resources; teaching makes use of the techniques from the set of simple words initially which prevail in the language and which provide their communicative significance; hence the simple words, *viz.*, definition, calculation, formulation, rationality, connotation, concretisation, exposition, competence have their relevance in a simple mode of teaching. Teaching has come out as one of the best means of propagation and interpretation in subjects, especially those that have been competently prescribed. The combination of subjects matters most for attaining the highly co-ordinated system. Therefore, each subject has its system of operation. The system of classroom exercises, practices and performances with the necessary criterion to attain the satisfactory follow-up and rectification has become greatly essential. Naturally at the higher stages, we meet with several terms, which have their more prolific significance and operating themselves actively in sciences, arts and other subjects. They fit themselves with the scientific, mathematical, metaphysical, concrete, critical, philosophic and other aspects.

The interpretation having as such been served, it is now the role of students to define, elucidate and expound the

subject matters correctly, rationally and realistically, depending upon the nature of subjects and without ambiguity and fallacy. However, teaching makes greater achievement in being capable in removing the pupils' errors - formulistic, conceptual, elucidatory, grammatically or otherwise. Education further has also been devised to provide the competent machinery for removing the glaring social, civic, economic and commercial drawbacks, since the concept of the 'Teacher and Society' had its place in the syllabus.

Training for primary education, at present, is provided by the following institutions¹:—

- 1) Basic Education Training Centre (Government) Malki, Shillong;
- 2) Basic Training Centre, Rangkhong, Tura (Government);
- 3) Teachers' Training Centre, Shora (Private)²
- 4) St. Mary Mazerello Training Centre, Jowai (Private),
- 5) Lum Jingshai Training Centre, Marbisu (Private).

All these centres function under the jurisdiction of their respective Inspectors at the departmental level and teachers deputed go there for a one year training. All these Centres at the existing level of training follow the same curriculum as the integrated or co-ordinated training is deemed essential to the situation. All the teachers in them and the Government Normal schools are educationally qualified and experienced enough, essentially with post-graduate or B.Ed. degree. The

(1) The existing course initially has been devised to meet the requirements for teaching Method subjects, *viz.* Mathematics, Geography, Science, History, Language, Hygiene and subjects concerning nature study, arts and crafts, Psychology, evaluation, school report, documentation, etc.

(2) With regard to Cherra Teachers' Training Centre, we found that an amount of Rs. 2,108.506 was sanctioned by the Khasi Jaintia Presbyterian Synod in 1990-91, to meet the requirements under the heads of expenditure listed below:—

Salaries to teaching and non-teaching staff, Honorarium to part-time staff, Advance pay to deputed teachers, Allowance for typing work. House rent allowance, maintenance of building, contingencies, travelling expenditure, games and sports and library.

Expenditures under the heads light, furniture, repair totalled Rs. 1,512.

Normal schools, one of them existing and functioning at Sohra and the other in the Garo Hills, provide the higher level of training for the Upper primary level.

There are the craft based centres in every Teachers' Training Centre. To them are extended the facilities to create arts and crafts objects in a special programme known as SUPW signifying the Socially Useful Productive Work. The trainees are required to process arts and crafts which serve for the purpose of souvenirs and teaching aids. The author visited the Lum Jingshai Centre, Cherra Teachers Training Centre and St. Mary Mazerello and gathered some experience in such practices pursued in them and the creations ranging from the rudimentary to the more acceptable standards. Among others, there is a combination of training models, rudimentary counting appliances, decorative art pieces, sewing and embroidery, basketry and other things. Some of them are remarkable examples of the 'create from waste method'; in a few places, waste materials from the immediate surroundings are utilised for processing out the quaint finished products as decorative pieces. The zero-cost technique, as practised at Marbisu, of such a practice and its sale ability to generate income, can be one of the decisive factors to generate more and more products. The technique entails a job which involves a lot of tenacious work where one must follow the trial and error method but after attaining a certain standard of accomplishment, it is highly compensatory or even rewarding to the in-service trainees. At Cherra we have seen a collection of paper arts, plaques, clay models, pieces of embroidery and their designs. At Jowai other hand made things with attractive designs are seen. Mention is found in April 1991 that 150 inmates of the orphanage of St. Mazerello, are given instructions, who besides pursuing their normal studies, take interest in activities comprising weaving, knitting, sewing, gardening and a host of useful things.¹ Moreover, the orphanage and training centre appear to carry on their combined activities. Experience suggests that these cells will play a very important role to generate activities in updating the course on creative expression and work experience in the institutions in the very near future.

(1) *Meghalaya Guardian*, April 8, '91.

A Degree Training College, therefore, has its foremost importance; it provides the necessary resources for training graduate teachers. The college which adopts this course, imparts training to a secondary school teacher. The colleges provide the intake for the admission of students as per the accommodation capacity of the institutions. Some of the trainees are deputed by the school authorities. Many more, however, are open candidates who seek to qualify themselves for the B.Ed. degree. The trainees seek to qualify themselves in training which imparts instructions in the method and common subjects. We know till date that, there are two Colleges which impart training to qualifying students for B.Ed. The course of training, we are aware, has been devised and oriented to generating greater interest in teaching on the lines of improved instructions. Now, we understand that it is something like specialisation in teaching. The students and trainees are to get acquainted with the thematic and applied significance of subjects on issue pertaining to some selected sociological trends, the concept of the teacher and society, problems of education in the north-east and problems of educational psychology and sociology. They are bound to offer optional papers from the prescribed course.

We have known till date that the intake capacity of the Post-graduate Training College at Shillong is only 120 persons annually. This College and St. Mary's College at the State headquarters, impart training for qualifying students for B.Ed. degree.

Education, as a subject, is one of the subjects prescribed for the P.U. and B.A. courses and is a subject taught in colleges where students have opted to prosecute study in it.

There was a strong move in district headquarters, both Tura and Jowai, to start Post-graduate training in their confines as well. Their location would help to cater to the need and provide facilities to teachers and students who would not be able to prosecute regular training at the State headquarters. The move matured when evening classes in this subject were started in Tura. But most probably in a part time situation, this venture could not produce its concrete result. So the proposal was dropped and the classes were wound up.

In Caro Hills at the beginning of the eighties. Similarly, we saw in a news item that B.Ed. classes on public representation, were initially started at the Jowai district headquarters in 1982-83. "But, after functioning for more than one year, it ceased to exist without any one being told why".¹ Probably, this was due to the lack of a team of the requisite personnel. Its openings more recently, was felt greatly essential. The Jaintia Citizens' Welfare Association recently submitted their representation and the report has it that, 'when Mrs. Margaret Mawlong was in-charge of the Directorate of Public Instruction, it was under active consideration'. There is obviously at present a demand that B.Ed. course be re-started at Jowai, preferably by next year, without fail. Certain irregularities in the functioning of the Directorate have also been pointed out that, "the Inspectorate has ceased to exist since 1986 with no effort made to revamp it. The entire district is under the charge of an Assistant Inspector of schools which have not been upgraded to the full fledged Inspectorate". It would however, appear extremely difficult now to initiate B.Ed. classes as a part-time system of functioning both at Tura and Jowai.

The teachers normally fulfilled certain conditions to meet the requirements for their training. The terms and conditions are laid down to qualify teachers for their jobs. Appointments in all cases, are based on the prescribed norms such as educational qualifications, experience and other conditions carried over in the advertisement. Most of the teachers who go for training at the Teachers' Training Centre and the Normal School for study, are deputed by the Government and other Private institutions duly recognised. The intake capacity of the institutions is chalked out and determined; the arrangement for their accommodations is pursued regularly.

It appears on account of the change-over in the course, some very important alterations will have to be affected—to accommodate training for primary, upper primary and secondary levels. During our recent visit to Sohara, we found that a large scale training was being imparted to teachers, batch after batch, both at the Normal School and the Cherra Teachers' Training Centre. The upper primary level of training has

(1) *Meghalaya Guardian*, September 20, '92.

become indispensable in lieu of the middle stage. Upgradation of training to suit the new course has, therefore, become a great necessity. While, at the same time, the course reiterates the need for making suitable adjustment to cover the new subjects. Upgradation of teachers' qualification at the higher secondary level has also become a necessity.

To the best of our knowledge, the Normal School, till date, provides a two-year course of training, but the centre running a primary school of training, requires a shorter duration of the course. The obvious change has been felt necessary since the primary level now commences at Class I and the upper primary level starting at Class V. Imparting the instructions for the new subjects and with the new techniques used in general, require a good deal of care and attention. The change-over at this transitory phase has made it necessary that we sum up our views on teachers' training as follows:-

The principles of education evidently, are deemed fit to form one of the core subjects. The importance of educational doctrines is, therefore, projected. The philosophy of education itself is vast and variegated and provides the interpretation to suit with the various levels of training. The principles, therefore, are adjusted to educational pursuits for shaping the system of instructions with punctuality and clarity. The variance in the system of training for different levels has arisen. The psychological interpretation has also been made to suit from Kindergarten to the Higher Secondary level. The experience gathered from the various operational stages, counts essential in a training. The operational concepts and impact on the experimental and regular footing are essential to us to understand the principles of education. They are helpful to project the picture of education varying from place to place and in accordance with the circumstances that shape them. They elucidate the importance of subjects included in the curriculum and pin-point to the relevance of teaching them. They provide the background to the forms and contents of education. The curriculum, as one of the factors of training, in variance of subjects, has also received its due weightage. The roles of the international and national factors to mould the system of training have their relevance. The inputs of training, instructional as well as social, receive a good deal of

emphasis. The interpretative, instructional and operative inputs of training can be gauged from different angles. The social side of training is amply testified by the fact that teachers have their very important roles to play in the society. The sociological and philosophical inputs of training obviously have their place in the curriculum.

What strikes us is a linkage which subsists between the teaching profession and society at large and the social trends existing, both in their traditional and transformatory character. Education provides a psychological approach to the social problems. But the problem remains hitherto unsolved since no action is taken to remove some of the glaring and well known social flaws and defects. Psychology, in its correct perspective, assists in a large scale, to develop the mental faculties.

The psychological interpretation has occupied a very decisive place. It provides a base to process the teaching methods. It elucidates the formation of the human instincts and emotions, sensation and perception, attention and interest, memory and imagination, stages of growth and adolescence, form of learning and other agencies.¹ These perspectives have taken place both in the historical and contemporary situation.

The methods now come up for their realistic definition. The dictionary defines the method, something like the system or procedure, something like the conscious reality and something like the concept of orderliness. Method is one of the forms of discipline adhered to in the system of institutional management and performance. Here, we mean the methods which help to strengthen the enforcement of instructions for inculcation, assimilation and exposition on the part of the pupils. Besides grasping and assimilating successfully, they seek to strengthen the faculty of memorisation, absorption and amalgamation. The methods provide the resources to assess and analyse matters, coordinate them, sum up and strengthen the mental wits towards a realistic and objective exposure. Some of them in arts and sciences are highly formulaic in the range of their contents and themes. They are meant to be highly demonstrative. The critical, experimental

(1) Hamlet Bareh, *A short history of khasi literature*, p.164, reprint, 1990, pp. based on U Garlinwell Bareh, *Ka kot psychology*.

and laboratory methods have become greatly necessary to serve their purpose as much utilitarianly and instructionally. Methods provide one of the communicative media to make teaching effective, efficacious and illustrative in its role.

The acquiring of intelligence has pressed upon their greater use. The consistent development of mental faculties and cultivating as well, the ingenuity of the mind, therefore, has its place. Any state of mental stagnation or degradation is opposed to the mottos and slogans which our educators and preceptors have always propagated. One form of human quality assessed from other angles, is tantamount to the state of mental health. But education also pin-points to the acquiring of both, the good intellect and character and the building of the careers which possess the necessary intellectual and spiritual insights. The faculties, mainly inquisitive, witty perceptive, alert, vigilant, inventive, critical and assessory—have their obvious importance. The impetus is laid that the active minds conceive, project and operate in whatever tangible forms, to create and recreate things. The institutions, therefore, provide the resources to build the mind, body and soul of the taught.¹

We note that the methods in the way of prescription and enforcement, especially in the advanced countries, give proper guidance to build the skills, talents, techniques and potentialities in which the skills, talents, techniques and potentialities in which the taught are most suited to conserve them. But education, on the whole, seeks to imbibe and inculcate the taste and interest in children for prosecuting their careers. Genius and ingenuity, however, are tantamount to the standard of mental creativity and potentiality which the child possesses.

The good methods are aimed at removing any kind of class boredom; a prolific system helps to remove similarly the feeling of monotony to enabling school children find greater interest and impetus in their lesson work. Tapping the art of expression in classrooms through discussions, story telling, dramatics, acquaintances with the aids—demonstrative,

(1) Improved Instruction in Khasi, NEHU, 1979, pp. 163-64

illustrative and craft practices, help to create interest in pupils in the subjects they are taught. The combination of the project method, like Dalton plan, play-wright method, Henristic method,¹ consistently for the fully objective and utilitarian purpose without creating wastages, is constantly necessary at this stage when the change-over in the course is taking place. The highly utilitarian and befitting use of methods is unavoidable in the event, the real qualitative pattern is envisaged, for adoption by any nation.

A born teacher uses his art of teaching to create class-room atmosphere with the better impressions and impacts. A born teacher also adheres tenaciously to his principle to use his inherent skills - oratorical, demonstrative or otherwise, in both the formulæ and non-formulæ patterns. An extract from the author's speech at the Shora school integrated workshop held in 1986, may have some relevance in this regard:—

"Teachers and students ... I want to impress upon the fact that the teacher understands fully that he is not only to teach but he is an artist in the sense that he knows how to develop the skills in these assets. So, the teacher is like an artist because, he cultivates the minds of his students and imposes upon them the incentives, the skills, the aspirations for the higher things. Art does not mean the handicrafts or the creations of the hand only, but it means, sometimes the creation of the mind also. Teachers are to remember that they are the artists in their own way for discharging their duties and responsibilities. For, teaching means providing guidance to the students with scientific methods in approach, crystallisation of ideas, making out conception and creating an awareness for the right and systematic expression and composition. If all these needs are not treated of in a balanced manner, the situation could become topsy-turvy and create confusion".²

The methods have their relevance since, "education is a system devised to provide the learners, the ways and means for building and enriching all the forms of intelligence. It seeks

(1) *Ibid*, pp.146-149 on method course by Dr. Miss Karuna S. Lyngdoh

(2) Hamlet Barah, *The Art History of Meghalaya*, Agam Kala Prakashan, Delhi Delhi, pp.309. Also Ka In pang Sakhung had Jimgary Jinstod-Mynta Badonki, 1986, P. 26

suitably to tap and equip the learners with the assimilative, conceptual, retentive, analytical and expositive power of the mind. It leads also to developing the power of perception, comprehension, evaluation, accuracy and acumen. Hence, it offers scope to develop the qualities of head and heart prospectfully. It is also a long term process to equip learners, with the suitable norms of learning, to provide the basic form of knowledge and throw scope for their digestion and exposition. It aims at creating the more refined taste, temperament and habits. The system of teaching and study integrated, aims at developing these potentialities as well as the accomplished ones of the individuals and community in accordance with the course contents prescribed in the institutions of learning intelligence, therefore, is the development of some inborn skills by the process of adaptation or practices or it is acquired also through other means. Hence the several methods of equipping the true than apparent knowledge are most essential in its system, particularly the way of its functional role as well as the reinforcement and evaluation of learning methods.

Educational expertisation basically is devised to be the definite project for preparing the future and enabling the elite undertake their responsibility in guiding the public affairs. It provides the prospects for creating the man-power concerned with developing the different trades, professions and practices by offering the disciplines connected thereto. Therefore, the different levels of specialisation on a higher stage are pursued. Its impact in several spheres of service and reconstruction is reiterated in providing scope to students to formulate career guidance and enabling them play their vital roles to shape the future".¹

The constant development of the psychological inputs in the schools has become yet more emphasised, especially in the face of the inflationary trends, which have become so phenomenal. Even children now need directions to improve their minds essentially. This structural need in a new perspective has to be processed out.

To the best of our knowledge and after making enquiries

(1) Hamlet Bareh, *The Art History of Meghalaya*, P. 203

Ka Imlang Sahland bad Jingnang Jinstad-mujnta Bad Lashai, 1986, p. 26.

at the different circles, we have come to learn that there is a lacuna in providing the necessary guidance and instructions in matters like disciplining the mind. The aspects of creativity can become constrained as psychology greatly assists to lay impetus and provide resources to frame the sound, balanced mind. So the gap between teachers' training and classroom instructions has become enhanced. The upgradation of this basic subject in schools will greatly facilitate to inculcate and evoke the consciousness pattern, especially to the inherent social, civic, economic and other defects and drawbacks; it will help to generate interest towards developing the personality that can be diversified to various pursuits such as moulding the leadership pattern and providing suitable resource persons and giving education a dignity worth of its status; it will provide greater impetus to guide the destiny of mankind competently, suitably and viably.

The author conducted several school and college integrated workshops; he tested school children with regard to their mental capabilities and found that many were lacking in their knowledge of the meaning of simple terms such as *concrete, absolute, abstract, negative, positive, definite, concept, compress, condense, speculate, ethical, aesthetic, metaphysics* and a host of words. Normally no satisfactory response was found except from a very few bright and brilliant students even at the upper stage. Therefore blackboard illustrations were made to define and the pupils were asked to make sentences out of them and other words in the adjective and noun sequences. The pupils definitely represented the mixed family and social backgrounds. Most of them could not plan clear-cut projects to improve their studies. The teachers are yet to exert more to remove the mental incongruous and ambiguous imbalances inherent in a school community. Lack of understanding of the technical, scientific, sociological, constitutional, prosodic and rhetorical words at the elementary stage, is found to obstruct the growth of a sound mind. The process of mental formation in its idealistic and applied norm, is also part and parcel of the teaching methods.

At those workshops, other instructional features and

(1) *The Art History of Meghalaya*, p.203

methods were discussed. Besides the demonstrative assets and key-note addresses delivered, the Khasi and English debates, extempores, elocution and composition tests were held. These were done primarily with the view pursued to enhance the students' interest for adopting the creative method of study and making use of skills for better expressions.

The viability of methods can be viewed from many angles. Some methods are aimed to be highly analytical, *i.e.*, analysing some matters competently and using normally a simple medium for conveyance. The power to comprehend and analyse is reiterated and its faculty remains to be adequately strengthened so that classroom formative habits in carrying out the good mental exercises are formed. This also helps to promote the system of comparative and conjugal analysis among characters, trends, events, personalities, identities in time and space over the range and contents of things in all subjects. This helps to enhance the power of assessment and grading suitably and competently. In a conjugal system, two or three topics from the text-book are learnt quicker being much more digestsive to the mind and wrought out with conclusive trends. Thus, the capacity to memorise and project things in a better way becomes greatly strengthened.

Teaching till date has become a series of verbal elucidations and exposures. The demonstrative and projective method becomes one of the pictorial and photo-aids; blackboard drawings and illustrations have become necessary to create the good teaching inputs. The help of the other material aids has become important where teachers can create such resources and provide them. School workshops and craft based centres can do much to provide some of these requirements.

The technical equipments, laboratory and mechanical sets provide skills in handling appliances in sciences, tel-communications, mass communication, electronics and other areas. There are other aspects of technical education where teaching can assist to develop both the mental and technical skills.

The training normally envisages the classification of the sectors of education to provide the necessary information to the administrative or dissemination level and matters like affiliation, examination, recognition, achievement and other things.

Teachers normally are trained both in the regular and co-curricular activities and are made acquainted with the school organisation, administration and management, financial administration, general matters, reportorial and other issues. They should prove their flair and fluency in a network of items for some composition, form of criticism and practicals in the subjects prescribed in the school syllabus. We also see that demonstration in teaching and micro-teaching are, among other things, the inherent art of the examination course.

The methods have their foremost relevance to all the grades of examinations, and diagnostic tests as well. Performances of skills, both instructional and co-curricular also receive their weightage. The assimilative and expositive capabilities also matter.

Trained teachers can benefit through experience to pursue the better methods of examination. The examination method on the whole suffers most from the lack of uniform and consistent standards. The better method for assessment and grading now has become a great necessity to keep pace with the present inflationary situation.

Generally, some subjects are obviously of sociological consideration. The topics include in brief the social customs and institutions, social innovative trends, community development, civic and constitutional trends and some issues relevant to the ethics as well as ethnology. The methods everywhere cannot avoid the antecedents to the growth of the science and art, therefore a corpus of the historical trends is essential in the framework of the course.

Several workshops held locally have opined that the educational standard should not deteriorate. Boosting the creative studies is urged from time to time. At the conclusion of the Lympung Saindur or Workshop held at Pariong in 1979, "important suggestions were made in which Mr. Phistos Roy, Assistant Teacher, Pariong Government M.E. School said something. He wished to express his thanks to the Central Government for choosing the right man for the right post who is wise enough to help us, the backward people of this areas. In future or any time, when such workshop is to be held, "the programme will be arranged or framed as follows: (1). the

programme should be checked up for both arts and science as these are to go side by side. Science makes the art perfect. (2). Special programmes should be framed on special subjects and a demonstration class is to be arranged and demonstrated by those teachers who are experts or specialised on a particular subject in order to create interest for the students and the audience as well. (3). In case of debate, he proposed that "the leaders of the English motion by any means should be from amongst the teachers. Hope this system will help to encourage the students and will be able to elicit the subject-matter properly. (4). Other items, such as quiz, symposium, recitation should be included in the programme. This will enable those students who are ignorant in one item to take part in another item. (5). Modern methods of teaching aids, if possible, should be fully demonstrated in the camp classes, especially for science subjects, as this subject is a very dry one for our students in Meghalaya. (6). Seminar should be arranged, if possible, for each and every subject to be discussed in groups and will bring their findings in the House for general discussion and regularisation. He hopes, through this the students and the public as well, will fully understand their significance of arts and science as well." This is in keeping with the good methods of teaching and study as enunciated in the workshop held during the recent years.

State Council of Educational Research & Training

This Council was started at the State headquarters in October, 1976. Its performances are mainly in the field of training, research, survey and evaluation. Its jurisdiction in training, counselling and other performances extends from the Primary to University level. The Council functions mainly to identify the area of educational weaknesses and wastages and update the dissemination of instructions in urban and rural places. The Council seeks to motivate a course for special training in sciences and mathematics, in which many students, earlier weak, are to obtain the parity in subjects where stress ought to be specially laid. The Council holds the short in-service training programme for science teachers. It offers

(1) Ka Imlang Sahlang bad ka Trei ka Ktah - Mynta bad Lashai

coaching classes to High school students in science, mathematics and English and provides coaching classes to P.U. standard in the headquarters and other selected centres as well. It prepares and circulates enrichment materials for the benefit of science teachers.

The Council holds frequent seminars on subjects of education and subjects connected outside the course. As Member of the Advisory Board of the Council, I had earlier participated in two or three meetings and seminars held.¹ Bulk of the activities, however, are meant to provide the pattern of training for inter-action and collaboration in the subjects selected.

A restructured course for Class X in a 10+2 scheme was framed recently and is now ready for implementation. A special scheme to determine parity and disparity of institutions blockwise or otherwise, is also embarked upon by the Council. It is intended to provide information to the location of townships or villages having an integrated or individual set of schools composed in a net-work of survey as scheduled in this coverage.

There is a scheme for developing Pritchard education in collaboration with the provision that exists under the United Nations' Children Educational Fund. Bulk of it has also been implemented. Among others, the Council seeks to provide guidance and counselling to teachers for effective works in teaching, to assess and analyse the cause of the un-enrolled students, to advise in the course for National Talents Search for providing guidance to students, to plan and prosecute their higher studies as should tally with their tastes, interests and temperament, in the subjects that they will do well.

The Council undertakes the Development Programme for the welfare of the community in consultation with Departments concerned in the development of agriculture. There are community sectors in the project of educational reconstruction in which the Council collaborates with such agencies for effective planning and execution.

(1) Most of the workshops, seminars, courses held are meant to have their efficacious role in the field of teaching, study and reinforcement programmes. But Some seminars basically directed under the auspices of the Council or other institutions, can have their very important effects.

Phrangbonsen Marwein, M.A., B.T. acknowledging its work adds that **The Council's programme with the All India Radio has been implemented to broadcast two lessons a week for teachers'.¹ The Council's task in the main is to prepare schemes for strengthening the Human Resource sector; the Council through publications brought out, through workshops held and through programmes executed, seeks to boost some orientation and non-orientation programmes as should serve their purpose. The Council holds in-service training in subjects ranging from Upper Primary to Higher education standard; the Council seeks to implement the UNICEF's scheme, to boost fruitful studies in the environmental science, to organise workshops on State level, to conduct intelligence tests and to up date the curriculum in the area of its deficiency and chalk out the necessary vocational guidance measures.**

Technical Education

Polytechnics intends basically to up date the technical skills. Technical education in its broad based concept, implies the inculcation of technical skills, devices, techniques to its recipients in this field of learning.

The importance of technical education at the Secondary and Higher Secondary level has become largely stressed in Meghalaya and the rest of the region. The large corpus of Technical education is related to Science education. However, as an exception, there are few subjects in humanities which have scope to be integrated in this curriculum on Technical education. Therefore the very few of, art subjects, serve better to strengthen the course structure in Technical education.

Technical discipline involves the principle of structures, buildings and machineries; as much as the principles of electricity and electronics, are also largely connative. Therefore, the other set of constituents has its relevance. The principles of electrometry, electromechanics, electromobile, electrology, electromotor, electrometallurgy, electrophorus and electromagnetism, have their ample significance and application.

Instructions, therefore, in Telecommunication, Radio engineering, Television, Computation and Mass communication

(1) *Meghalaya Handbook*, p. 21.

have become more and more important, in which the appropriate application of skills, techniques and concepts are highlighted in day-to-day operation of minute details involved. The higher Master courses and Specialisations are now occurring at the University level of education.

Broadly speaking, mechanism provides scope for construction as well as repairs and renovations of apparatus, equipments, instruments, machineries or their parts thereof.

The Shillong Polytechnic is located at Mawlai's suburb, Shillong; it lies very near to the North-Eastern Hill University's permanent Complex lying at Mawkynroh - Umshing. Its location in a quiet surroundings seems to have provided a congenial atmosphere for study and training. It was started in 1965, that was some years before Meghalaya was conferred with the status of Statehood and housed in a permanent building with its school, workshop and hostel. It offers a three-year course of training and has an intake capacity of 120 to 180 student. The course covers mainly the workshop, laboratory and theoretical management. Workshop management is confined to welding, carpentry, smithery, fitting, masonry, machinery, turning, painting and the other related subjects. This is the elementary course of training. Laboratory undertaking, however, is confined to the physical, chemical, applied mechanical, civil engineering works as the also strength of material and hydralic laboratories. There are laboratories categorised for automobile, electronic engineering, public health and mechanical lab; the course provides room for choice of other elective subjects as well. Theory classes are conducted in Economics, Management and English. Programmes with regard to their prescription and enforcement, would have been of considerable importance.

These preliminaries in Engineering sciences tagged to the course are offered term by term. The first term with a six months' duration is an introduction with an integrated class providing a unified approach to subjects 95 percent common to all. In the second term, branching of technical subjects is phased, the electrical and mechanical classes being combined, while the civil engineering goes separately. In the third term, for intensive training, the three faculties are conducted separately. In the fourth term, classes are conducted separately.

Theory subjects, evidently Physics, Chemistry, English, Economics and Management are integrated and unified in first and second term. In third term Mathematics and Economics are given particular treatment. Management occupies the last phase of training.

The Departments of the State Government, *viz*, Agriculture, Education, MSEB, Meghalaya Industrial Development Corporation, Town and Country Planning, provide scholarships and stipends to deserving or meritorious students. Stipendiaries, however, are required to sign a bond of agreement with the concerned Department on the terms and conditions furnished therein.

Teachers' qualifications prescribed are M. Sc., B.E. and M.A. Passed out students, having received their diplomas, can prepare and appear in examinations held under the All India Council of Technical Education, they are eligible to pass the B-Certificate equivalent to B.E. while the C and D Certificates are equivalent to Master Technology or Doctorate level. The students fulfilling these prescribed, terms and conditions would be eligible to go for coaching at some appointed centres at the appointed period of training, preparatory to their sitting in examinations.

Admission is opened to Matriculates and P.U. passed and students/trainees belonging to Scheduled Castes and Scheduled Tribes can be awarded Scholarships or Stipends.

The hostel in-take capacity is for around 180 students or so. Girls are also admitted for training in the Institute in the courses imparted, especially Engineering. Most of the passed out have been employed, especially those who have signed the bond of undertaking with their respective departments. Those who have not signed bond can enter into service with firms or organisations as would suit with their qualifications.

Industrial Training Institute (I.T.I) — Vocational training has also been catered to by other Institutes. The Industrial Training Institute established in analogy of the National level, has an important role in this regard. With regard to the I.T.I. Shillong, it was started in 1965, housed at Gauhati I.T.I. as a Guest Institute. On account of some inherent difficulties, it was not until 1976 that it was shifted to Shillong, first housed

at Meter Factory Complex, Shillong, then transferred to its permanent complex located at Umpling, Shillong in 1985. The Institute now imparts training in Electrician, Mechanic (Radio and Television), Civil Draughtsmen, Wiremen, Mechanic (Motor vehicle), Fitter, Carpenter, Welder and Stenography. The entry qualifications prescribed are H.S.L.C. passed and that for wiremen, mechanic (motor vehicle), fitter, carpenter and welder is reduced to Class VIII passed. There is also an I.T.I. Women branch which caters training in one trade only, *viz.*, dress making being started only in 1988. The subjects offered for Engineering trade include theory, engineering drawing, workshop, laboratory, science practical and social studies. On the other hand for non-engineering trades, the subjects prescribed are trade theory, social studies and practicals. It is in stenography training, that updating of cognate English has been paid due attention. In early 1990, around 195 trainees are on the list. The Institute provides the staff strength sufficiently according to the norms.

The Industrial Training Institute, Tura, yet to be established properly, follows the same pattern of course structure and prescription. The subjects provided for training have been till date confined to Electrician, Mechanic (M-V), Plumber, Carpenter, Fitter, Welder and Stenography. It is learnt that Stenography has the largest accommodation of trainees under training now.

The equivalence of the courses vide Admission notice issued by Director of Employment and Craftmen's Training (MIPR dt. 9.4.90), which were to take effect from August '90, is determined on the criterion placed below:-

<i>I.T.I. Shillong</i> -	i) Stenography	1-year course each.
	ii) Welder	
	iii) Electrician	2-year course each.
	iv) Mechanic (Radio & Television)	
	v) Wiremen	
	vi) Fitter	
	vii) Mechanic (M-V)	

- I.T.I. Tura -*
- i) Typing - 8 months
 - ii) Stenography - HSLC passed,
1 year course
 - iii) Welder
 - iv) Plumber
 - v) Carpentry
 - vi) Electrician
 - vii) Fitter, and
 - viii) Mechanic (M-V)

Women-Dress making, Shillong, HSLC passed-1 year course.

Facilities have been provided on the following criterion—Most of the trainees are stipendiaries @ Rs. 120/- p.m. for under-matric courses. As regards text-books, trainees are free to use the libraries of the Institute, Shillong I.T.I., Tura I.T.I. and Women's I.T.I. The Institute offers free education in which tuition fees are not charged, besides which games facilities are prescribed during the seasons allotted. Excursions annually are organised so that these trainees in engineering trades, avail their chance to spend ten days in Calcutta during their visit for studying the Operation system in some selected industries. Excursions planned constructively for absorption and assimilation are believed to be an effective medium in educational training than otherwise being sight seeing trips only. Hotel facilities exist only in Tura I.T.I. From what I have learnt, most of the trainees who have been successful in trade evaluations or tests, have been employed in different sectors. However, the training is also essential for building private entrepreneurs apart from giving them employment. The Institute is under the administrative jurisdiction of the Department of Craftmen's Training and Employment.

Vocational Training

Craftmen's training under the private or Government organisation has not been sufficiently boosted. To some extent, the tasks for tapping skills and talents in the trades have been chalked out by the District Industries Centre, Shillong which

functions under the supervision and direction of the Department of Industries of the Government.

It is essential to assess first the role and function of vocational education for developing new trades and skills.

Vocational training aims at giving a corrective guidance for the use of skills in pursuing trades. It is, therefore, essential to take note that training helps to improve the standard of workmanship and dexterity. As much as we understand, a minimum educational qualification can fit trainees to undertake craftsmen's training course. It has become necessary also to employ skilled vocational instructors to impart skills at training where, in fact, the products of the hands in the shape of manufactures' articles and creations, matters most. A small infrastructure as such till date is evolved in respect of craftsmen's training.

We also note that the concept of specialisation has now its vast and variegated implications and that science education has its impact in the agriculture, medical, engineering sciences and electronics as well. Science education has its close and intimate links with computation, radio engineering, television and other field performances.

Vocationalisation aims at imparting the manual skills and techniques, however, here we are concerned with the vocationalisation of arts and crafts mainly. Evidently, owing to the infrastructural development taking pace, Meghalaya as a State has not yet provided any scope for the growth of specialisation or expertisation for these trades on any large scale. Perchance, the present small system of training may have its proper scope to grow, if it is nurtured and given care properly. Perchance, it will have its steady growth and forbearance. This is because of the high population growth and because of the imperceptible inflationary trends which have shot up in other respects. The Industries Centre has given, perhaps a fair trial in the experimentation to impart training in a few small trades. We find, therefore, that the State Department of Industries now owns and manages the following units:—

- a) Machine knitting, Nongrim Hills, Shillong;
- b) Machinised carpentry/furniture/cabinet courses at Umsning, Mawsynram and Nongrim Hills;

- c) Black/Tin smithy/iron-steel fabrication at Training-cum-Producing Centre, Nongrim Hills, Shillong;
- d) Leather works, Nongrim Hills, Shillong;
- e) Hand made paper making, Nongrim Hills, Shillong.

There is a Knitting Training Centre located at Laban, Shillong, but it functions under the supervision of the Department of Social Welfare.

Besides under another Department concerned, there is a Weaving Training Centre at Garikhana, Shillong¹.

Schemes of D.R.D.A. and the existing Industrial Activities in the District of East Khasi Hills, have thus been laid down.

The reason for the establishment of the Industrial projects in the District may have been because Shillong, the State capital, possesses a number of infrastructural facilities, favourable to their growth.

Besides, since the middle of the last decade, the Centre has engaged the adhoc service of master-craftsmen and craftsmen annually for imparting training in trades/crafts in items comprised in a category laid down below:—

Cane and bamboo crafts, wood carving, artistic, sheet metal works, woollen weaving, hand prints and embroidery, stone glass and ceramics engraving, art metal works, dolls and toys, traditional architecture, painting (with special stress laid on tribal and traditional), steel and other crafts. Very small stipends for a short period are offered to trainees and an ad-hoc honorarian to instructors and master-craftsmen is given.

Certain inherent difficulties may have been faced since vocationalisation is reckoned in terms of adhoc training and not productivity oriented.

Based on my personal observation, the blacksmithy unit at Shillong has a set of equipments comprising furnaces such as charing, drilling and grinding, spot welding, spray painting and circular, surface and bore machines. Among the few products I saw, there were steel chairs, window grills and steel almirahs.

(1) It functions under the Directorate of Weaving and Sericulture.

Some of the local pieces of hill timber are used in the furniture and cabinet workshop.

The hand made paper unit is installed with a set of machines, such as a beater machine, pressing, calendar, charing cutting and sticking machines. There is a blower used to dry the wet ingredients in wet paper processing.

The leather unit has the facilities of the sewing and sticking machines (with the models of Usha, Bimac, Singer and Automatic). The manufactures comprise mainly foot wears and car hoods.

The steel fabrication unit has provisions of water tap, pillar, drilling and sheet bending, bend grinding and hand grinding machines.

For obvious reasons, vocational education should and ought to be devised so that not only training is catered to but also, that with the very viable planning that is with the given attention, the Centre/Institution would cater to the production and circulation of goods, manufactures, articles and other things, more so in respect of the commodities having scope for a lesser competition. The service of skilled, talented or qualified designers and craft-masters is indispensable for enhancing the quality of the produce of such grades, which would cater to both, the superior and ordinary markets. Publicity and popularisation count immensely in a system of disseminating propaganda, demonstrative usefulness or endurability of crafts. Vocational education in this context has the very vital links with the work of the emporia on the consideration that they should find out good markets and are prospective to the easy and rapid circulation and would fetch good income to the State.

As regards the other districts, the departmental activities laid down the following criterion, may be of interest to us:—

Departmental Activities

West Khasi Hills District - where the following Centres have recently been opened:

1. Knitting Training Centre, Mairang (with Hostel).
2. Carpentry Training Centre, Nongstoin (with Hostel).

3. Cane & Bamboo Training Centre, Nongstoin.

East Garo Hills District -

1. Iron Fabrication, Williamnagar.
2. Carpentry Training, Williamnagar.

3. Cane & Bamboo Training, Williamnagar.

West Garo Hills District -

1. Cane & Bamboo Training, Tura.
2. Carpentry Training, Tura.
3. Blacksmithy & Iron Fabrication, Tura.
4. Carpet Weaving Training, Tura.
5. Knitting Training Centre, Tura, (which shortly will be transferred to Asanagiri where there is a Hostel).
6. Carpentry & Blacksmithy Training, Dalu (with Hostel).
7. Tailoring & Knitting Training Centre, Baghmara (with Hostel).

Jaintia Hills District -

1. Knitting & Tailoring Training, Maulsei Saipung (with Hostel).
2. Tailoring, Knitting & Embroidery Centre, Khliehriat, (with Hostel).
3. Knitting Training Centre, Jowai.
4. Training in Turning, Fitting and Tractor Servicing, and
5. Carpentry Training, Jowai.

All the Centres and units mentioned have existed within their respective spheres, they cater to providing training to trainees and catering to a limited capacity for turning and fitting but tractor servicing and carpentry training at Jowai, at least, have not yet been implemented, but we expect they shall also soon start to function.

Forestry - Education in Forestry is important because of the fact that the principles of Environmental and Social forestry sciences are supposed to play their role. Forestry,

therefore, has its variegated importance. For this reason, Forest science including silviculture has become linked up with subjects which have their mutual importance such as ecology, environment, economics, soil conservation and others. Forests are one of the important factors in regulating soil and even the climate conditions. They are also the asset for developing trade, commerce and industry. Viable planning for forest regulation, maintenance and exploitation is, therefore, very essential.

The Forest Rangers' Colleges which qualify students in Forestry are run and maintained by the Central Government. The minimum educational qualification prescribed for admission is Pre-University (Science). Selection is done by State Public Service Commission. The efore the training for forest rangers is imparted by the Rangers' Colleges.

The higher grade of training is imparted by State Forest Service Colleges where the minimum qualification prescribed for the admission is B. Sc. or B.A. (with Economics), though they are maintained by the Central Government, yet selection of students is done by the State Public Service Commission.

The Indira Gandhi National Academy, previously known as Indian Forest College, exists at Dehra Doon maintained by the Central Government which imparts training for preparing for the Indian Forest Service Officers' examination. The minimum qualification prescribed for admission is B.Sc. Selection is done by the Union Public Service Commission. The Indian Council of Forestry Research deals with specialisation courses and prepares for training in that field.

We find that education at the lowest level, which concerns Forest Guard Training School and Forester Training School, is governed by the State Government, where the minimum qualification prescribed thereto is Under-Matriculate that is Class VIII to X for the former and Matriculate for the latter.

It was until more recently that the State Forest Service College in Meghalaya was established and as such it has started functioning and it is located at Byrni Hat. This College has a hostel with some provisions and equipments, recently installed for its running.

Art Education - Art is a vast and varied subject. All education, in fact, begins with art appreciation. The frequent art exercises at lower schools, as such, are very important. Drawing, therefore, helps to define the system of precision, scaling and other modes of graphic presentation. Hand drawing has its importance which, however, need not be overstressed now. Co-curricular activities, such as School Dramatics, crafts, songs and dances in school programmes as and when properly directed, also have their bearing. Art criticism and Art expositions have their importance philosophically and academically; inter-disciplinary approaches to Arts evidently have been there since the dawn of civilization.

The plastic art, therefore, require the different levels of training; the technical concept of art, obviously, is of paramount importance. Arts, in fact have even provided an infrastructure for the growth of science. Therefore, the classical, technical and commercial concepts of arts still persist.

The functional role of art can briefly be reiterated as below:—

There is a great need to develop the art of self-expression by pursuing the correct method of study and other co-curricular activities. Art still has its role in school disciplines, it offers a great scope to develop other inter-disciplinary approaches. Art has its role in the general system of education, in which the clever manipulation of the programmes matters most. Art practices help to develop instincts, talents and faculties much more quicker; it will help teachers to develop the modes and techniques of some acceptable communicable or technical modes. Art specialisation, classicism and aestheticism suit best with the creations of master pieces; it involves the ingenuity of the mind and applied skills. Art aestheticism, highly symbolic and connotative, projects itself upon the phases of civilisation and the contemporary situation as well. Aestheticism has ever been spoken of highly as the form of beauty. Experimentations in the art schools have proved that all the educational schemes (without the essential planning framed), do not produce the tangible results in the field of creation and production.

The aims and objects of art education have been pursued as would be essential for promoting the concept and application

of creativity; it is aimed at developing art skills, techniques and devices towards projecting the master products. We have learnt that the richness of all art forms is to be stressed, time and again. We lay emphasis (without wishing to repeat) that art occupies its prospective role with science and humanities in our framework. The guidance of art undoubtedly is most essential for developing skills with hands. Yet art does not neglect the faculties that shape the power of the mind, hand in hand. All examinations whatever, cannot be just essay oriented. We understand now that the processes of inculcating art practices have their priority. Updating the arts technically, thematically, stylistically, symmetrically in the rich area of the performing arts, fine arts and others, therefore, has become greatly necessary.

Art and education are the two systems that operate separately. Art education, therefore, provides the convergence of these two things—the convergence that identifies, amalgamates and integrates the two formidable streams. Art is the oriented system of operation enforced technically and produces its results in the system of designing and graphic interpretation. Art exercises, therefore, find room for their justification. Art possesses its highly developed elucidatory and expository forms in the manifestation of its creation. Education in its general or specialised concepts, aims at fostering the high degree of intelligence as would be tantamount in shaping the best form of human quality, character and intellect, imbuing the high sense of culture, prescribing ways and means for achieving more in this respect. Education in its operative field, means the education which produces such tangible results in its multifarious fields of performances and work discharges. The achievements in the field of arts have come from both the natural talents and the trained artists, artisans and craftsmen. The essence of the commercial arts or arts in its productive or circulatory patterns is stressed, especially in respect of Meghalaya where the infrastructure for developing arts, traditional, modern and other categories has been very limited. If very little is done in this area by the Government or authorities entitled to it, it is now the task of artists' guilds and clubs to generate interest for greater undertaking in this field.

Arts are essential for developing the scientific approach and technique, for motivating students for greater achievement in their

creations, for highlighting the use of special skills and standard of dexterity in the productivity patterns of workmanship and promoting, hand in hand, the efficacious system of school discipline. This system helps to generate constructive hobbies, enterprises and activities. Commercial arts properly organised and co-ordinated are helpful to fetch greater incomes, both to the workers and the State for which the regional arts have now been given their due importance. Economic productivity is now the foremost factor to reckon with. Vocationalisation, therefore, has its prior importance. Yet, with regards to its operation, it depends upon many factors—availability of technical hands, selection of materials, availability of resources, style, designing and above all, it should enable students to participate more and more in the field of economic production. The competence of the instructors and resource persons counts greatly essential to all the utilitarian purposes of art.

With regards to school discipline, we can draw out the following impressions—practicals preserve mostly the graphic and decorative models, mural, paintings, sculptures, collage and the connected works. As regards the performing arts, rhythmisation, precision, vocalisation, key-off singing, accentuation and others are the essential constituents. Discovering the meaning and reality of the symbols, also counts very much upon the rules for connotation. Poetry, music, dance, therefore, are governed by these arts. Arts can be reduced to their functional and entertainment media as largely demonstrative to their purposes.

Art education at the primary level has not been suitably instituted in the State. In the course of our investigations carried out till 1988-89, art and craft programmes in drawing, embroidery, paper art, creative craft of various kinds has not yet been intensively organised. These symbols of creation are conspicuous by their absence.

Talents, however, are not lagging behind.¹ The task ahead remains that schools can take up and execute projects in the

(1) Recently in 1989-90, Mr. R.K.B. Thangkhiew, Um-lyngka, Upper Shillong who practised the art of wood, cane, bamboo and stone carving, won the National Award for excellence in wood carving and it was for the first time that Meghalaya won a distinction in fine arts. The motif represents a local belle properly adorned, ornamented and clad in the profusely festival dress and jewellery. Art education, therefore, can have its greater scope to develop.

programmes, competently devised and executed, to create master art designs (both traditional and non-traditional) and bring out some acceptable shapes and designs in the acceptable fashion.

I have also maintained that, "constant exposures and practices in drawing, elocution, painting, dramatics, embroidery, symmetry and crafts can afford the positive methods in a teaching-learning situation. They can evoke the successful responses as well. They can form the demonstrative patterns to enrich the multifarious character of intelligence."¹

University Education

The proposal to start a Federal Hill University in 1961 was expected to meet the need of the tribal communities for University education. We may mention that the Ministry of Education and the UGC Committee appointed by Union Government, visited educational centres in February - March, 1964 and submitted a report, recommending the formation of a University. It was expected that the University would help to promote the higher academic pursuit and interest of the diverse tribal communities by imparting higher education in all lines of learning—arts, sciences, pure and applied, and others.

As many qualified and learned men from the tribal communities are available, the Hill people want to have, acting in concord with the advice of the Education Ministry and the University Grants Commission, the largest share in the conduct of the administration, policy and management of the University. Also, I have noted in my memorandum submitted to the Commission that "the University should not only help produce qualified men but also develop the ideas and culture, language and mind of the tribal people and more, help them to grow on lines with their own genius" and "the University too, should be in a position to meet the dearth of experts and scientists".

For about ten years, there had been delay in implementing the proposal, the matter being taken up also with the

(1) *Ka Imlang Sahlang Bad Ka. Trei Ka Ktah* concept and application of Socio-Eco Creativity, KCS—Seventh Series, '92.

scheme of a political re-organisation of the region as well. Moreover, the consensus of opinion among the State Legislative Assemblies concerned was necessary when, in 1967 the Assam Legislative Assembly was committed to support while, the Nagaland Assembly did not subscribe to such decision. The consensus of opinion between the Assam and the Autonomous Meghalaya State Assemblies, enabled the Government to introduce the University Bill, whose jurisdiction would extend to Assam, Meghalaya, Mizoram and Arunachal Pradesh in the first instance. But Assam then decided to stay out of the University with the result that the Bill was withdrawn. To make good over the loss, the association of West Bengal Government for its proposed jurisdiction over the hill areas was sought for, but that too was dropped. Negotiations were, therefore, embarked upon with the neighbouring States at which juncture, the Nagaland Government came out and agreed to its formation on the condition that a University campus would be opened in Kohima. The Special Session of the State Assembly (Nagaland) passed a resolution to that effect which thus, enabled the University Bill entitled "North-Eastern Hill University" to be passed by the Parliament and its jurisdiction extended to Meghalaya, Nagaland, Mizoram and Arunachal Pradesh.

Since the University commenced to function on August 5, 1973, various activities were undertaken because, within two years of its establishment, Eight Post-graduate Departments have been opened, *viz.*, English, Political Science, History, Economics, Philosophy, Mathematics, Botany and Zoology. Ten Schools were also being planned to be started, *viz.* School of Languages, School of Social Sciences, School of Life Sciences, School of Environmental Sciences, School of Engineering Sciences and School of Physical Sciences, out of which Five schools till 1980, had already started to function, *viz.* Social Sciences, Languages, Life Sciences, Physical Sciences and Education and shortly after the Departments of Sociology, Geography, Anthropology, Physics and Chemistry were started. Moreover, the Department of Continuing Education was started. Twenty-eight colleges up-till 1976 were affiliated to it. The University Campuses at Kohime and Aizawal were also started.

In 1990, the existing Schools are as follows:—

1. School of Sciences comprising the Departments of Zoology, Botany and Bio-Chemistry; two Centres - the Centre for Applied Statistics and the Centre for Eco. Development, are attached to it;
2. School of Physical Sciences with the Department of Mathematics, Chemistry and Physics and a Centre for School of Sciences and Mathematics is also within this School.
3. School of Social Sciences with the Departments of Political Science, Economics, Sociology, Philosophy, Anthropology and History, and this School also includes a Centre known as the Centre for Literary and Cultural Studies.
4. School of Educational Research and Studies with the Department of Education in which the two Centres - the Centre for Adult and Continuing Education and the Centre for Distance Education, are also attached.
5. School of Environmental Science which comprises the Department of Geography.
6. School of Languages with the Departments of English and Khasi besides which, the Centre for Creative Arts is also attached.

The other important Centres are - Computer Centre, Regional Sophisticated Instrument Centre. There is also the Institute of Self Organising Systems and Bio-Physics; there was for some time an Academic Staff College and there is an establishment known as *USIC (North-Eastern Hill University 1990 - 1991)*.

The office of the Registrar is manned by the Officer on Special Duty. All matters relating examinations are supervised by the Controller of Examinations, assisted by the Deputy Registrar. Finance and Accounts are looked after by the Finance Officer, assisted by the Deputy Registrar. There are three Deputy Registrars who look after matters pertaining to Conferences, Academic matters and others and there is a number of Assistant Registrars concerned with examination, administration, estate, etc. There are Superintending Engineers and two Executive Engineers and their establishment

look after works relating to buildings and constructions. The Planning Officer is entrusted with all matters relating to planning. Publications are catered to by the Director of Publications assisted by the Publication Officer. The Librarian is in-charge of the Central NEHU Library besides which, there is a Post-graduate Department of Library and Information Sciences. There are Directors like Director of Sports and NSS Co-ordinator. The Health Clinic is looked after by a Medical Officer. There is the Dean of Students' Welfare.

Events in 1991-92: One of the auspicious occasions was the holding of the first annual conference of the North-East India Education Society which took place at Post-graduate Training College, Shillong in March, 1991¹. Mr. P.R. Kyndiah Speaker, Meghalaya Legislative Assembly, inaugurating the conference, focused on the educational constraints; he pinpointed the lacunas in the area of literacy and observed that "illiteracy is one of the greatest problems facing the nation, and recently a national campaign has been launched for mass education of the illiterates." On the lacuna of employment potentials, he subscribed to the view that unemployment is, "an extremely grave problem in the entire nation....including Meghalaya". He pointed out to the social implications as well and the problem which he feared, which could obstruct the continuity of the tribal cultural heritage and the traditional way of life. Mr. H.S. Lyngdoh, Education Minister summed up the role of education in human resource development since, education plays its most vital and inevitable role in this sector; it is the key to all socio-economic development and teachers still have a long way to disseminate the instructions properly and prepare good students to assume leadership in various fields.

According to Dr. Iqbal Narain, the outgoing Vice-Chancellor from Shillong, there could be no denying the fact that "education has produced scientists, engineers, doctors, teachers and administrators". Self reliance in a very limited extent cannot be achieved with higher education. The constraints to education are due to the lack of vocational culture, there is

(1) *Meghalaya Guardian*, 24 March, 1991, "NEIES holds first Annual Conference".

no dignity of labour and there is dearth of job opportunities, poverty and illiteracy as such, have featured out as the greatest constraints.

Another event was the participation of the Meghalaya Branch of Bharat Scouts and Guides at National level competition held at Delhi from May 25 to 31 in which Meghalaya State team was adjudged to be the best and; they won laurels in item, *viz.*, rope crossing, hiking by night, blind trail activities, adventure activities and First Aid. The team was declared the best among 22-State teams of the country. Miss Relanumon, a senior guide from this establishment was selected to the four-member team to represent Indian scouts and guides.¹

According to the news item, Mr. John W. Thabah, who earlier was the recipient of the National Award in 1990, in the Defence Ministry was selected to participate in the Conference of 65 Countries. The Conference would be attended in particular by Economic experts from the United States, the World Bank, Great Britain, the European Community, Japan and Germany for deliberations on the present economic situation.

John W. Thabah had earlier qualified for the National Award for his writing on "the wars of the future" and he had been entitled to participate in the International Conference on Economics and Finance after his recent writing on "International debt and its effect on the global economic development".

Shillong, Dt. 25.9.92 - Felicitation - The Khasi Jaintia Welfare Association holds this special programme on the 25th September at Synod College, Shillong. The General Secretary, Mr. M.R. Allya has initiated the programme with the view to lay further incentives for our young persons.

(1) *Meghalaya Guardian*, 13 June, 1991. The contingent consisted of Rangers Marsuk Tariang, Reena Diengdoh, Veena Diengdoh, Fiano Dkhar, Sukhla Dev, Albert Nicky Warjri, Jonathan Lyngdoh, James Basaiawmoit. The team was led by Nicky Warjri and Dalumlang Kharlukhi.

This Organisation was facing constraints in the earlier years, probably due to the poor enrolment. The above participation at the All-India level indicates that they have done things better at present.

Although persons on the top most position, *viz.* Mrs. Rosemillan Bathew, the first ever Lady and Tribal Chairman of U.P.S.C. and Dr. B. Pakem, the first Vice-Chancellor from Meghalaya have been acknowledged, yet felicitations are extended also to students who have occupied top most positions or first ten at MBOSE and University Examinations; student as such receive tributes for attaining the distinctive, brilliant positions.

Mr. G.P. Wahlang, who graces the occasion as Guest of Honour, calls upon the youth to make hard pursuits for the greater attainments in deciding good service careers which should have secured them, the highly utilitarian job performance in whatever professions they are placed.

He congratulates the passed out successful candidates sitting in the last Staff Selection Examination; some of them are obviously the products of KJWA's coaching classes for all the Civil Services Examinations inside Meghalaya. He lays emphasis on good use of time and making useful endeavour in whatever we do.

Dr. B. Pakem suggests that the institutions of learning have their important place in our education system. He and other speakers reiterated the problems of unemployment in which the socio-educational organisations will, therefore, have the immense chance to plan and implement extra means of employment or self-employment. Incidentally, some vocational courses have recently been started in Colleges like Patkoi. The Meghalaya Government recently has laid down the infrastructure to update some selected schools and enabling them to adopt vocational courses.

Dr. Hamlet Bareh acknowledges the contributions of Mr. Honsen Lyngdoh and Mr. Rishan Rapsang who recently have been the winners of National Citizens' Award. He suggests that Honsen Lyngdoh has solid contributions in engineering sciences and using his own skills, he has adopted the advanced skills in road building and lifting mechanism which appears to be effective enough. He has built garages for automobiles for engaging the heavier operating machines. Rishan Rapsang is acknowledged for having taken concrete steps all these years to develop the healthy sport teams as a step to improve

physical education besides setting up factories, mills and other trade establishments and making remarkable contributions to the local economy. He has taken great interest in film making as a new venture. Both, Honsen and Rishan, have been greatly appreciated for making generous contributions to public welfare works and their philanthropic activities have extended to the remote places.

Mr. M.R. Allya, Chair person of the function also speaks on laying incentives in various spheres of nation building. Mr. Honsen Lyngdoh and Rishan Rapsang in response, remind the audience of the years ahead and appeal the youths to work hard with the new determination and sense of dedication. Samuel Mukhim gives the concluding address.

Persons felicitated:—

- 1) Mrs. Rosmillian Bathew Kharbuli, Chairperson, UPSC, India.
- 2) Prof. Barrister Pakem, Vice-Chancellor, NEHU (On their contributions, in Education, Public administration, etc.)
- 3) Mr. Honsen Lyngdoh.
- 4) Mr. Rishan Rapsang (on Industry, Trade, Engineering services, etc.)

Below is the list of Students felicitated for their meritorious performances with distinction:-

- 5) Mr. Steeshon D. Tynsong, B.Sc. (Hons) Economics—1st position, 1991.
- 6) Mr. Osmond Ewen J. Nongbri, B. Com.—1st position, 1991.
- 7) Mr. Randall Kharsyntiew, B. Com.—2nd position, 1991.
- 8) Miss Emilly Walang, P.U. Com.—5th position, 1991.
- 9) Mr. Eddie Osmana Mukhim, P.U. Sc.—4th position, 1991.
- 10) Mr. Geoffrey M. Shadap, P.U. Sc.—9th position, 1991.
- 11) Mr. Frederik Roy Kharkongor, P.U. Arts.—2nd position, 1991.
- 12) Miss Lawanda Kharshing, P.U. Arts.—1st Position, 1991.
- 13) Miss Mary Jones Syngai, P.U. Arts.—6th position, 1991.

- 14) Mr. Lapynshai Syiem, P.U. Arts.—8th position, 1991.
- 15) Mr. Agustine Bhakupar Lyttan, HSLC—2nd position, 1991.
- 16) Mr. Baskhemlang Kharkongor, HLSC—5th position, 1991.
- 17) Mr. N. Collector Khonglam, HLSC—6th position, 1991.

Some of the overwhelming problems owing to the over concentration of institutions have been noted in the news from time to time. According to the news item¹, it was a paradox in spite of their numbers that admissions in the schools, especially private for weaker students, had become very tight. It was felt essential that weaker students should not suffer but should get due encouragement to improve. Restrictions of admissions as such had greatly sabotaged the aspirations necessary for educational uniformity. The authorities concerned were urged upon to provide the necessary facilities to help the weaker ones as well.

Appendix

A. List of High Schools

In 1990,² there were only five districts, *viz.*, *East Khasi Hills, West Khasi Hills, West Garo Hills, East Garo Hills, and Jaintia Hills Districts*. Till then, the full-fledged High Schools were the following: (Abbreviation High School—H/S).

(1) See 4 *Lum Shyllong*, Vol. IV, No.7 16th February, 1991.

Ka Lymplung Ki Paidbah

(2) The list omits some schools recently established

LIST OF GOVERNMENT HIGH SCHOOLS**I. West Khasi Hills:**

Maharam Govt. H/S, P.O. Mawkyrwat, Estb. - 1952.

Mallangkona Govt. H/S, Nongstoin, Estb. - 1959, and

Sibsingh Memorial Govt. H/S, Nongstoin, Estb. - 1976.

II. East Khasi Hills:

Government Boys' H/S, Shillong, Estb. - 1888, and

Government Girls' H/S, Jail Road, Shillong,

III. East Garo Hills:

Resubelpara Govt. boys' H/S, Estb. - 1952

United Kharkutta Govt. H/S, " - 1953, and

Rongrenggiri Govt. H/S, " - 1963.

IV. West Garo Hills:

Government Boys' H/S, Tura.

Government Girls' H/S, Tura, and Baghmara H/S, Tura.

V. Jaintia Hills:

Government Boys' H/S, Jowai.

Government Girls' H/S, Jowai, and Sohkhia H/S, P.O.

Dawki.

Non-aided Govt H/S
The earliest schools administered under the deficit system were the following:—

I Deficit—East Khasi Hills:

1. St. Mary's H/S, Shillong, Estab. - 1915.

2. Seng Khasi H/S, Shillong, Estab. - 1921.

3. Islamia H/S, Shillong, Estab. - 1922.

4. R.B.A. Hindi H/S, Estb. - 1926.

5. Jail Road Boys' H/S. Shillong, Estb. - 1929.

6. St. Anthony's High School, Shillong, Estb. - 1931.

7. R.K. Mission High School, Shora, Estb. - 1931.

8. St. John Bosce Girls' H/S, Shora, Estb. - 1937.

9. Pomlum H/S, Upper Shillong, Estb. - 1944.
10. Gurkha H/S, Upper Shillong, Estb. - 1946.
11. Mawkhar Christian H/S, Shillong, Estb. - 1947.
12. Cherra Presbyterian H/S, Sohra, Estb. - 1947.
13. Laban Khasi H/S, Shillong, Estb. 1950.
14. Scared Heart Girls' H/S, Mawlai, Shillong, Estb. - 1951
15. St. Paul H/S, Marbisu, Estb. 1951.
16. St. Paul H/S, Nongpoh, Estb. - 1954.
17. St. Joseph Girls' H/S, Mawkhar, Shillong, Estb. - 1955.
18. Laitumkhras Bengali Girls H/S, Shillong, Estb. - 1957.
19. St. Dominic H/S, Shillong, Estb. - 1960.
20. Sacred Heart Boys' H/S, Mawali, Shillong, Estb. - 1960.
21. St. John Bosco Boys' H/S, Shora, Estb. - 1960.
22. Shillong Vidyalaya H/S, Estb. - 1961.
23. Mawsynram H/S. Estb. - 1961.
24. Mawkhar Christian H/S, Bhoilymbong, Estb. - 1961.
25. Nehru Memorial H/S, Umening, Estb. - 1962.
26. Nongkwar, H/S, Mawlai, Shillong, Estb. - 1962.
27. St. Anthony's H/S. Pynursla Estb. - 1963.
28. Laitumkhras Presbyterian H/S, Shillong, Estb. - 1966.
29. Little Flower High School, Shillong, Estb. - 1966.
30. Khatarblang H/S, Langkyrdem Estb. - 1966.
31. Smit H/S, Estb. - 1968.
32. Mawprem Modern H/S, Shillong, Estb. - 1969.
33. Laban Bengalee Girls' H/S, Shillong, Estb. - 1972.
34. Nongkseh H/S, Upper Shillong, Estb. - 1972.
35. Good Shepherd Proceeding H/S, Estb. - 1972.
36. Laban Bengalee Boys' H/S, Shillong, Estb. - 1977.
37. Nongtluh High School, B.P.O. Umden, Estb. - 1980.

II. Deficit—West Khasi Hills:

1. Mairang Christian H/S, Estb. - 1958.
2. Aradonga H/S, Estb. - 1965.
3. Nativity H/S. Mawkyrwat, Estb. - 1974.
4. St. Mary's, H/S. Rangblang, Estb. - 1975.
5. St. Peter's H/S, Nongstoin, Estb. - 1976.
6. Presbyterian H/S, Mawlyngwir, Estb. - 1978.
7. Langtor H/S, P.O. Mairang, Estb. - 1980.
8. Lyngngam Presbyterian H/S, Estb. - 1983.
9. St. Thomas High School.

III. Deficit—West Garo Hills:

1. Christian Girls H/S.
2. Don Bosco H/S, Tura.
3. St. Xaviers' H/S, Tura.
4. Tura Town High School.
5. Dalu Bengali High School.
6. Dalu Government Aided H/S.
7. Bagmara Girls' High School.
8. Rongra H/S.
9. Sibbari H/S.
10. Silkigiri H/S.
11. Rugapara H/S.
12. Rangsakona H/S.
13. Sulguri H/S.
14. Mellim H/S.
15. Mahendraganj H/S.
16. Nogorpara H/S.
17. Kaluli H/S.
18. Tikrikilla H/S.
19. Roni-Asim H/S.

20. Salsella H/S.
21. Bhaitbari H/S.
22. Gorabadha H/S.
23. Gamigiri H/S.

IV. Deficit:— East Garo Hills :

1. United Ronjeng H/S, Estb. - 1956.
2. Dilma Apal H/S, Estb. - 1958 (Mendipathar P.O).
3. Bojengdoba H/S, Estb. - 1961.
4. Resubelpara H/S, Estb. - 1965.
5. Adohgiri H/S, Estb. - 1968.
6. Omed Memorial H/S, Estb. - 1969.
7. Manikganj H/S, Estb. - 1969.
8. Mangsang H/S, Estb. - 1970.
9. United Songsak H/S, Estb. - 1970.
10. Depa High School, estb. 1974
11. Mendipathar H/S, Estb. - 1976.

V. The Schools in this Section are located in Jaintia Hills District:

Deficit - Jaintia Hills:

1. Marian Hill H/S, Jowai.
2. St. Mary Mazzarello H/S, Jowai.
3. Wahiajer H/S.
4. Albin Lamare Memorial H/S.
5. Khliehriat H/S.
6. Sutnga H/S.
7. Shangpung H/S.
8. St. Dominic H/S, Mawkyndeng.
9. Sawlyngdoh H/S, Mowkaiaw.

LIST OF SCHOOLS UNDER AD-HOC MANAGEMENT

A very few number of these institutions are known to have been raised to the status of deficit in 1990 - 1991 and 1992)

I. Government Aided—West Khasi Hills:

1. United Christian H/S, Pariong, Estb. - 1952 Nongstoin.
2. Markasa H/S, B.P.O. Markasa, " 1971 -do-
3. Mawkynsah Pro. H/S, B.P.O. Mawkynsah Estab. 1973 -do-
4. United Christian H/S, B.P.O. Byrki, Estb. - 1975 -do-
5. Mawpud Pro. H/S, B.P.O. Mawpud, Estb. - 1976, Mawkyrwat
6. Bynther C/A, H/S, P.O. Mairang - 1976, Nongstoin
7. Christ King Pro. H/S, Riango, 1980 -do-
8. Pastorate Laitkseh Christian H/S, 1980 -do- B.P.O. Laitkseh.
9. Mawkyllei Pro. H/S, B.P.O. Mawkyllei - 1981 -do-
10. Christian H/S, New Nongstoin - 1982 -do-
11. Tirot Singh Memorial H/S, Nongkhlaw, 1982 Mairang.
12. Kynshi Pro. H/S, B.P.O. Kynshi - 1983 Nongstoin
13. Myriaw Pro. H/S, B.P.O. Myriaw - 1983 -do-
14. United National Pro. H/S, Rambrai - 1983 -do-
15. Ngunraw Pro. H/S, B.P.O. Ngunraw - 1983, Mawkyrwat.
16. St. Anthony's H/S, Jaisoh - 1984, Nongstoin.
17. Rangthong Christian H/S, B.P.O. Rangthong. - 1984, Mawkyrwat
18. Wahkhaji Pro. H/S, B.P.O. Wahkhaji - 1986, Nongstoin.
19. Rev. J.J.M. Nicholas Roy H/S, - 1986 -do-
20. Konjoy Pro. H/S, P.O. Konjoy - 1986 -do-

21. Laishnong Pro. H/S, B.P.O. Mawlangsu - 1986 -do-
22. Nongkhlaw Dist. Christian H/S, - 1986 -do-
B.P.O. Kynroh.
23. Pongkung Church of God Pro. H/S, 1986 - Mawkyrwat
24. S. Ferando Memorial Pro. H/S, B.P.O. Sawsymer
- 1986 -do-
25. Nongkharai Christian Pro. H/S, B.P.O. Sawsymer -
1987, Nongstoin
26. Christian Girls' H/S, Rangsapara P.O. Aradonga - 1987
-do-
27. Nongnah Pro. H/S, B.P.O. Nongnah - 1987, Mawkyrwat.
28. United Christian Pro. H/S, B.P.O. Nongsynrieh - 1987
-do-

II. Government Aided—East Khasi Hills:

1. Gandhi Buniyadi H/S, Shillong - 1971, Shillong.
2. Raid Laban H/S, Shillong - 1972 -do-
3. Madan Laban Nepalee H/S - 1972 -do-
4. Rilbong H/S - 1970 -do-
5. H. Elias Memorial H/S - 1972 -do-
6. San Shnong H/S - 1972, Upper Shillong.
7. Green Hill H/S, Sohryngkham - 1974, Mawryngkneng
Dev. Block.
8. Diengiei H/S, Diengiei - 1974, Mawphllang Dev. Block.
9. St. Nansh Pro. H/S, Pynthorumkhrah - 1974, Mylliein
Dev. Block.
10. Riwar Mihngi Pro. H/S, Umtong - 1975, Mawkynew
Dev. Block
11. Wallang Pro. H/S B.P.O. Sohiong - 1976, Mawphlang
Dev. Block.
12. Garo Union Day H/S - 1977, Shillong.
13. Garo Union Nigh H/S - 1977, Shillong.
14. Mawkham Pro. H/S - 1977, Mylliem Dev. Block.

15. Western Ri Bhoi H/S, Pynthorumkhrah - 1978, Umling Dev. Block.
16. Malki Presbyterian H/S - 1979, Shillong.
17. Tyrsad H/S - 1979, Mawsynram Dev. Block.
18. Seng Khasi Pro. H/S, Marbisu - 1979, Mawphalang Dev. Block.
19. Ri Bhoi Presbyterian Pro. H/S, Nongpoh. - 1979. Nongpoh Dev. Block.
20. Tirot Singh Memorial H/S, Mawkdok - 1980, Shella Dev. Block.
21. Mawphlang H/S - 1980, Mawphlang.
22. Sohiong Pro. H/S - 1984, Mawsynram Dev. Block.
23. Mawpynthaw Pro. H/S - 1984 -do-
24. Lalitbah Union Pro. H/S - 1985 -do-
25. Tirot Singh Memorial Pro. H/S - 1985, Lalitkynsew, Shella Dev. Block.
26. Pilangkota H/S via Dispur - 1985, Nongpoh Dev. Block.
27. Byrnihat Pro. H/S - 1985, Umling.
28. Umroi Pro. H/S - 1985, Umling.
29. Mawlong Sirdarship Pro. H/S - 1986, Shella Dev. Block.
30. Mawlai Christian Night Pro. H/S - 1986, Shillong.
31. Raid Lynkhoi Pro. H/S - 1986, Mawsynram Dev. Block.
32. Mawphlang Dist. Christian Multipurpose Pro. H/S - 1986, Mawngap.
33. St. Alfred's Pro. H/S, Marngar - 1987, Umling.
34. Lalitmawsiang Pro. H/S - 1987, Mawphlang Dev. Block.

III. Government Aided—East Garo Hills:

1. Thapa Kontulguri H/S, Rosu Belpara - 1966, Resu Belpara.
2. Monsang Nigh H/S - 1969, Williamnagar.
3. United Baksalpara H/S, P.O. Chibonga - 1973, Resu Selpara.

4. United Chibonga H/S - 1973 -do-
5. Mendima H/S, P.O. Mendima - 1974 -do-
6. Mendal H/S, P.O. Mendal - 1974 -do-
7. Damash H/S, P.O. Damash - 1974 -do-
8. Mendipathar Night H/S - 1976 -do-
9. Holy Family H/S, P.O. Rongjeng - 1980, Williamnagar.
10. Chima Tambal H/S, P.O. Gairong - 1980, Resu Belpara.
11. Rongrong Union H/S - 1980, Williamnagar.
12. Union Wage H/S, P.O. Wagentsi - 1981, Resu Belpara.
13. Williamnagar Night H/S - 1981, Williamnagar.
14. United Sualman H/S - 1981, Resu Belpara.
15. Rongrenggiri Model H/S - 1982, Williamnagar.
16. United Bangsi Apal H/S, Dainadubi - 1983, Resu Belpara.
17. Raja - Apal H/S - 1983, Williamnagar.
18. Rongsahgiri H/S, Rongsah - 1986 -do-
19. Daram Union H/S - 1986, Resu Belpara
20. Soman Memorial Night H/S - 1987, Williamnagar.

Govt Aided—East Khasi Hills:

(List of School Established till 1970)

1. Gurkha Pathsala H/S - 1876, Shillong -do-
2. Buddha Ridya Niketan H/S - 1948 -do-
3. Anath Ashram H/S - 1956 -do-
4. Nongthymmai Nepalee H/S - 1956 -do-
5. Shon Roy Basan H/S, Upper Shillong - 1956 -do-
6. Khasi Pnar H/S - 1959 -do-
7. Umpling (R) Girls' H/S - 1960 -do-
8. Nongkrem H/S - 1961 -do-
9. St. Michael Pro. H/S, Umsning - 1961 -do-
10. Shillong Academy H/S - 1963 -do-
11. Balika Hindi H/S - 1963 -do-

12. Syond H/S - 1964 -do-
13. Ruprika Night H/S - 1964 -do-
14. Jirang H/S - 1964 -do-
15. Christ Church H/S - 1965 -do-
16. Shillong H/S, Pynthorumkhrah - 1966 -do-
17. Mizo Modern H/S - 1966 -do-
18. Umpling Boys' H/S - 1966 -do-
19. H.L. Mizo H/S - 1967 -do-
20. Lalitlyngkot H/S - 1967 -do-

List of Ad-hoc Schools without Date

I. Government Aided: West Garo Hills:—

- | | |
|--------------------------------|----------------------------|
| 1. Akkonggiri H/S, Tura. | 2. Hindi H/S, Tura. |
| 3. Hawakhana H/S, Tura. | 4. L.G.B. H/S, Tura. |
| 5. New Tura H/S. | |
| 6. Dobasipara Night H/S, Tura. | |
| 7. Rongkhon Day H/S, Tura | 8. Araimile Night H/S. |
| 9. Nivedita Girls' H/S. | 10. Tura Night H/S. |
| 11. Donasipara H/S. | 12. Rongkhon Night H/S. |
| 13. Christian Boys' H/S. | 14. St. Mary's Girls' H/S. |
| 15. Rongran H/S. | 16. Jengjal H/S. |
| 17. Dadenggiri H/S. | 18. Bolchugiri H/S. |
| 19. Bandra H/S. | 20. Edonbari H/S. |
| 21. Rombagiri H/S. | 22. Babelapara H/S. |
| 23. Amongpara H/S. | 24. Chenggapara H/S. |
| 25. Sesengpara H/S. | 26. Renirangpara H/S. |
| 27. Rohonpara H/S. | 28. Gouchudare H/S. |
| 29. Kerapara H/S. | 30. Sacred Heart H/S. |
| 31. Josipara H/S. | 32. Purakhasia H/S. |
| 33. Machangpani H/S. | 34. Sangknigiri H/S. |
| 35. Asheigiri H/S. | 36. Baghmara H/S. |

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|-------------------------------|------------------------|
| 37. Nengkong H/S. | 38. Karukol H/S. |
| 39. Mendikgiri H/S. | 40. Moheskola H/S. |
| 41. Chokpot H/S. | 42. Kapasipar H/S. |
| 43. Mitapgiri H/S. | 44. Rongrikemgiri H/S. |
| 45. Gasuapara H/S. | 46. Dimapara H/S. |
| 47. Ganchikalak H/S. | 48. Mihongpara H/S. |
| 49. Betasing H/S. | 50. Ampali H/S. |
| 51. Kasabanagar H/S. | 52. Vidyamoni H/S. |
| 53. Okkapara H/S. | 54. Monabari H/S. |
| 55. Boldanigiri H/S. | 56. Gopinathkilla H/S. |
| 57. Palizora H/S. | 58. Salmanpar H/S. |
| 59. Kataipara H/S. | 60. tochapara H/S. |
| 61. Kalaigaon H/S. | 62. Mahendraganj. H/S. |
| 63. J.N. Bhulbari H/S. | 64. Janapriya H/S. |
| 65. Raksamgiri H/S. | 66. Shyamanagar H/S. |
| 67. Dadeggiri H/S. | 68. Pedaldoba H/S. |
| 69. New Model Chokchokia H/S. | |
| 70. Haripur Namabilla H/S. | |
| 71. Betabari H/S. | 72. Rajabala H/S. |
| 73. Haldibari H/S. | 74. Baja Mara H/S. |
| 75. Kalchengpara H/S. | |
| 76. United Mukdangra H/S. | |

II. Government Aided Jaintia Hills:

1. Seinraj H/S, Jowai
2. Nongtalang H/S.
3. Adventist Trg. School
4. Nartiang Presbyterian H/S.
5. Sajar Nangli Memorial H/S.
6. Seinsjait Tuber H/S.
7. Rymbai H/S.
8. Dkhiah High School.
9. Biate Christian H/S.

Appendix B**Teacher Education (Essence of Teachers in Society)**

(Teacher Education¹ is the great essence of the whole education system. Teachers, therefore, play their positive role to shape the society. The functional roles of teaching, from time to time, become greatly restituted to fit with the changing situation.

Teachers instruct, counsel and guide their students. They define, expose and interpret the course contents. Other means also used to strengthen the analytical and comprehensive power of that is taught. The concept of learning can be adequately enhanced through the frequent classroom evaluations so as to reinforce the mental practices regularly. School conductors are impelled to be psychologically suited to the situation. Good teachers are imbued with the inspiring aesthetic and moral lessons. They train up children to be fluent in reading, writing and capable of memorising and reproducing things befittingly. Teaching is acknowledged because of its moulding power, and would enable the children, to have their places in future as rightful citizens the country. The situation arises that learners are obliged, therefore, to create, shape and reproduce ideas competently. We find that inculcation of skill has been worked out with using both, the advanced and the natural methods of teaching.

Teacher education provides and propagates the dissemination of instruction in some themes by the application of the method. It is the system which specialises teacher, especially in method subjects aimed at enabling the students to make out good expositions.

Teacher education may have, therefore, undergone certain flaws on account of the present complex sociological character; we are aware also of the hazards and challenges which our system at present is facing. The situation has been

(1) This dissertation as a separate article of the author also appeared in *Meghalaya Guardian*, dt 10th November, '92

made difficult also yet, due to the present phenomenal increase in the institutions and the rising by leaps and bounds of the school rolls. The system of the healthy classroom contacts, assimilations and exposures, therefore, has suffered. Yet, education is still a subject distinct to itself; its proper handling is decisive in shaping the future. The traditional school upholds the importance of teaching to the following aims and objects:—

- a) That teachers take greater interest to sharpen the system of teaching for imparting instructions consistently to fit in with the project of the advanced techniques. Interpretation of topics and giving due elucidation and exposition to them are unavoidable. Elucidation is resorted to, as one of the effective methods of teaching, and which for all the ages together, this as been practised, upheld and propounded is a communicative aspect;
- b) Teachers have more flair to make pupils interested and generate their continued involvement in studies; teachers, therefore, can use such techniques, demonstrative, mediumistic, whatever, and get their pupils interest enhanced in all grades of classroom enterprises;
- c) A teacher can even help his or her pupils grasp the subject quicker by dictating a few salient points than by giving exhaustive notes;
- d) Examination is the most reliable asset for the assessment of students. Experienced teachers use several methods to judge the capacity of students and use diagnostic means more frequently to rectify their errors with the view to ensure further improvement.

Out of daily acquaintances made, a teacher knows which thing appeals most to students' interest, hobbies and skills; we agree that teaching seeks to enhance the creative power of the child to the things most suited to him. The teacher generally seeks to imbibe the sense of values, good taste, temperament and aptitudes to the learners. The doctrine upholds that the teacher shapes the conduct and career of a child immensely. While seeking that the child fits in with the system of instruction, the teacher guides the child to a social situation most suited to him. Teachers shape enormously the careers of

students and use various means - enabling them to discharge responsibilities at the levels they will be placed in future. Teachers generally seek to recreate the sense of dignity and dedication for a school community. Teachers have enormous resources which are to be conserved — to decide upon the course of the future, therefore, a sound, viable and creative system is sought for propagation in our syllabus and course. Teachers can become good and witty critics of social situations. Teaching without getting the student's interest and attachment to class work pursuits, is rendered less meaningful.)

With regards to Method and Course Contents, we can sum up briefly as follows:—

The Elementary education is of foremost importance at an incipient stage, at which the processes to develop the mental, creative, passionate and emotional insights and aptitudes are most vital. Hence, inculcation of aspirations for solving some problems according to one's experience of taste is one of the inherent objects of education at its different stages. The methods suitable at a lower course would have been that—

- a) reading, recitation and spelling entail a great degree of fluency at with the demonstrative aids for improving the system of vocalisation, have their great importance. Teaching includes also some forms of accentuation to some poetic and rhetoric expressions. A weekly group practice in vocalisation can attain good results. Weak reading, however, cannot promote to the least, the system of self-expression;
- b) maximum efforts are necessary to improve handwriting and lettering to make it neat, tidy and clear. A good handwriting is an essence for the lowest stage;
- c) sums and arithmetical lessons are done through simple procedures and the help of aids and illustrations is very important;
- d) The use of simple phonetics is very helpful to beginners;
- e) utmost care is taken that drawing, sketching and portraying are steadily improved; special efforts are made that infants and primary classes take delight in classroom practices; colouring is a useful pursuit;

- f) utmost vigilance is necessary that arts say, songs, hymns and invocation are performed with full rhythmic harmony, voice training in preliminary musical styles is necessary against innovations on soft, mild, gentle, loud accents and at top of voices according to the rhythms set down. Musical styles and signs can also be exhibited;
- g) maps and other aids are counted essentially as daily guides in the teaching of geography, languages and history. But other aids can be reproduced by illustrations, charts, diagrams, pictures, portraits, so on and so forth. Daily lesson plans are carefully framed to provide teaching aids;
- h) practical demonstrations at well selected sites, in the nearby environs or creation of demonstrative aids to suit with the purpose are necessary. Some excursions can become necessary to examine the topographical conditions. Important events in the passages in each and every important subject are interpreted geographically, and maps and aids as such are greatly relevant to learn things perspectively.

There is a similarity and dissimilarity in the range of contents and dissemination alike of training between the lower and higher levels of education. However, the more sharpened techniques are applied for descriptive, analytical, assimilatory, critical, elucidatory and critical forms and contents. The matter to rectify treatment of subjects grammatically, conceptually, forlistically in both the subjective and objective pattern of classroom exercises and evaluation, has become considerably enhanced at the higher stage of education. The reinforcement of mental and other class exercises and practices for memorisation, digestive absorption and effective exposition has also become necessary. Maps aids and school exhibits are resorted to for providing everybody's eyes with the real visual stuff or feeds.

We can still assess some other relevant methods that can **also be properly** tapped with the view to generate the creative **and productive** faculties for the school community, so as to **enable** them, reap work experiences as well, much more suitably and viably. We have been contemplating on the condition

that schools can be good places to decide and create valuable models, but some of these models can serve better as the good teaching aids; the experience from craftsmen and artisans can, therefore, be utilised. Vocationalisation and knowledge of creative crafts is a dire necessity; this project can be started at the elementary stage itself. The utilitarian models, other than teaching aids, can be effectively planned and implemented as well. The wisdom of each particular school to generate, create and lay impetus on the technical or vocational side matters most. The essence of craft based centres and enterprises through hand skills has now arisen in the new course and the active, creative, enterprising habits on the part of school children is stressed. Crafts and arts and skills in these are variegated. Therefore, the highly balanced and kind of resource selection matters most to suit with the distinctive character of the school that has updated the subjects or courses of training. But education is the system to train the mind to conserve more and more of its fertility with the rich imbuing or acquired skills. Therefore, the classroom activities remain to be strengthened considerably, so as to include classroom quiz, extempores, debates, discussions and even stage performances.

The system of evaluation in these programmes remains yet to be updated. Vigilance is of utmost necessity for rectifying students' errors and taking steps to help the weaker ones in the class.

We are going ahead to equip manpower at the different levels to create characters, careers and models as well, to bring out the bright and brilliant products in all disciplines, to implement economic productivity plans (for meeting the changing needs in population structure), to eliminate educational and social wastages and make students fit for making adaptations and adjustments in the changing social order, both through the instructional and social factors. In upholding Miss S. Swer's recommendation, vocationalisation, therefore, is needed to be taken to combat the massive production of graduates which has brought about problems of youth unrest and unemployment. Vocational education has to be made more attractive and diversion of its stream is urged upon to equip both technical and non-technical lines in agriculture,

veterinary science, trade, business, precision work, craft industry, and many other courses of economic utility. But, we see also that vocationalisation is not training oriented always. It can serve itself as a good farming system; it can be made into a viable dairy industry, it can become a viable workshop of various kinds. It can cater to producing and circulating a host of crafts, handloom products and other items of utility. Productivity pattern can help students to get some income and the school can do better as the organised pattern of trade and industry and conserve resources suitable. In the present situation education and economic productivity in the pattern of advanced trade, can even be linked up effectively. Therefore, there is a gap between teaching and research since teaching is mainly the system of elucidation and exposure of subject matters resting with the disciplines established. It is the system which sharpens, creates and generates interest in the prescribed course contents. But orientation of learning, however, also comes through other means of prospectful research projects already published. University education is diversified to the forms of concretisation. Its ultimate aim is to create products which will be engaged for different missions and roles. By virtue of its role, the University is related to motivating high class researches in various fields, and thus the different forms of disciplines have emerged.

The present situation is very crucial; it is intensively marked by the upsurge and convergence of new forces. The new forms of knowledge has reached their unprecedented heights. The accelerated pace of technological progress is seen everywhere. The new form of commercialisation and industrialisation has made its appearance and population explosion, is shooting up daily. There is also the fear of environmental pollution and exhaustion. The new inflationary and transformatory trends, as such have their place. The neo-modernistic ideology and fashion spread very fast. This has raised a serious and pertinent question as how the idea of utilitarian system and the traditional efficiency can be safeguarded in the face of these events. There is no way out except to impose certain innovations in the **areas** where they are needed.

We can sum up some of the advantages that can be worked out and which we are trying to elucidate, as below:—

That education can better serve its purpose to provide the instrument to check and curtail the present social evils. We also take note of the fact that wastages on the whole, are inconsistent with the utilitarian system. An excerpt from Sarat Bose Academy (Annual Publication, Vol. II, 1984, Calcutta) suggests to us that our educationists "are now beginning to realise that the problem of education is no longer a social problem". Education has to become more conscious evoking to social ills and should provide remedies to heal them. The ethical, aesthetic and cultural aspects till date have their place and cannot be obliterated yet in which the concept of discipline, value and efficiency has still its basic role. There should be suitable measures to protect students from boredom and from being misguided. Teaching in these circumstances can become more integrated with making use of psychological and social insights necessary for the purpose. There are hazards to scale new heights due to the increasing number of school pupils and the teachers' roles now-a-days has become greatly enhanced.

The good school climates have emerged as we are now trying to enrich the modes of instruction and evaluation and conserve resources suitably to produce the tangible results. This has necessitated us to view the issues of classroom works, such as screening and evaluation, refresher and reinforcement, examination and achievement oriented test, co-curricular activities and enterprises in their new lights. This has necessitated us also to consider that the whole concept and application of education is equivalent, as much as possible, to its fully utilitarian role and its importance is pin-pointed because, it is the system which creates good characters and intellects. It provides means for the working of an integrated and assimilated machinery, for creating suitable aptitude, faculties, potentials, traditions for shaping successful careers as well. It seeks to sharpen the faculties, adjusting itself with the form of society, civics, economy, public administration and other spheres of activities. The future as such, is due to take its place according to the system of education, we are now imparting on. Qualitative pattern, in spite of inflationary upsurges, has to be adequately maintained. While we are making adjustment with the present situation, we take strong note of

the matter to preserve our heritage and tradition of efficiency. We have heard addresses at conferences and other circles that the quality of education (tantamount to some form of human quality), has to be essentially maintained.

The task to provide quicker mental and vocational skills and operative techniques to the community under instruction, has arisen; hence the need to inculcate and practise the evaluation and reinforcement machinery much frequently, this is deemed most essential to the cause to education. We agree that education provides the means to build the brain and the operative skill, both at the vocational and non-vocational sectors, since acquisition of learning and forms of dexterity in the acceptable fashion counts most. Education till date has served as an instrument to build some pattern of leaderships; it is tantamount to meeting the human resource requirements. It is supposed greatly to develop the better system of civics and citizenship and provide rooms for economic reconstruction. It also helps to create the strong teams of intelligentsia. It is an asset to building the system of cultural enlightenment, it helps to man personnel in various trades, professions and practices.

The obvious importance, therefore, has arisen to holding frequent classroom exercises, test and assessments for imparting incentives to the weaker students while motivating bright students for more distinctive attainments in both classroom and co-curricular programmes directed to the real educational skills. Therefore, measures to judge the inherent defects of teaching or reinforcement programmes and rectifying such drawbacks, can now actually be taken up.